# Parent Handbook
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1. College Mission Statement

St Brigid’s Catholic College is a Catholic school in the Diocese of Broken Bay and exists to educate and form young people in Catholic discipleship, offering them experiences of following Jesus as members of the Catholic community.

The College aims to foster a spirit of inquiry and a reflective disposition to learning, so as to provide students with a strong foundation for making realistic, life giving choices in their journey as Catholics.

St Brigid was renowned as an educational leader and was often portrayed holding a reed cross (which was adopted as the College cross) and a lamp or flame of learning. Our patron saint St Brigid was one of the most remarkable women of her times. Her extraordinary spirituality, boundless charity, and compassion for those in distress were notable; she was also known to be a woman of peace and reconciliation.

At St Brigid’s we strive to create a dynamic faith community in which each student will internalise Christian values and become vitally involved in the promotion and practice of justice. Our aim is for all students to be ‘life giving’ members within their communities, lived out through the school motto ‘Inflaming hearts and minds in Christ’.

Parents are recognised as the prime religious educators of their children, and teachers, through their vocation, support parents in this role. Engagement with the religious curriculum, social justice initiatives and the liturgical life of the College provides students and staff with opportunities to develop their relationship with God and others.

Our Values:
❖ Compassion
❖ Courage
❖ Stewardship
❖ Wisdom

Our Motto:

Inflaming Hearts and Minds in Christ

Our Students:

Inspired by the life of St Brigid and her love of Christ, our students
❖ are moved by compassion for others and empathise through action
❖ grow in wisdom to know what is right and have the courage to act with integrity
❖ take responsibility for their role in the stewardship of all of Creation
2. College Patron- St Brigid

Brigid was probably born in AD451 in Ireland. According to legend, her father was Dubhthach, an Irish chieftain and her mother, Brocca, was a slave at his court. Even as a young girl she showed an interest for a religious life and entered the convent when she was 18 years old. About the year 470 she founded a double monastery at Cill-Dara (Kildare), the Church of the Oak, and was Abbess of the convent, the first in Ireland. The monastery was a co-educational facility, and became famous as an exemplary place of learning and spirituality, and around the abbey grew the Cathedral city of Kildare. Brigid founded a school of art at Kildare and its illuminated manuscripts became famous, notably the Book of Kildare, which was praised as one of the finest of all illuminated Irish manuscripts before its disappearance three centuries ago. She also established a school of art and metal work. Brigid was one of the most remarkable women of her times, and many miracles are attributed to her. Her extraordinary spirituality, boundless charity, and compassion for those in distress were notable. She also had a great respect for Creation and was known to be a woman of peace and reconciliation.

Brigid is often portrayed holding a reed cross. It is told that she sat at the bedside of a dying man and told him the story of Christ. She made the cross from reeds on the floor and the man was so impressed by the story of her Saviour that he asked to be baptised. Brigid is also shown carrying a lamp or flame of learning as she was renowned as an educational leader. One of the traditional Irish rituals is for families to hang the Cross of St Brigid in their home for protection from evil and fire. They do this at the beginning of spring on the 1st February, which is celebrated as Brigid’s feast day.
3. College Logo

The logo is a modern interpretation of St Brigid's reed cross. The flames at the apex of the cross represent the flame or lamp of learning for which she was remembered. The College colours of maroon, navy, white and teal were chosen to reflect the symbols for which she is noted. The maroon is for the flame of learning; white is the colour associated with Brigid, and teal green represents peace and reconciliation and blue for the love of Creation, for which she is renowned.

4. College Motto

'Inflaming Hearts and Minds in Christ' reminds us of the centrality of Christ in Brigid's life and calls us to centre ourselves on Him. St Brigid's passion for igniting in others the love of learning is particularly relevant to holistic learning in the context of a modern educational setting such as St Brigid's Catholic College. It is hoped that our students are impassioned and that their hearts and minds are set afire with the love of life and learning through the experiences that are offered to them at our College.

5. College Prayer

St Brigid,

Woman of wisdom and compassion
Steward of God's precious gift of Creation

Peacemaker where turmoil reigned
Light of hope to those who suffered

You ignited passion for learning,
empowering those in your care

Inflame our hearts and minds in Christ

So that we may have the courage to live out our call
to love as His disciples

And ensure that our world is a better place for our having lived

Amen.
6. College History

In mid-2012 the Bishop of Broken Bay, Most Rev David Walker announced the decision to realise his vision to establish an additional Diocesan Catholic College at Lake Munmorah. Under the auspices of Bishop David, Mr Peter Hamill, Director of Schools, began negotiations with the local families of the Lake Munmorah area for the secondary college.

Potential students and their parents together with Bishop David gathered in mid-December to celebrate the first step towards the new Catholic college at Lake Munmorah. It was announced that the college will cater for students from Year 7 to 12, beginning with a Year 7 cohort in 2014.

