



**ST MARY'S**  
CATHOLIC COLLEGE  

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**CASINO**

**PARENT  
HANDBOOK**

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## INTRODUCTION

At St Mary's Catholic College we pride ourselves on providing an inclusive, holistic Catholic education for our students.

We aim to integrate Christian values and quality educational practices in order to prepare students for a positive, productive and successful future.

St Mary's Catholic College is a school large enough to have a broad curriculum with a wide range of subjects, yet small enough to ensure that every child is known and cared for individually.

It is very important that the three components of your child's secondary school life: their family, their school and their parish all work together to support each other. This inter-dependent relationship gives your child the best possible foundations for their future.

This parent handbook aims to provide families with information relating to various aspects of College life. Should you require any for the information, please make contact in the first instance with the College the office.

## ST MARY'S CATHOLIC COLLEGE MISSION STATEMENT

Our mission is to provide high-quality education within the Catholic Tradition, and steeped in Marist and Mercy charisms. Emphasis is placed on individual student engagement, underpinned by the promotion of education as learning for life.

We aim to assist the formation of our students as young people of faith, integrity and knowledge, always prepared to 'Reach Out' in service to others.



## EDUCATIONAL VISION STATEMENT

### Nine Core Beliefs of Catholic Education at St Mary's Catholic College

1. St Mary's Catholic College exists to educate children in the faith and to teach secular subjects within a Catholic Worldview.
2. St Mary's Catholic College plays a major role in the lifelong learning and future success of students within their Parish and wider community.
3. Catholic Education is a vocation and educators at St Mary's Catholic College conduct themselves as professionals committed to the ethos, teachings and values of the Catholic Church.
4. Catholic Education at St Mary's Catholic College is a mission of the Church and as Catholic educators we proclaim the evangelising and catechising mission of the Church.
5. St Mary's Parish Schools are our Parish's most precious institutions and St Mary's Catholic College plays a transformational role in our Parish and wider community.
6. Students are at the centre of all that we do at St Mary's Catholic College and our practice strives to reflect their best interests.
7. We believe that St Mary's Catholic College must partner with other members of the Casino Parish and wider community to ensure holistic educational experiences are optimised for application in the real world.
8. We believe that the development of one's unique character is important and that St Mary's Catholic College shapes this character and the faith of our students.
9. St Mary's Catholic College integrates Christian service to the Parish and wider community as we strive to truly live our motto of 'Reach Out' through word and deed.

## COLLEGE RULES

Rules and procedures are never instituted to 'catch someone doing something wrong'; however, they are important for the smooth running of any organisation, schools being no exception. While the student planner lists a series of behaviours that are unacceptable here at St Mary's Catholic College, the three broad College rules are as follows:

- **Respectful**
- **Responsible**
- **Ready**

Staff and students follow these general rules in terms of classroom behaviours, meeting norms and general daily interactions.



Our mission is to provide a high-quality education within the Catholic tradition and steeped in the Marist and Mercy charisms. Emphasis is placed on individual student engagement, underpinned by the promotion of education as learning for life.

We aim to assist the formation of our students as young people of faith, integrity and knowledge, always prepared to 'Reach Out' in service to others.

## TIMELINE OF CATHOLIC EDUCATION IN CASINO – abridged

- 1884** Catholic schooling in the Casino area began when a school was established under the direction of a lay teacher.
- 1887** The school was handed over to Mother M de Sanctis, the Superior of the time, and the Sisters of Mercy started conducting the school on October 17, with 40 pupils.
- 1945** Marist Brothers arrived in Casino.
- 1946** The Brothers' School was officially opened on January 27, and commenced classes on January 29 with an enrolment of 109 boys. The Brothers' School was located on the corner of Canterbury and West streets.
- 1978** St Mary's High School was established as a co-educational high school (Years 7 to 10) in 1978 when the former schools conducted by the Marist Brothers and the Sisters of Mercy united under the one administration.
- 1990** The first lay Principal was appointed for the start of the 1990 school year.
- 2001** The Relihan Centre opened (partly on the site of The Brothers' School).
- 2009** As part of the Rudd government's BER programme, St Mary's EARTH (Environmental, Agricultural & Rural Technology Hub) was announced. It was completed in mid-2011.
- 2011** St Mary's High School changed its name to St Mary's Catholic College. The EARTH Centre opened.
- 2013** St Mary's Catholic College TRADE TRAINING CENTRE opened.
- 2016** St Mary's introduced Compressed Curriculum for HSC Courses.
- 2024** Opening Of the Mercy Centre.

## SISTERS OF MERCY

Catherine McAuley was born at Stormaston House in Dublin in 1788. From early childhood she saw and felt for the poor, and their need for someone to help them lift themselves out of their helpless situation. The sufferings of her own childhood and adolescence enabled Catherine to empathise with the poor in their physical and emotional deprivation. The faith she imbibed from her father gave her a deep trust in God and fostered in her a desire to help those less well off, and enable them to help themselves.

When an unexpected inheritance came to her she saw it as an opportunity to put this desire into action. She built the House of Mercy in Baggot Street, Dublin in 1827. Like-minded women gathered around her to help. She felt from the outset that God was surely guiding her in all that happened. 'We have ever confided



largely in Divine Providence and will continue to do so.' (C. McAuley - Letters) On October 14, 1887 an invitation was extended to the Sisters of Mercy in Grafton by Bishop Doyle to make a foundation in Casino. A new convent had already been built. Reverend Mother accepted the invitation and chose five Sisters to form the new community.

## MARIST BROTHERS

Marcellin Champagnat, the Founder of the Marist Brothers, was born at Marhles, in France, two months before the outbreak of the French Revolution in May, 1789. He was ordained a priest at the age of 27 in 1816 and commenced his priestly ministry at La Valla, a sizable commune of the Pilat mountain range.

As a young priest, he was troubled by the poverty and ignorance among young people in the years following the French Revolution so he chose to gather together a group of men who would educate and be a sign of God's love to young people by being brother to them. He wanted love to be the distinguishing mark of these Brothers he called Marist.

In 1945 a long-cherished ideal of St Mary's Parish Casino was realised by the arrival of the Marist Brothers to look after the education of the boys of the parish. Their college had preceded them by nearly thirty years and many of the boys of the parish had received therein an education that fitted them for successful careers in the service of their God and country, but there was nevertheless universal rejoicing when Brother Leo and a dedicated band of Brothers came into the lives of the youth of those post war years.

## ST MARY'S PARISH, CASINO

Casino is one of the oldest towns on the Richmond River. In 1840 Messrs Clay and Stapleton formed an extensive cattle station which they named Cassino and the town, which came into existence about 1856, though named after the station is spelt with only one 's'. Before this time the settlement was known as The Falls and an inn called The Durham Ox had already been established.

When Father Johnson was appointed as pastor of Grafton in 1863 his territory extended from the Clarence to the Tweed districts. In August, 1867, these districts were formed into a separate parish with Father J J O'Neill in charge and the town of Casino was the principal centre of the new parish. Parish support for the College is very strong, and Catholic education is seen as a significant apostolate in St Mary's Parish.

## COLLEGE CREST AND MOTTO

The College crest was originally struck to symbolise the beginning of the new school in 1978 and was updated in 2011. It illustrates the mission and goals of the College. The crest is dominated by the Cross, a symbol of Christ who reaches out



to us and we reach out in return. The Sacred Congregation for Catholic Education states that *'Christ is the foundation of the whole educational enterprise in a Catholic College. His relevance gives new meaning to life and helps all to direct their thoughts, actions and will according to the Gospel'*. (The Catholic School)

The motto 'Reach Out', is also an expression of Christ's command to 'love one another', is as important today as it was in Christ's day. The open hands indicate that our actions show that we live by what we believe. The College also encourages all members to Reach Out and realise the potential for excellence that lies within each make the College one of which we can be proud.

### COLLEGE PRAYER

Ever present God,  
We pray we have:  
The gentle determination of Champagnat;  
The industry and compassion of McAuley;  
The courage and tenacity of MacKillop;  
And the inclusiveness and kindness of De Paul.  
St Mary: Pray for us.

### SACRAMENTAL PROGRAM AND RCIA

Families are encouraged to live a sacramental life which includes a connection to our Parish community. There are opportunities for families to celebrate masses both with our College and on weekends.

Families who wish to learn more about our Catholic faith are encouraged to contact the Parish office. If there is a desire to complete the Rite of Christian Initiation (RCIA), the College community would accompany the family as they journey through the process of becoming members of our Catholic community.





## ORGANISATIONAL INFORMATION

### BELL TIMES

#### Mondays

Warning Bell	8.45am
Student Briefing	8.50am - 9.00am
Home Room	9.00am - 9.10am
Period 1	9.10am - 10.05am
Period 2	10.05am - 11.00am
Morning Tea	11.00am - 11.25am
Period 3	11.25am - 12.25pm
Period 4	12.25pm - 1.25pm
Lunch	1.25pm - 2.10pm
Period 5	2.10pm - 3.10pm

#### Tuesday, Wednesday and Friday

Warning Bell	8.45am
Home Room	8.50am - 9.00am
Period 1	9.00am - 10.00am
Period 2	10.00am - 11.00am
Morning Tea	11.00am - 11.25am
Period 3	11.25am - 12.25pm
Period 4	12.25pm - 1.25pm
Lunch	1.25pm - 2.10pm
Period 5	2.10pm - 3.10pm

#### Thursdays

Warning Bell	8.45am
Home Room	8.50am - 9.00am
Period 1	9.00am - 9.50am
Period 2	9.50am - 10.40am
Morning Tea	10.40am - 11.05am
Period 3	11.05am - 11.55am
Period 4	11.55am - 12.45pm
Lunch	12.45pm - 1.30pm
Period 5	1.30pm - 2.20pm
Period 6	2.20pm - 3.10pm

### COLLEGE STAFF

Last Name	First Name	Position on Staff	Last Name	First Name	Position on Staff
Adams	Allison	Leader of Science	Callaghan	Georgia	Teacher
Anderson	Brett	Teacher	Cameron	Lauren	Teacher
Axman	Clare	Assistant Principal - Mission	Campbell	Michael	Principal
Bailey	Ashleigh	Teacher	Carter	Matthew	Leader of De Paul House
Beare	Craig	Leader of Sport	Champion	Bev	Leader of Library & Resources
Bengtson	Karan	Teacher's Aide	Chivers	Mark	Leader of ICT
Berry	Brodie	Teacher's Aide	Coggan	Dean	Leader of McAuley House
Bodley	Sondy	Canteen Assistant	Colville	Joanne	Leader of English
Byrnes	Judy	Leader of Mathematics	Connolly	Nadine	Assistant Principal Learning & Teaching
Byrnes	Piper	Student Wellbeing Officer	Cox	Belinda	Teacher's Aide



Last Name	First Name	Position on Staff	Last Name	First Name	Position on Staff
Cummins	Leanne	College Business Manager & Principal's Secretary	Maguire	Keely	Teacher
Dell	Mitchell	Teacher	Martin	Emma	Teacher Assistant & Uniform Shop
Dillon	Shannon	Teacher	McDonald	Cheryl	TAS Assistant & Uniform Shop
Doepel	Robyn	Science Assistant	McKey	Kerry-Anne	Leader of MacKillop House
Dwyer	Lachlan	Leader of Champagnat House	McLennan	Les	Teacher's Aide
Elliott	Megan	College Youth Minister	McPherson	Karlee	On extended Leave
Faulkner	Shari	Office Assistant	Murphy	Kim	Canteen Supervisor
Feletti	Nicole	Teacher	Namrell	Michael	Teacher
Ford	Louise	Teacher's Aide	Northam	Emma	Teacher
Formaggin	Louise	Teacher's Aide	Nowlan	Alicia	Leader of Inclusion & Diversity
Hall	Ellen	Teacher	Parker	Aaron	Teacher
Harper	Darren	Teacher	Parker	Kylie	Numeracy Coordinator
Hayward	Justin	Leader of Creative Arts & LOTE	Robinson	Chris	Leader of Curriculum
Hellyar	Caitlin	Teacher's Aide	Rose	Ellen	Library Assistant
Humphrys	Stephen	Teacher	Rose	Sarah	Finance Assistant
Jones	Emily	Leader of HSIE	Rowlands	Kate	Leader of School Evangelisation
Kennedy	Aaron	Leader of Pastoral Care	Scully	Jenny	Teacher's Aide
Kennedy	Jacinta	Teacher's Aide	Scurr	Kelly	Leader of Pedagogy
King	Christine	Teacher	Scutt	Abbey	Office Assistant
Lang	Brian	Leader of PD/H/PE	Sekulic	Daniel	Teacher
Lickiss	Tonya	Teacher	Short	Matthew	Maintenance
Llewellyn	Matthew	General Assistant - EARTH	Simpson	Therese	Teacher's Aide
Lynch	David	Leader of TAS & VET	Trease	Kirk	TAFE Teacher
Lynch	Donna	Teacher	Way	Jennavene	Teacher
Macartney	Brice	AEW	Webster	Emily	Leader of Catechesis
Macfarlane	Fiona	Counsellor	Went	Michelle	Leader of Careers
Maguire	Kathleen	Teacher's Aide	White	Karen	Enrolments & Administration Manager

## HOUSE SYSTEM

The St Mary's house system is a pastoral/wellbeing system for students focusing on a broad range of College achievements including success in academic areas, participation in community service activities, representative honours and contributions to events which promote and enhance College spirit.

The house system reflects the traditions of the College we would like to protect and preserve. House names reflect the College's rich history and our Catholic faith story. From 2015, both St Mary's Primary School and St Mary's Catholic College have had the same house patrons.



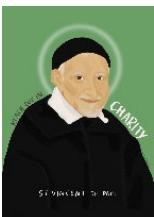
**McAuley House:** recognises the foundress of the Sisters of Mercy, Catherine McAuley, and through her, the tremendous contribution made by the Sisters of Mercy to St Mary's Catholic College in particular and more widely, to education in the Northern Rivers area.



**Champagnat House:** honours the founder of the Marist Brothers who also conducted a College on our present site. Marcellin Champagnat founded the Brothers on the principle that education (especially education in faith) was the right of all children. The contribution of the Marist Brothers to education across our region and our nation has been enormous.



**Mackillop House:** is named after Mary MacKillop, Australia's first saint and a pioneer educator. Mary MacKillop is remembered by the Church and by Australian history as a woman of great courage and faith who fought for the right of children to be educated in rural areas of South Australia. She is the foundress of the Sisters of St Joseph (also called Brown Josephites).



**dePaul House:** is in recognition of the 17th century French priest who dedicated himself to serving the poor. Vincent de Paul was renowned for his humility and generosity and was one of the co-founders of the Daughters of Charity, the order of religious sisters who opened St Michael's Infants School and St Michael's Nursing Home in South Casino in the 1960s.

The house system operates when points are awarded to students who have contributed positively to any area of College endeavour. This includes participation in sporting, cultural, academic and faith engagement and competitions during the year.

A perpetual cup is awarded each year for the winning team and extra incentive awards are offered.

The already strong community spirit at St Mary's becomes enhanced and reinforces to students that all efforts are valuable in our College community. It also encourages students to identify with the people who have been foundational to the development of our College and the Catholic faith in Australia.





## CURRICULUM

### CURRICULUM STATEMENT

At St Mary's Catholic College, our fundamental aims in the area of teaching and learning are to:

- i. educate the whole person
- ii. meet the learning needs of all students with up to date, quality learning environments
- iii. encourage students to become self-motivated learners able to access a range of technologies
- iv. ensure that all teachers keep abreast of current teaching and learning methodology
- v. access all available resources that will facilitate the teaching and learning process
- vi. integrate the Diocesan CLF into teaching practices.

St Mary's Catholic College has, as an essential part of its curriculum philosophy, a commitment to a Catholic Worldview, a sense of community, and to the education of the whole person. This philosophy is reflected in the provision of a curriculum which will provide a sound grounding in education for life – spiritually, intellectually, socially, physically and emotionally.

The Stage 4 and 5 curriculum not only meets the requirements of the NESA for the provision of the Higher School Certificate; it aims to provide our students with an education that is essential for a worthwhile, meaningful and well-balanced lifestyle in today's ever-changing society.

All students are provided with a broad, balanced, quality, contemporary curriculum that takes into account the needs of students of differing abilities and backgrounds, and seeks to provide for all students an enriching College experience that develops their potential.

In accordance with the dictates of NESA ratified by the Education Reform Act, the curriculum for students wishing to obtain a RoSA provides courses of study in each of the eight Key Learning Areas.

English	Human Society and Its Environment
Mathematics	Languages
Science	Technological and Applied Studies
Creative Arts	Personal Development, Health and Physical Education

Mandatory Key Learning Areas will be provided each year with the provision for the study of a range of electives. Academically, the curriculum provides a sound



basis in the sciences and the humanities through the compulsory study of courses in both these areas throughout Years 7 to 10.

In the first two years of secondary schooling, students are provided with an introduction to all courses that are deemed electives in the latter part of secondary school. This principle is rooted in the belief that in the education of the whole person, the individual needs to be aware of the full range of options available to him or her in any direction.

Once a range of subjects has been experienced in Years 7 and 8, students have the opportunity to develop interests and skills in choosing in electives in Years 9 and 10. These electives can be chosen from a wide range of both NESA and College courses. With the structure of the curriculum, both types of courses are aimed at providing students with the widest possible choice of educational experiences, as well as the opportunity to develop their skills and capabilities to the optimum within the guidelines of the various syllabuses.

The senior curriculum attempts to incorporate the academic requirements of the HSC, while at the same time allowing for the individual needs of students. The increasing retention rate in the senior school has demanded a broad offering of subjects.

The senior curriculum follows a 'compressed' model. This is a NESA-endorsed method of delivering the Preliminary and HSC curriculum over a truncated period. Instead of students studying the required six subjects across the traditional two-year period and sitting the HSC examination in all subjects at the end of Year 12, they complete the Preliminary and HSC courses for three of their subjects in one year and do the HSC examination in them the first year. The remaining three subjects are studied in their final year followed by the HSC examination in these subjects. This model of HSC delivery allows for a broad range of subject offerings including vocational courses and school-based traineeships.

## COMPRESSED HSC CURRICULUM DELIVERY

With a compressed curriculum, students can complete the Preliminary and HSC courses for a subject in one year instead of two.

### **How a compressed HSC model works**

Students usually complete the Preliminary courses for HSC subjects in the first year and the corresponding HSC courses in the second year. They then sit their HSC exams at the end of the second year.

In a compressed delivery model, students complete the Preliminary and HSC courses for a subject within one year before doing their HSC exams.



A school can choose to compress some or all courses. At SMCC, all of our Stage 6 subjects are run in the compressed model.

Where all courses are compressed, students typically do three subjects in Year 11 and another three subjects in Year 12. They sit HSC exams at the end of Years 11 and 12 for the subjects studied in those years.

### Benefits of a compressed curriculum delivery

Compressed curriculum delivery enables:

- a greater range of subject offerings for the HSC program
- students to focus on fewer subjects at a time when doing their HSC.

### How does compressed work at St Mary's

- In order to meet the time requirements for the HSC, the academic year, for all year groups, ends in Term 4, Week 4.
- Term 4, Week 5 is run as a transition week between years. This allows students time to get over one school year and prepare for the next. It also allows the school to finish up exam marking and reporting and spend time working with families on helping students improve their learning in the next school year.
- Our new academic year (for all students except the incoming Year 7s) begins in Term 4, Week 6.

## RELIGIOUS EDUCATION

Students from all year levels study the subject Religious Education. In the Senior school this subject is known as Studies of Religion 1 or 2, or Catholic Faith in Action. In Years 7 – 10 students follow the Diocesan approved text, "To Know, Worship and Love".

Curriculum offerings at St Mary's Catholic College for Years 7 to 12 are as follows:

YEARS 7 & 8	YEARS 9 & 10	YEARS 11 & 12
English	English	Agriculture
Human Society & Its Environment	Human Society & Its Environment	Biology
Italian	Mathematics	Business Studies
Mathematics	PD/H/PE	Chemistry
Music	Religious Education	Community and Family Studies
PD/H/PE	Science	Design and Technology
Religious Education	Elective Subjects:	English – all levels (Compulsory)
Science	• Agriculture	History:
Technology	• Child Studies	- Ancient
Visual Arts	• Commerce	- Modern
	• Computer Technology	Human Movement Science



YEARS 7 & 8	YEARS 9 & 10	YEARS 11 & 12
	<ul style="list-style-type: none"> <li>• Food Technology</li> </ul>	Industrial Technology:
	<ul style="list-style-type: none"> <li>• Industrial Technology:               <ul style="list-style-type: none"> <li>- Timber Products</li> <li>- Metal</li> <li>- Multimedia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Multimedia</li> <li>- Timber Products</li> </ul>
	<ul style="list-style-type: none"> <li>• Music</li> <li>• Photography</li> </ul>	Investigating Science
	<ul style="list-style-type: none"> <li>• Physical Activity and Sports Studies</li> </ul>	Legal Studies
	<ul style="list-style-type: none"> <li>• Visual Arts</li> </ul>	Mathematics – all levels
		Music
		Physics
		Sport Lifestyle & Recreation
		Studies of Religion (Compulsory)
		Visual Arts
		Visual Design
		<b>Online/Distance Education Courses</b>
		<ul style="list-style-type: none"> <li>• Economics</li> <li>• Engineering Studies</li> <li>• Software Design &amp; Development</li> </ul>
		<b>VET courses:</b>
		<ul style="list-style-type: none"> <li>• Automotive</li> <li>• Construction</li> <li>• Fitness</li> <li>• Kitchen Hospitality – Food &amp; Beverage</li> <li>• Manufacturing &amp; Engineering</li> <li>• Primary Industries</li> </ul>
		Secondary School TAFE
		School Based Traineeships
		Industry Based Learning
		Non-ATAR Pathway

## ICT

As a twenty-first century educational institution, St Mary's Catholic College relies heavily on the use of ICT within the learning environment. All students are expected to have individual access to a device which complies with the College's BYOD technology scheme. The following documents which are available from our College website are provided to parents/guardians to assist with the purchase and use of devices:

- Bring Your Own Device (BYOD) Policy
- Bring Your Own Device Student Agreement
- Acceptable Use of ICT
- Technology @ SMCC – FAQ's



## HOMEWORK

The following guidelines have been set down for the College. All students are expected to complete work at home each day. The quantity and type will vary from subject to subject, and homework will not be set for every subject every day. Homework may be in the form of:

1. revision of work done during the school day
2. written work (completion of classwork, projects, essays, assignments etc.)
3. preparation for class (reading and or written)
4. study for class tests and examinations.

Following is a guide to reasonable amounts of homework time.

- Years 7 & 8 – 7 to 10 hours per week
- Years 9 & 10 – 10 to 15 hours per week
- Years 11 & 12 – 15 to 20 hours per week

The amount of set homework may vary from day to day, and it is expected that some be undertaken on weekends. The previously listed hours per week are a good indication of College expectations.

Students should record their homework in their student planners and be encouraged to complete it. Parents should be informed when homework is frequently not completed.

Teachers are required to inform parents in writing, via a Letter of Concern or a Warning Letter, if assignment work is not complete.

## HOMEWORK CENTRE

St Mary's prides itself on its students' academic achievements. To assist students with their studies, including the completion of homework, assignments and study, the Library operates as a designated Homework Centre on four afternoons per week (Monday through Thursday) from 3.15pm to 4.30pm. Mathematics tutorials also run on Monday and Thursday afternoons from 3.15pm to 4.00pm.

The Homework Centre is supervised by College staff. Students are required to sign-in and sign-out of the Homework Centre on the sheets provided at the circulation desk. Students utilising this facility MUST be signed-in by 3.30pm. Students are expected to follow all College rules and procedures (including uniform and ICT expectations) while attending.

## ASSESSMENT PRACTICES AND PROCEDURES YEARS 7 TO 10

### Introduction

Assessment is intended to recognise individual effort and achievement, to enhance self-esteem and to develop a realistic impression of one's strengths and



limitations. The students at St Mary's Catholic College are encouraged to take responsibility for their own learning and achievement. The purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

### **Methods Of Assessment**

St Mary's Catholic College uses a mixed approach to assessment whereby tasks tend to be more formative in nature, with no weights applied to the tasks. Staff are able to use a variety of assessment items to determine a grade in Semester 1 and Semester 2. Items include, but are not limited to:

- Drafts of essays/responses
- PEEL Paragraphs
- Viewing & commenting on student work
- Providing feedback on the process of work
- Google Forms
- Differentiated work
- Examinations

The purpose of this is to allow students and teachers the opportunity to track progress in their work as well as to find opportunities to improve and refine their work, developing skills and knowledge through the course. In using this method, teachers and students are not restricted to the use of summative tasks to determine their grades. This allows students multiple opportunities to demonstrate their understanding, skill acquisition and knowledge of the course content.

An Examination Week is held in Term 2 (for Year 9) and Term 4 (for Years 7-9). The week preceding the examination week is a 'block-out' week, designed to allow students effective revision time in class with their teachers; excursions, external sport and non-essential PL are not scheduled for these weeks.

### **Notification And Schedule Of Tasks**

Due to the formative nature of the assessment tasks, students could effectively be assessed in an ongoing nature. While there are no set dates for assessment tasks, students are expected to maintain a good work ethic and apply themselves with diligence and sustained effort.

### **Submission Of Tasks**

Formative tasks are submitted in class, at various times and dates, depending on when students complete the work and meet the outcome.

### **Absence During Exams**

Parents are asked to be in contact with the College if their child is away from exams. Medical appointments and family holidays should be avoided during examination blocks. Students will be required to complete a **'Known Absence from Assessment'** form and return it ONE (1) week prior to the absence.



If your child is away due to illness then medical certificates are required. Students will be required to complete a '**Stage 5 Illness/Misadventure**' OR a '**Stage 4 Illness/Misadventure**' form and return it as soon as possible.

### **Plagiarism**

All work submitted for assessment must be the student's own work. If instances of cheating, copying or plagiarism are substantiated, a warning letter will be produced and the student will be required to re-submit, based on their own work.

Plagiarism involves copying or using thoughts directly from another person's work as your own work. This now includes the unauthorised use of AI to generate responses and work, in spite of the formative nature of assessment at St Mary's.

The task will be re-submitted.

## **ASSESSMENT PRACTICES AND PROCEDURES YEARS 11 TO 12**

### **Submission Of Tasks**

Students are expected to complete **all** assessment tasks as determined by the College.

**Assessment tasks which are non-digital must be submitted by the commencement of Period 1 on the due date. These tasks are to be placed in the Assessment Task Box which is located in the Library, OR in a predetermined location as specified on the assessment notification.** All assessments which are placed in the Library box **must have a completed Assessment Cover Sheet attached to the task.** These are located in the bottom filing drawer of the Assessment Task Box. The assessment tasks will be collected at the commencement of Period 1. Students with tasks submitted after this time must follow procedures for lateness as listed later in this Handbook.

In the absence of the Course Teacher, the Leader of Learning (LOL) or Leader of Curriculum will accept the task. Tasks are not to be presented to the office or library staff.

All assessment tasks are to be submitted in accordance with the submission instructions detailed on the assessment notification. Digital submission of assessment tasks is to be through Google Classroom only. Students must keep a copy of submitted work, digital or hard copy, with the exception of practical pieces.

**Students under suspension must comply with all assessment requirements on or by the due date as indicated in this document. External suspensions must obtain a known absence form from the Leader Of Curriculum for in-class assessments.**



## Printing in the Library

Students may use the printer in the library, however, these facilities are only available during recess, lunch and after school. Student's printing assignments should ensure they are printed before the due date, as the Library printer has limited availability before school (8:45 am).

## Feedback From Tasks

An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:

- Providing marks which have meaning by linking marks to specific criteria.
- Providing their rank within the student group for the task.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to the marking criteria.
- Providing opportunities for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.

The feedback given for an assessment task may differ depending on the subject area. Where possible and practical, there will be a two-week 'turnaround time' for the return of marked assessments.

## Application For Extension

Students are permitted to apply for an extension of time for submission of an Assessment task, in writing, prior to the due date using the '**Known Absence from Assessment**' form. This form is to be handed to the classroom teacher who will make the decision in consultation with the Leader of Learning (LOL) and Leader of Curriculum.

Students granted an extension of time for a "**hand in**" assessment task must place the task in the Assessment Box on or before the extension date.

Extensions of time will be given **ONLY** for circumstances outside the student's control. The Assessment Review Committee will notify the student via email of its decision.

## Lateness

If a student is to hand in an assessment task and is **late on the due date**, the student must submit the task to a member of the Library staff where it will be late stamped and signed by the student. A '**Known Absence from Assessment Form**' with appropriate documentation signed by the Parent/Carer must be submitted to the Leader of Curriculum or Leader of Learning (LOL) the next



school day so that the Assessment Review Committee is able to determine an outcome for the late submission. If there is no reason for the task being late, then the student will be awarded a zero for that task.

### **Procedures For Absences From Scheduled Assessment Tasks**

***The following procedures with regard to absences are the student's responsibility. Teachers are NOT required to ask for this documentation, rather it should be provided.***

If an assessment task is to be submitted in a hard copy and the student is absent on the due date, the student can arrange, where possible, for a family member to submit the task to the front office before 9 a.m.

When a student is unexpectedly absent and unable to attend or submit a particular assessment task on the set date (eg. illness - a Medical Certificate is required) he/she, or a parent/carer, must notify the Course Teacher, Leader of Learning (LOL), Leader of House or Leader of Curriculum **before the commencement of Period 1 on the morning of the absence**. If this notification of absence is via phone to the College Office, the student or parent/carer should tell the Office Staff about the assessment task(s) that has been missed so that this information can be passed on to the appropriate teaching staff.

The next available school day following the absence the student must report to the Course Teacher and hand in a "**Known Absence from Assessment**" form (available from Leader of Curriculum, which can be emailed to the student/parents) accompanied by either:

- a. medical evidence in the case of an illness.
- b. satisfactory documentation in the case of other leave eg misadventure (misadventure is considered to be an event or circumstance that is out of the control of the student (e.g. bus running late)

If the absence is known in advance (eg. sporting representation) the student must notify the Course Teacher or Leader of Curriculum as soon as the clash becomes evident. This notification must be **before** the day of the task and not on or after the task date. The notification is made on the "**Known Absence from Assessment**" form and accompanied by the appropriate documentation.

If the absence is due to leave, the leave must be endorsed by the Principal.

The Course Teacher takes the "**Known Absence from Assessment**" form to the Leader of Learning (LOL) or Leader of Curriculum.

If the above conditions are satisfied then the student may be given a substitute task. On the day the student returns to school it is their responsibility to seek out their teacher or Leader of Learning to arrange to sit a substitute task. Ordinarily



this would occur on the day of return OR the next available day. The student's final ranking for the substitute task will be determined in conjunction with other comparable tasks. The Assessment Review Committee will reserve the right to issue the same task to the student.

In circumstances where the completion of a substitute task is not feasible, is unreasonable or where the conditions of the missed task are difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

**In all other cases where a student fails to complete an assessment task or follows the above procedure, a score of zero will be recorded. In such a situation, parents and students will be notified in writing as soon as practical after the task. (ACE 4.2.7)**

### **Unfair Advantage**

If a student is absent for part of the school day **before** an Assessment task is due, this will require a “*Known Absence from Assessment*” form be completed with supporting documentation attached (ie. Medical Certificate). Should the Assessment Variation not be approved the student will be considered to have gained an unfair advantage and be awarded **zero** for the task.

Students who are absent from school the day before an assessment task is due or to be sat are required to provide a medical certificate explaining the absence. Failure to do so will incur a mark of zero on the task.

Below are two scenarios in which the “Unfair Advantage” rule *could* apply:

- if a student has an assessment task due in Period 5 and is absent from school for Periods 1 to 4.
- if a student has an extension class after school but does not attend school in Periods 1 to 5 but turns up to complete the task in the after school extension class.

In an examination scenario (practical or theoretical) if a student removes any part of the test paper from the examination room they will be seen to have gained an unfair advantage and will receive zero for this section of the examination.

### **Computer Presentation Of Tasks**

Computer breakdown or other technological failure is not a valid reason for non-submission of a task on the assessment due date.

- a. Access to the Google Doc/Slides or electronic presentation must be made available to teachers so that progress can be checked.
- b. Complete an Assessment Variation Form (with documentation attached) on or before the due date and hand this form to the Leader of Curriculum.



Assessment tasks should not be commenced too close to the due date. The **amount of evidence** presented in the event of computer breakdown should have a direct relationship to the length of time allocated for the task to be completed. eg. if the student is given eight weeks to complete a research task, the evidence submitted would need to be substantial.

## Plagiarism

All work submitted for assessment must be the **student's own work**. If doubt arises regarding the authenticity of work submitted for assessment, the matter will be considered by the Assessment Review Committee. If instances of cheating, copying or plagiarism are substantiated, a zero mark will be awarded for those sections of the assessment task deemed to be non-authentic work.

Plagiarism involves copying or using thoughts directly from another person's work or AI (Artificial Intelligence e.g. ChatGPT) as your own work. All students have completed the NESAs "**All My Own Work Modules**" and are aware of the regulations regarding plagiarism. This includes the unauthorised use of AI to produce some or all of an assessment task. The college has developed a Use of Generative AI in Assessments Scale to which Generative AI can be used in assessments. Assessment tasks will indicate which level on the scale the task is associated with, and students are required to adhere to this. Statements of Academic Honesty (Levels 1 & 2) and Generative AI Disclosure Statement (Level 3) are to be signed & submitted by students on the day the task is due. Students and parents are advised to make themselves familiar with this scale.

Any other student who is determined to have **assisted with the cheating/copying will also be liable for a zero result**. In a situation where a zero score is imposed, the student and his/her parents will be informed in writing as soon as practical after the task.

In instances where plagiarism has occurred an authentic task will need to be submitted at a date to be determined by the Review Committee to satisfactorily complete course outcomes. A zero mark for those sections that have been plagiarised will still be recorded.



## STUDENT AWARDS

### St Mary's Catholic Integrity Awards (SMCIA)

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Year 7 – Year 10</b>	Week 4 & 9 - SMCIA	Week 6 - Academic Awards Week 9 - SMCIA	Week 4 & 9 - SMCIA	Academic Excellence Awards Academic Excellence Trophy and Certificate
<b>Year 11</b>	Week 4 & 9	Week 6 - Academic Awards Week 9 - SMCIA	Week 6 - Academic Awards Week 9 - SMCIA	Academic Excellence Awards Academic Excellence Trophy and Certificate
<b>Year 12</b>	Week 4 & 9		Academic Excellence Awards Academic Excellence Trophy and Certificate	

Academic Excellence Awards are granted to students who have consistently achieved at a high level in their subjects. Other specific awards are granted to students. These include: sporting, faith, cultural and academic excellence.

**The St Mary's Catholic College Integrity Awards** is a system designed to provide feedback about student effort and engagement with the College's 3Rs of Respectful, Responsible and Ready. This award system is designed to be a supportive tool and encourage students to consistently be respectful, responsible and ready in the classroom.

There are five SMCIA reporting periods throughout the year. During each SMCIA period individual classroom teachers record a rating for each student in the online Compass system. These ratings reflect the students engagement and application of the 3Rs since the last reporting period. Students who receive 80% or above in each Semester will receive a certificate on our College assembly - an Integrity Award. If students gain two Integrity Awards throughout the year they will receive an Integrity badge at Celebration Evening and a 'special experience' to acknowledge their consistent achievement.



## STUDENT REPORTS

The following reports are prepared each year.

Stage/Year	Semester 1	Semester 2
<b>6 Compressed</b>	Preliminary Report	End of Course Report
<b>10</b>	Semester 1 Report	Semester 2 Report
<b>9</b>	Semester 1 Report	Semester 2 Report
<b>8</b>	Semester 1 Report	Semester 2 Report
<b>7</b>	Semester 1 Report	Semester 2 Report

Parents or guardians can request an interim report on the progress of their daughter/son at any time by contacting the College office.

## LEARNING SUPPORT

Learning Support at St Mary's Catholic College involves addressing learning concerns that are impacting the student's access and participation in their learning. The Inclusion and Diversity team, comprising Teacher Assistants, Indigenous Education Workers, and the Leader of Inclusion and Diversity help to implement adjustments in the classroom and across extra-curricular opportunities. This compliments and enhances the work of teachers to strengthen student learning outcomes.

The role of our Teacher Assistants may include:

- Morning check-ins with students - prior to Homeroom
- Support to teachers with guided resource planning and in-class activities
- Support to students 1:1 in class in areas of specific need
- Support to students within small groups in the classroom
- Support to students with examination-style assessments

How is this achieved?

- TAs supplement what teachers do, not replace them
- TAs help students develop independent learning skills and manage their own learning
- TAs deliver high-quality one-to-one and small-group support using structured interventions (see below)

The Leader of Learning Inclusion and Diversity may:

- Address learning support needs and concerns impacting the student's learning
- Support teachers to implement possible adjustments for learning

- Identify further adjustments for learning
- Review access to learning programs and tasks, implement assistive technology
- Implement Disability Provisions for Yr 7 -10 students for exams
- Coordinate applications for HSC Disability Provisions Yr 11 and 12
- Work with our Response to Intervention team to implement programs to improve learning outcomes.

How is this achieved?

Student support may include:

- Seeing a student on an individual basis with specific support needs
- Collecting Student Voice on their learning
- Work with students to implement access and use of assistive technology on their devices (Read to Write)
- Develop safety, movement, behaviour and support plans as needed
- Work with parents and teachers to implement suggested strategies to support student's needs
- Recommendations for further support across the college
- Liaise with allied health professionals and families focussing on strategies and recommendations for support.





## STUDENT MANAGEMENT

### PERSONAL GROOMING AND UNIFORM REQUIREMENTS

#### Preamble

At St Mary's Catholic College, emphasis is always placed on neatness, good grooming and the wearing of the College uniform with pride and dignity. All students are expected to wear the full and correct uniform while traveling to and from the College, while at the College and when representing the College.

- i. All members of the College community should adhere to regulations stipulated by Work Health & Safety Standards in relation to dress, jewellery and hairstyles.
- ii. As we are part of a community, the uniform we wear is a sign of the inclusive nature of Catholic schools.
- iii. Uniform regulations adhere to the lateral boundaries of cultural acceptability within the context of a Catholic Christian College. Lifestyle, modesty and moral issues are also factors which impact on acceptable standards.
- iv. Neatness, good grooming and general presentation are the hallmarks of this policy.

<b>Boys' Grooming</b>	<b>Girls' Grooming</b>
Hair - there are to be no extremes in style or cut. Students should have uniform, natural hair colour. Students will be asked to have their hair cut when it becomes untidy or unacceptable. The Principal or Assistant Principal arbitrates on what constitutes an 'untidy' or 'unacceptable' hairstyle. Students with hair shoulder length or longer must have it tied back.	Hair – there are to be no extremes in style or cut. Students should have uniform, natural hair colour. Students with hair that is shoulder length or longer should have it tied back. Hair accessories (eg ribbon, head band or scrunchie) should be in keeping with College colours (ie navy blue, white or oxford blue). Students will be asked to have their hair cut when it becomes untidy or unacceptable. The Principal or Assistant Principal arbitrates on what constitutes an 'untidy' or 'unacceptable' hairstyle.
Male students are expected to be clean shaven – facial hair is not acceptable.	Facial accessories, such as make-up, glitters etc are not acceptable. This includes eyeliner, mascara, foundation/face powders, lipstick etc.
Visible tattoos are not acceptable adornments for a student at St Mary's Catholic College.	Visible tattoos are not acceptable adornments for a student at St Mary's Catholic College.
This is not an exhaustive list.	This is not an exhaustive list.



<b>Boys' Uniform</b>	
<b>Years 7-10</b>	
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Collared school shirt – blue with College crest</li> <li>• Grey shorts – Midford side tab shorts only available from the College Uniform Shop</li> <li>• School socks – grey, banded with blue and white stripes to be worn up to the knee</li> <li>• Black polishable lace-up leather 'school shoes'</li> <li>• School bucket hat with College crest</li> </ul>	<p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Long grey trousers (optional)</li> <li>• Collared school shirt – blue with College crest</li> <li>• College jacket with College crest</li> <li>• School bucket hat with College crest</li> <li>• College Scarf</li> </ul>
<b>Years 11-12</b>	
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Collared school shirt – white with College crest</li> <li>• College striped tie worn on formal occasions only</li> <li>• Grey shorts – Midford side tab shorts only available from the College Uniform Shop</li> <li>• School socks – grey banded with blue and white stripes to be worn up to the knee</li> <li>• Black polishable lace-up leather 'school shoes'</li> <li>• School bucket hat with College crest</li> </ul>	<p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Long grey trousers</li> <li>• Plain black leather belt</li> <li>• Collared school shirt – white with College crest and College striped tie</li> <li>• College jacket with College crest</li> <li>• Year 11/12 Jersey (optional)</li> <li>• School bucket hat with College crest</li> <li>• College Scarf</li> </ul>
<b>Sports Uniform</b>	
<ul style="list-style-type: none"> <li>• Navy College sports shorts (SMCC only)</li> <li>• College sport polo shirt with house coloured stripe and College crest</li> <li>• Cross trainer joggers or running-style shoes. Dunlop volleys, skate shoes, canvas slippers and/or high ankle/basketball shoes are not acceptable</li> <li>• Short white sport socks (no logos). Shoe liners are not acceptable (socks must be at least ankle high)</li> <li>• College tracksuit</li> <li>• School bucket hat with College crest</li> </ul>	



<b>Girls' Uniform</b>	
<b>Years 7 – 10</b>	
<b>Summer</b> <ul style="list-style-type: none"> <li>• College pleated skirt (checked blue) – not to be worn shorter than top of the knee</li> <li>• White short sleeved over-blouse with College crest</li> <li>• Checked College tie</li> <li>• White socks – short turn over at ankle</li> <li>• Black polishable lace-up leather 'school shoes'</li> <li>• School bucket hat with College crest</li> </ul>	<b>Winter</b> <ul style="list-style-type: none"> <li>• College pleated skirt (checked blue) – not to be worn shorter than top of the knee</li> <li>• Navy blue stockings may be worn</li> <li>• College jacket or cardigan with College crest</li> <li>• School bucket hat with College crest</li> <li>• Navy blue long pants (purchased from the uniform shop)</li> <li>• College Scarf</li> </ul>
<b>Years 11 – 12</b>	
<b>Summer</b> <ul style="list-style-type: none"> <li>• College pleated skirt (navy blue) – not to be worn shorter than top of the knee</li> <li>• White short sleeved over-blouse with College crest</li> <li>• Striped College tie</li> <li>• White socks – short turn over at ankle</li> <li>• Black polishable lace-up leather 'school shoes'</li> <li>• School bucket hat with College crest</li> </ul>	<b>Winter</b> <ul style="list-style-type: none"> <li>• College pleated skirt (navy blue) – not to be worn shorter than top of the knee</li> <li>• Navy blue stockings may be worn</li> <li>• College jacket or cardigan with College crest</li> <li>• School bucket hat with College crest</li> <li>• Navy blue long pants (purchased from the uniform shop)</li> <li>• Year 11/12 Jersey (optional)</li> <li>• College Scarf</li> </ul>
<b>Sports Uniform</b>	
<ul style="list-style-type: none"> <li>• Navy College sports shorts (SMCC only)</li> <li>• College sport polo shirt with house coloured stripe and College crest</li> <li>• Cross trainer joggers or running style shoes. Dunlop volleys, skate shoes, canvas slippers and/or high ankle/basketball shoes are not acceptable</li> <li>• Short white sport socks (no logos). Shoe liners are not acceptable.</li> <li>• College tracksuit / College bucket hat with College crest</li> </ul>	

The previously-listed items are the only acceptable items of clothing to be worn as the College uniform. Coloured t-shirts or any other under/over garments visible through the College uniform are not permitted.

## SUMMER/WINTER CHANGEOVER

**June 1** – The winter uniform is compulsory from this date. In the last two weeks of May students may choose to either wear full summer uniform OR full winter uniform.

**September 1** – The summer uniform is compulsory from this date. In the last two weeks of August students may choose to either wear full summer uniform OR full winter uniform.

\*NB: With the introduction of a compressed curriculum, Year 10 students have the option of wearing the senior uniform from the start of Week 6, Term 4.



## JEWELLERY

This should be inconspicuous and kept to a minimum. Excess jewellery will be confiscated and returned at the end of term.

<b>Acceptable</b>	<b>Not Acceptable</b>
<ul style="list-style-type: none"><li>• Two pairs of plain ear sleepers/studs, worn in the ear lobe</li><li>• one bangle</li><li>• one ring</li><li>• one plain, thin silver or gold chain that may be adorned with a religious symbol</li><li>• clear nail polish</li></ul>	<ul style="list-style-type: none"><li>• chains or necklaces which are visible outside the uniform</li><li>• leather jewellery</li><li>• <b>body rings or studs, e.g. nose, eyebrow, lip, tongue including clear posts, spacers</b> etc.</li></ul>

## SCHOOL SHOES

Please take note of the attached diagram regarding the correct school shoes. The shoes St Mary's students are required to wear need to be 'school style', that is black leather polishable, low-cut, lace-up shoes with a distinguishable heel on the shoe (not too big). The diagram outlines acceptable and unacceptable footwear.

Correct / Acceptable <ul style="list-style-type: none"> <li>- Black, polishable, lace-up</li> <li>- School style (has a heel)</li> <li>- Low-cut and covered</li> </ul>	Incorrect / Unacceptable <p>*Do not purchase these*</p> <ul style="list-style-type: none"> <li>- Flat-soled</li> <li>- Open upper (Mary-Jane style)</li> <li>- 'Skate' style, non-polishable</li> </ul>
	
	
	

## COLLEGE HAT

Students are to wear the College hat. This is compulsory while involved in outside activities including PE practical lessons, sport afternoons and during recess, lunch, between lessons and anytime out of doors.

All clothing should be clearly marked.

## APPEARANCE IN THE COMMUNITY

When students wear their College uniform, they represent the College, regardless of the time of day. Whether on campus or beyond, outside of regular school hours, students are expected to maintain consistency in their attire—either fully clad in College uniform or completely in casual wear, avoiding mixing the two styles.



## WHEN UNABLE TO WEAR THE COLLEGE UNIFORM

Students unable to wear any part of the College uniform on a particular day must present a dated and signed note from parents, to the homeroom teacher during morning homeroom. This procedure should only be used on a temporary basis. Students should carry the note on their person and produce it on request.

## DRIVING TO THE COLLEGE

Students in Years 11 and 12 who are licensed drivers are permitted to drive to the College under prescribed conditions.

- i. A Driving to the College Contract, available from the Leader of Pastoral Care must be completed. The original is filed by the Leader of House and a copy is kept by the driving student.
- ii. The driver parks his/her vehicle off College/Parish/Primary School property and avoids Canterbury Street.
- iii. The driver will, at all times, drive near and around the College in a responsible, safe and careful manner.
- iv. Students may transport other students to and from the College, where parental permission of all parties is given. Signed permission notes from the parents of all parties are to be attached to the Driving to the College Contract.
  - i. In relation to any College program or excursion, whether held during College hours or at other times, students are to use College-provided transport. In the unusual event of there being no College-provided transport special permission is to be obtained for a student to drive themselves to the activity.

## STUDENT MOBILE PHONE POLICY

Mobile phones will not be used during school hours. Every student will be assigned a personal Yondr Pouch with an ID Number, similar to being assigned a textbook. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day. These pouches will be issued through the College office system.

### Mobile Phone Procedures

As students enter the school grounds, they will be required to turn their phone off and place their phone inside the pouch using the unlocking station as they enter the school grounds, securely close it and store it in their school bag.

Each student will maintain possession of their mobile phone inside their Yondr Pouch for the duration of the school day where the phones remain locked. Homeroom teachers will check this procedure has been followed. Students arriving late will go through this process at the College Office.

At the end of the day students leave the school and unlock their pouch using an unlocking station and place their pouch in their school bag for the next day.



No unlocked phone is permitted on school grounds during school hours unless part of a learning experience at the explicit direction of teaching staff.

If a student needs to make a phone call for any purpose, they are to make contact with one of the Assistant Principals to organise this ahead of time.

### **When a phone is sighted by staff**

#### 1st Infringement

The staff member will ask for the phone to be handed over immediately and place the phone in the College Office in a secure location. Parents or guardians will be contacted by email and the phone will be released to the student at the end of the school day.

#### 2nd Infringement

The staff member will ask for the phone to be handed over immediately and place the phone in the College Office in a secure location. Parents or guardians will be contacted by email and must make arrangements for the release of the property. A parent or guardian will be required to collect the phone from the College Office. The phone will remain in the College Office until a parent or guardian can organise collection.

#### 3rd Infringement

The staff member will ask for the phone to be handed over immediately and place the phone in the College Office in a secure location. Parents or guardians will be contacted by email and must make arrangements for the release of the property. A parent or guardian will be required to collect the phone from the College Office. The phone will remain in the College Office until a parent or guardian can organise collection. The student may be issued with an internal suspension or in the case of continual breach of College rules, a one-day external suspension.

If the student refuses to hand over the phone at any time, the staff member will send the offending student with their phone to the College Office where one of the Assistant Principals will record this in Compass and contact their parents or guardians. This action may result in suspension with disciplinary action being at the discretion of the Assistant Principals and the Principal.

### **Damaged or lost pouches**

Students who have lost or damaged their pouch are not to bring their phone to school until they have organised a replacement pouch. Students will be required to pay a fee of \$20 for the replacement pouch.

### **Yondr Inspections**

Periodically throughout the school year, all students' Yondr pouches will be inspected to ensure they are still functional and being kept in good order.



Students' pouches that are damaged or graffitied will be either surrendered and billed OR replaced as determined by one of the Assistant Principals.

Students who do not have their phone pouch with them will be required to place their phone in the College Office for the school day, their details will be recorded and follow up procedure of parent notification will be required.

## DIGITAL MUSIC PLAYERS AND INTERNET ENABLED DEVICES

1. These devices are not to be seen or heard from the moment students arrive at school until the conclusion of the school day.
2. These devices are valuable items and the responsibility for them rests on the owner.
3. Devices that are used during school hours (including the morning before the bell) will be confiscated, handed to the Assistant Principal and returned after school. Subsequent confiscations will require parents to collect the item from the College office.

## COLLEGE SOCIALS AND CO-CURRICULAR EXCURSION ELIGIBILITY

In line with our College Student Behaviour Policy, students who are suspended or who receive two after-school detentions are not permitted to attend College representative opportunities for a period of four calendar weeks.

## LOCKERS

All students will be allocated a locker. The sensible use of the lockers ensures that all students have a secure area in which to store their valuable books and equipment. Students are requested to always lock their lockers after use. Students are expected to ensure that the locker is kept tidy and free of stickers and graffiti.

Students need to store all their school resources in their locker on arrival at school. Lockers are to be accessed before Homeroom, at recess, lunch and at the conclusion of the day. During the school day, students should only carry the equipment necessary for each two period bracket of lessons.

At the end of each year students will be asked to completely empty their lockers and take their padlocks home.



## ADMINISTRATION

### COMMUNICATION BETWEEN HOME AND THE COLLEGE

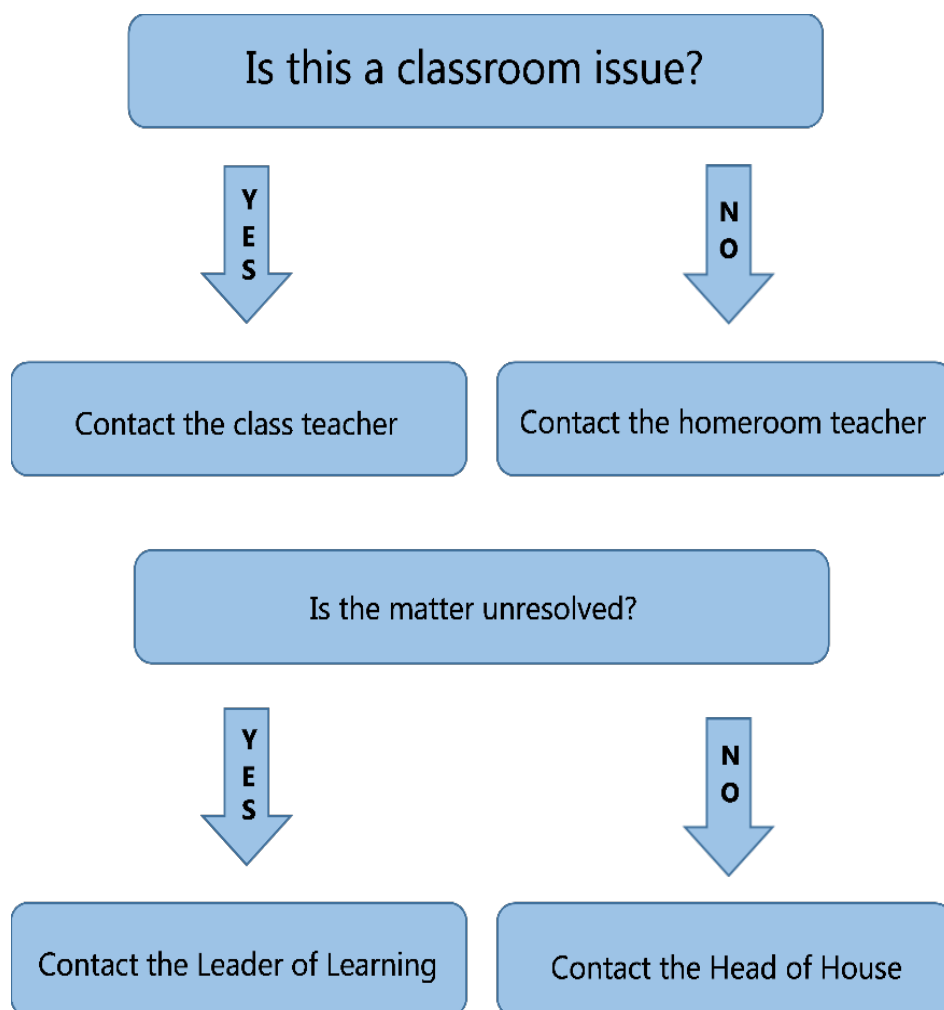
St Mary's Catholic College prides itself on facilitating welcoming and respectful relationships. Integral to these relationships are:

- A sense of family
- A sense of partnership
- A sense of transparency

And a deep belief when the home and College are working cooperatively the student benefits from the College's wellbeing systems.

#### If you need to contact the College:

1. Clarify the issue with your child before raising it with the College.
2. Speak with the person who can most directly address your concern first (the specific teacher).
3. If the process does not produce a satisfactory outcome, you can pursue other avenues as modelled below: The Head of House or Leader of Learning will refer the matter to the Assistant Principal-Mission or Assistant Principal-Learning and Teaching if required.





We pride ourselves here at St Mary's on building productive partnerships between home and the College. As in all things, from time to time issues will arise. The Principal and the Assistant Principals are always available to speak with parents on any matters provided that these have been **initially addressed** with the staff member concerned. To contact any members of staff, please phone the College office on 66622255 or come to the office to make an appointment. We can also be contacted out of hours via email at: [smhcas@lism.catholic.edu.au](mailto:smhcas@lism.catholic.edu.au).

Several forms of formal support are available at St Mary's. Students and parents are most welcome to contact the following people in relation to any aspect of College life.

- i. Leader of House
- ii. Leader of Learning
- iii. Leader of Inclusion and Diversity
- iv. College Counsellor
- v. Leader of Curriculum
- vi. Leader of Careers

### LEADERS OF HOUSE (Leader of Student Wellbeing)

The Leader of House is usually the first point of call for parents who have concerns about a student. Enquiries regarding specific subject areas should be directed to the student's teacher or to the Leader of Learning for the particular KLA. To ensure follow up, Coordinators are encouraged to keep records of interviews with parents. If judged appropriate at any time, the Principal and Assistant Principal are available to see parents.

### STUDENT PLANNER

The College student planner provides some common approaches to recording homework information and helping students in the organisation of their College activities. It acts as a weekly contact point between College and home. Opportunity for written contact between teachers and parents should be seen as a positive contribution to a student's education. Parents and teachers are encouraged to use the planners for this purpose, as well as for student affirmation.

Students are instructed in the correct use of the planner during the first two weeks of each year. They must ensure that no scribbling or graffiti appears anywhere in the planner. Students who deface their planner will be asked to purchase a new one. Teachers should refer these students to the appropriate Leader of House.

- i. **Students** should use their planner efficiently by making an accurate record for both themselves and their parents of all,
  - a. due dates for assessment tasks



- b. parent and teacher interview nights
- c. dates for examinations and reports.
- ii. **Parents** are encouraged to check the planner for information,
- iii. **Homeroom teachers** have the responsibility of ensuring the proper use of the planner.
- iv. **Classroom teachers** are asked to ensure that every student has a planner in every lesson.

## COLLEGE NEWSLETTER

This is published every second Friday in digital form and available via the College website or the Compass App.

## PARENT/STUDENT/TEACHER INTERVIEWS

These occur at set times throughout the year as published on the College calendar. Prior to each scheduled interview opportunity, students are given information regarding online booking to arrange appointment times with teachers.

Parents or guardians can request a meeting with teachers at any time. This can be arranged by contacting the College office.

## COMMUNICATION BETWEEN THE COLLEGE AND HOME

A variety of information is sent out throughout the course of the school year to keep parents informed of College events, e.g. excursion, guest speaker, parent-student-teacher interviews, or they may be about specific College-work issues, e.g. overdue assignment or homework. This is all communicated through the Compass School Manager system.

Parent information evenings are held for specific year levels throughout the course of the year. As the date approaches, communication is sent out through Compass informing parents of the forthcoming meeting. Meeting dates are listed on the College's calendar. They are an important forum for parents on curriculum, assessment and other matters, as well as being an opportunity to meet coordinators and members of the College Executive.

## PHONE CALLS

Parents and guardians are always welcome to contact the College to speak with teachers in relation to their daughter/son. If the teacher is unavailable at the time of your call, office staff will take a message and pass it on to the teacher. Parents are advised that ALL contact with their children during the course of the school day, MUST be made via the College office and NOT via mobile phones.



## PUBLIC ADDRESS SYSTEM

Announcements are not normally made during lessons, unless of an urgent nature. Announcements may be made at the START of homeroom, just before recess and lunch, just before the end of the day.

## COLLEGE APPS



St Mary's Catholic College utilizes the Compass School Manager system as our school community communication tool.

The Compass platform is a web-based system that is accessible on any modern web browser (Internet Explorer, Firefox, Chrome and Safari) or by using the Compass School Manager iOS or Android App. Every family receives a separate login to Compass, which will be provided to you.

The Compass platform includes many different features and you will have the ability to:

- • Receive notifications about school events, news and information
- • Enter an explanation for absence
- • Communicate with your child's teachers
- • Update your family contact details (mobile phone & email)
- • View your child's timetable and the school calendar
- • Download and view your child's academic reports
- • Pay and provide digital consent for events (no more permission slips)
- • Pay school fees



Our St Mary's Catholic College Newsletter is published each fortnight and sent out via the Schoolzine app which can be downloaded from either the Apple App Store or the Google Play Store. The newsletter is also available on our College website under the News & Events tab.



## STUDENT ATTENDANCE

Under Section 25 of the Education Act 1990

Parents are responsible for:

- enrolling their children of compulsory school age (ages 6-17) in a government or registered non-government school or registering them with NESAs for home schooling.
- ensuring that their children attend school regularly.
- explaining the absence of their children from school promptly and within seven days to the school.
- taking measures to resolve attendance issues involving their children.

## ABSENCES

If a student arrives late to the College he or she should report to the College office with a note explaining the lateness. The note must be signed and dated by a parent/guardian.

Office staff members notify the Leader of House of consistently late students. Homeroom teachers will also notify the Leader of House when a student is away for three or more days without reason.

Office staff will contact the parents or guardians of a student who is consistently late or if a student is away for three or more days without reason.

If a student is sick or unable to attend school, parents or guardians need to contact the College office before 9.00am. Parents are able to add an attendance note in Compass explaining the reason why the student was absent from school. If this does not occur, a text message will be sent from the College office to the nominated mobile phone number for parents or guardians to reply with an explanation that will be recorded as an explained absence. A reply needs to be made by 3pm on the day of the absence. If this does not occur, a note of explanation from the parent or guardian must be given by the student to his/her homeroom teacher on returning to school. The note must include the date on which the student was absent from school, the reason the student was absent as well as the signature of the parent/ guardian.

Government policy dictates that if, after seven (7) working days following a student's last day of absence and the school has still not received a written explanation, the absence will be marked down as an unexplained absence. Once outside this seven-day period, the school cannot alter its attendance records. Students who accrue too many of these unexplained absences on their attendance record may have their government or private conveyance payments affected.



If a student is to be absent from school for an extended period of time, the absence will be recorded as unapproved unless for a medical reason supported by a medical certificate.

## EXEMPTIONS FROM SCHOOL

Once a student completes Year 9 there are exemptions in place for students to leave school before they turn 17 years of age. These include, enrolling in TAFE, full time apprenticeships/traineeships or once they have completed Year 10 full time employment (minimum 25 hours per week).

Parents who wish to apply for exemptions must contact the College prior to the student commencing TAFE, an Apprenticeship/Traineeship or employment so that the relevant paperwork can be completed.

## PROCEDURE FOR STUDENTS TERMINATING ENROLMENT AT SMCC

From time to time parents may need to terminate their students' enrolment at St Mary's Catholic College. Before a student can be un-enrolled at the College, a College Clearance Form must be completed by both student and parents. This process includes students returning all books and property to the College. Once all books, property and College Clearance Form have been returned to the College the office will finalise any outstanding school fees.

Parents may find the following information helpful if their students is looking at leaving school:



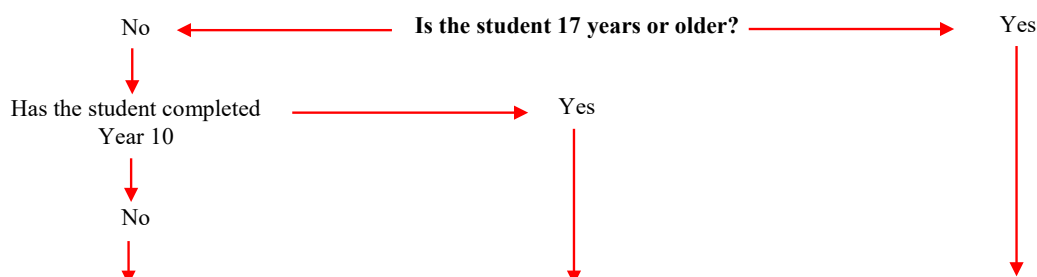
## STUDENT CLEARANCE PROCEDURE

If the student is leaving for another school all that is required is the completed [Clearance Form](#) available from the College Office.

Regardless of whether the student is leaving for another school, Traineeship, Apprenticeship, TAFE or work, all forms must be completed and all property returned to the College **before the student leaves**.

If the student is leaving due to a Traineeship, Apprenticeship or work, they must have completed Year 9 to be able to leave school.

If the student is leaving for work, TAFE, traineeship or apprenticeship then complete the following:



- The student can only leave school if it is for a full-time Traineeship, Apprenticeship, TAFE or work (only if it is a minimum of 25 hours per week).
- [Form 06](#) must be completed.
- The student must provide to the College: evidence to support their employment/ or their apprenticeship or traineeship/ or their TAFE enrolment.
- If the student is leaving for an [Apprenticeship or Traineeship](#), a copy of the completed Training Plan and Apprenticeship/ Traineeship Contract must be attached to the completed Form 06.
- Once all paperwork is complete a meeting with the Principal is required. A [Certificate of Exemption](#) is then issued.
- If enrolling in TAFE, Form 06 must be completed & returned to the College with a copy of the TAFE-issued form, *Approval to undertake the equivalent of Year 10 secondary education at TAFE NSW*.
- The final step is to complete a [Clearance Form](#).
- The student must provide to the College: evidence to support their employment/ or their apprenticeship or traineeship/ or their TAFE enrolment.
- A [Clearance Form](#) needs to be completed and returned with all books and property of the College before the student leaves the College.
- All that is required is the completed [Clearance Form](#).

A copy of all forms are available from the College Office (excluding the TAFE-issued form, *Approval to undertake the equivalent of Year 10 secondary education at TAFE NSW* which is available from TAFE)



## PROCEDURE FOR LEAVING THE COLLEGE GROUNDS DURING THE SCHOOL DAY

From time to time the College understands that parents may need to make medical appointments for their students throughout a school day. Please adhere to the following procedures:

- Students are to present a note to their homeroom teacher before the morning homeroom session. Alternatively parents can add an attendance note in Compass with the details of when and why the student is required to leave the College grounds during the school day.
- Before leaving the College the students is to present this signed note to their class teacher before reporting to the office to be signed out at the relevant time.
- Upon their return students are to report to the College office.
- Parents are encouraged to follow the above procedure as the PA System should not be used during class time to call students to the office. Alternatively an attendance note can be added in the Compass App giving permission for the student to leave class and make their way to the College office to sign out.

The College would ask that all non-essential appointments be made after the school day has finished so as to not impact your student's learning.

# Procedure

*for student's early departure from school*

### Important Information About Students Leaving School Early

The school is responsible for the safety and well-being of all students during school hours. This means students aren't allowed to leave the school grounds at any time, including during lunch breaks or sports afternoons.

We ask parents, if possible, to avoid scheduling appointments for their children during school hours. However, we understand that sometimes this can't be helped. If your child has an appointment during school hours, please follow these procedures:

<b>01</b>	<b>Consent</b> <b>Let the school know:</b> You'll need to fill out an attendance note in Compass. It's also important to tell your child what time you'll be picking them up and whether they'll be coming back to school later that day.	<b>02</b>	<b>Student</b> <b>Your child goes to the office:</b> It's your child's responsibility to go to the school office at the time you told them. School staff will not call them from class or use the loudspeaker to tell them to go to the office.
<b>03</b>	<b>Sign Out</b> <b>Sign them out:</b> When your child gets to the office, the office staff will help you sign them out of school.	<b>04</b>	<b>Returning</b> <b>Coming back to school?</b> If your child returns to school later, they must go to the office first so they can be marked as back on school grounds.



## COLLEGE COUNSELLOR

### **Counselling support:**

The role of the Counsellor at St Mary's Catholic College involves addressing social, emotional, behavioural issues that are impacting on students' time at school. The Counsellor helps identify the barriers to learning and supports the student's mental health and wellbeing. The Counsellor provides evidence based counselling and assessment to support students to achieve cognitive, emotional, social, physical and spiritual wellbeing. This compliments and enhances the work of teachers to strengthen student learning and wellbeing outcomes.

### **How is this achieved?**

Counselling is a short term therapy focused on increasing self awareness and assists students to access their learning environment. The College Counsellor works in consultation with Teachers, the Learning Support Coordinator, the Principal and Parents/Carers to assess students needs and determine the priority of each referral. The Counsellor may:

- see students on an individual basis for a set number of sessions
- deliver personal or social skills education to groups of students
- provide parents/teachers with advice around suggested strategies to support students' needs
- recommend further referral to external agencies.

The counsellor is a member of the school's Pastoral Care team. Access to the counsellor is through self, parent (via Leader of House), or staff referral. For children under 14 years, access to the counselling services requires the permission of the child's legal guardian/s or documented carer. This also refers to parents who have parental responsibility regardless of the child's living arrangements. Court orders must be adhered to.

Following referral, the counsellor will gather relevant information. This may include observations at different times, past assessment reports, as well as review your child's academic progress and consult with their teachers and external health professionals, if relevant.

Once the counsellor gathers the information, specific recommendations will be made that maximise educational equity, access, and learning success for all students. These recommendations may include certain activities with the counsellor in one-to-one or small group sessions, or a recommendation for referral to an external provider. Participation in counselling (whether one-to-one or group sessions) is voluntary. A child or their parent/carer can withdraw from the services of the counsellor at any time.



## EXCURSIONS AND CO-CURRICULAR ACTIVITIES

Excursions and co-curricular activities form an integral part of students' holistic education here at St Mary's. All excursions are expected to be paid for by the due date which will be at least one week prior to the excursion.

Students will be expected to wear full school or sport uniform, including the correct shoes, unless the excursion is overnight. Information on dress requirements will always be outlined in the excursion letter.

## CANTEEN

Parents and guardians are encouraged to volunteer themselves to work in the canteen on a rostered basis. Please contact via the College office.

St Mary's Parish school's canteen provides a fresh food service for students of both St Mary's Primary school and St Mary's Catholic College.

In 2020 the College introduced Flexischools which is a well-established organisation allowing staff and students to easily place all canteen orders online at any time via the Flexischools app which is available through the App store or Google Play.

Once registered, you can start placing orders immediately. There are seven separate services across both schools which can be accessed by swiping across the tiles on the Flexischools dashboard. The services are listed below:

### College Orders

- SMCC Recess
- SMCC Lunch

### Primary School Orders

- SMPS Lunch

There is a charge of \$0.29 per order for using this service.

The normal process of ordering from the canteen (cash, eftpos, morning lunch orders) is still available.

The canteen is an integral part of our schools that provides food services to staff, students and our wider school community. The canteen also provides an opportunity for students to make informed choices on food, nutrition and health thus complementing the educational role.

Canteen operating hours are – 8.30am – 2.10pm Monday to Friday, which includes morning tea and lunch service.



## COLLEGE UNIFORM SHOP

The College Uniform Shop opening hours are Tuesdays 3.15pm to 4.15pm and Thursday 3.15pm to 4.15pm or by appointment by contacting the Convenors through the College Office.

Our Secondary Uniform Shop is located within the Mercy Centre, located on the College grounds. We ask that parents sign in at the College Office before accessing the Uniform Shop.

Eftpos facilities are available.

We also have a lay-by system, which you can discuss with our Convenors; however, a minimum 20% deposit will be required on all lay-bys. Should a refund be required for any reason, this will only be given for unworn and unwashed items and will be at the discretion of the Convenor.

## TEXTBOOK HIRE

All text books are issued through the College library. Teachers are asked to see that books are treated with care and returned to the College when finished with.

The College has an annual Text and Technology Levy per student. The Levy provides a personal 'hire' copy of textbooks and online subscriptions.

## CHILD PROTECTION - MANDATORY REPORTING

In the Church in Australia, determined efforts have been made at every level to identify and to deal with any person accused of doing harm to children. Carefully developed protocols, which are under regular review, are established for this purpose, and operate in every State and diocese.

All College staff undergo annual Child Protection Training and are well versed in their responsibilities as 'Mandatory Reporters' under the current Child Protection legislation.

A copy of the Catholic Schools Office's Child Protection Policy can be found on our College Website or via this [link](#).

## STUDENT WORK EXPERIENCE POLICY

Catholic schools, by their very nature, offer holistic learning experiences for students. In the secondary context, one of our aims is to ensure that students are 'work ready' when they leave St Mary's. In recent years, the NSW Government has increased the traditional minimum 'leaving age' from fifteen to seventeen years and practices such as mandated periods of work experience (traditionally undertaken in Year 10) have been phased out, with all students now encouraged to undertake the Higher School Certificate.



## WORK EXPERIENCE AT ST MARY'S CATHOLIC COLLEGE

Notwithstanding the rationale provided above, there will be occasions when it is appropriate for students to undertake a structured period of work experience to trial their suitability to occupations which are not readily experienced within the traditional school setting. Real consideration should be given to the type of work experience undertaken, which should both support and inform future career goals. While there are no longer designated 'work experience blocks' in any year level, a student may be granted permission to undertake a period of work experience, utilising the following guidelines:

- A student MUST be at least in Year 10;
- No payment is received for the work performed;
- Work experience is undertaken during the school term only;
- Students must ensure that the period requested does not conflict with assessment items, designated exam blocks, College Retreats and other compulsory College expectations;
- Permission may be granted for more than one period of work experience in each school year after discussions with the Leader of Careers and the College Leadership Team;
- The hours of work are to be negotiated between the student and the employer but will generally be the normal working hours for that particular occupation;
- Formal documentation, including Personal Accident and Public Liability Insurance Policies, must have been signed by all parties. These forms are available from the College Careers Adviser.

Further information is available from the College Careers Adviser, with final approval to undertake work experience granted by the College Principal, on a case-by-case basis.

## CONCERNS AND COMPLAINTS

A copy of the Catholic Schools Office's Concerns and Complaints Policy can be found on the College Website or via this [link](#).

## BUS TRAVEL

Subsidised bus travel is available for eligible students through the NSW Government, Transport for NSW, School Student Transport Scheme. If you wish to apply for this subsidised bus travel you will need to complete an online application form at [www.transportnsw.info/school-students](http://www.transportnsw.info/school-students). The College will be notified of your application; at which time it will be either endorsed or not endorsed.



## SCHOOL DRIVE SUBSIDY

Where there is no public transport available (mainly in rural areas) parents can apply for a subsidy towards transporting students to school or the nearest transport pick-up point by private vehicle. To be eligible, travel must be made from home to school or transport pick-up point (eg. bus stop) both in the morning and afternoon and students must be required to travel more than 2km. School Drive Subsidy Applications are available online from Transport NSW website: [www.transport.nsw.gov.au/schooldrive](http://www.transport.nsw.gov.au/schooldrive).

*Note:* All new students to the College (including Year 7 students) who wish to apply for either subsidised bus travel or the School Drive Subsidy will be required to complete an Application Form even if they have completed one at their previous school. If your child changes address a new “Application Form for Subsidised Travel and Update of Student Details Form” will need to be completed even if the student travels on the same bus or travels with the same bus company. Please don’t hesitate to contact the College office with any queries. If you do not have access to the internet, feel free to call 131500 for assistance.

## STUDENT ACCIDENT INSURANCE - GROUP PERSONAL ACCIDENT STUDENT POLICY

Group Personal Accident Student Policy is an insurance provided by AIG Australia Limited and the policy is specifically designed for schools.

Student Cover provides cover to students should the student be injured or die as a result of an accident while participating in authorised school or organised sporting activities, including travel to and from such activities.

It is important to note that the policy cannot cover any Medicare service including the Medicare gap. If you have any questions, please call Corporate Services Network on (02) 82561770.

## SCHOOL COMMUNITY GROUP

Parent representative bodies are vital for schools as they foster a collaborative environment where parents can actively participate in their children's education. The School Community Group provides a platform for parents to voice their opinions, support school initiatives, and contribute to decision-making processes. This group is a combined group with St Mary's Primary School designed to enhance the school community by creating a supportive network, to help bridge the gap between parents and educators. This involvement not only enriches the educational experience for students but also promotes a strong sense of community and shared responsibility for the school's success. These meetings are held once a term from 5.15pm to 6.30pm. The date for the meeting will be published in the school newsletter.



## CATHOLIC SCHOOLS PARENT ASSEMBLY

The Lismore Catholic Schools Office is committed to nurturing and enhancing parental partnership within parish schools. The primary agent for this vital work is the Catholic Schools Parent Assembly. The Parent Assembly complements and supports parish school communities as they support parents to fulfil their faith and educational responsibilities towards their children. Each parent/guardian and caregiver of children from parish schools belongs to the Parent Assembly. However, each parish school discerns two parent volunteers who represent the school at a regional level and work within their community to further the mission of the Parent Assembly.

The primary purpose of the Parent Assembly is to further the mission of the Catholic Church in education by assisting parents where appropriate. The Parent Assembly is firmly committed to implementing *Catholic Education in the Diocese of Lismore, Foundational Beliefs and Practices – the Essential Framework*. The Parent Assembly engages with this task by being a dynamic partner in the educational ministry of the Church in the areas of:

- Faith enrichment
- Networking and support
- Parenting Education
- Advocacy



## Contact

St Mary's Catholic College  
PO Box 236  
122 Canterbury Street  
CASINO NSW 2470

Phone	02 6662 2255
Email	<a href="mailto:smccadmin@lism.catholic.edu.au">smccadmin@lism.catholic.edu.au</a>
Enrolments	<a href="mailto:smccenrolments@lism.catholic.edu.au">smccenrolments@lism.catholic.edu.au</a>
Web	<a href="http://www.cashlism.catholic.edu.au">www.cashlism.catholic.edu.au</a>