The college is named after St Brigid (451-525), a great Irish saint who was a contemporary of St Brendan (484-577). This name provides a direct connection with the broader Lake Munmorah community it serves, and with St Brendan’s Catholic Primary School. Brigid was a pioneer of Irish monasticism. She was an innovator who was co-leader of a mixed male and female religious community, the great monastery of Kildare, renowned for its faith and learning. Therefore, she is a great model for a Catholic coeducational college. Stories abound of her generosity to the poor, her thirst for peace and reconciliation, and of her care of the earth.

In December 2012, Mrs Julie Terry was announced as the founding principal of St Brigid’s Catholic College. The senior administration officer, Mrs Rita Buchanan began her appointment in Term 4 of 2013. The founding teaching staff of seven teachers began in 2014 and the staffing numbers have grown with the student cohorts. The college community is fortunate to have an outstanding staff to lay the foundations of exemplary education for students at St Brigid’s.

7. Catholic Life and Mission

Catholic Life and Mission underpins life at St Brigid's Catholic College. Our mission is to 'educate and form young people in Catholic discipleship, offering them experiences of following Jesus as members of the Catholic community'. As such Sacrament, Word and Prayer, as the framework of our faith tradition, are essential in the day to day life of the college. Sacred symbols will be visible throughout the College facilities to signify our connection to our faith and the wider church.

We are fortunate to have strong links with our priests at the local parish, St Mary of Perpetual Succour at Toukley. St Brendan's Church in Carters Road enables our students to celebrate Mass and liturgies in this sacred space. Our opening school Mass will also be a day to celebrate the College's Feast Day of St Brigid, on or around 1st February. The celebration of Eucharist is central to the expression of 'communio' as a community of disciples. Other liturgical experiences will be offered to our students either on site or at St Brendan's Church. Prayer life in the college will be expressed whenever we gather together as community. Each day students will be led by staff in praying the Examen. Our God is revealed to us through the Sacred Scriptures and so reflection on the scriptures will be afforded at appropriate times.

The Religious Education program of study is an essential component of the faith education of students at St Brigid's. Years 7 and 8 will follow the program endorsed by the Catholic Schools Office, in Years 9 and 10 students will study the Board Endorsed Course and in Years 11 and 12, the one or two unit BOS Studies of Religion course will be compulsory for senior students.
Students will also experience Reflection Days and Retreats at times throughout their six years of enrolment and these are seen to be essential for the formation of young people. Students will also have the opportunity to engage in social justice initiatives throughout their time at the College.

8. Directory of Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Principal</td>
<td>Mrs Julie Terry</td>
</tr>
<tr>
<td>College Assistant Principal</td>
<td>Mr Adam Murdoch</td>
</tr>
<tr>
<td>Director of Mission</td>
<td>Mr Michael Landrigan</td>
</tr>
<tr>
<td>Director of College Management</td>
<td>Mr William Ardern</td>
</tr>
<tr>
<td>Director of Wellbeing for Learning</td>
<td>Mr Paul Nield</td>
</tr>
<tr>
<td>Leaders of House</td>
<td>Mrs Monique Smith; Mr Mark Peterson; Mr Paul Lynch; Ms Rachel Foo</td>
</tr>
<tr>
<td>Leaders of Pedagogy</td>
<td>Ms Janice Peel; Mrs Kylie Robinson; Mrs Dominique Lahey; Mrs Ilona McLean</td>
</tr>
<tr>
<td>Leader of Learning Support</td>
<td>Mrs Sarah Benham</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Miss Rebecca Rutherford, Mr Ryan Drew, Mr Luke Evans, Mr Christopher Stevens, Miss Emma-Lee MacMaster, Mrs Nadia Hagberg, Mr Luke Richardson, Mrs Kieran Lowrie, Mr Scott Williams, Mrs Christine Williams, Mr Roy Seth</td>
</tr>
<tr>
<td>Senior Administration Officer</td>
<td>Mrs Rita Buchanan</td>
</tr>
<tr>
<td>Administration Support</td>
<td>Mrs Natasha McFadden</td>
</tr>
<tr>
<td></td>
<td>Mrs Ashlee Lanzini</td>
</tr>
<tr>
<td></td>
<td>Mrs Belinda Wright</td>
</tr>
<tr>
<td>Learning Support Assistant</td>
<td>Mrs Vanessa Larkin</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Mrs Natalie Ross</td>
</tr>
<tr>
<td>ICLT Technician</td>
<td>Mrs Diana Simon</td>
</tr>
<tr>
<td>Canteen Supervisor</td>
<td>Mrs Katrina Shalah</td>
</tr>
<tr>
<td>Aboriginal Education Worker</td>
<td>Ms Brittany Pass</td>
</tr>
<tr>
<td>Science Lab Assistant</td>
<td>Mrs Jodye McFarlane</td>
</tr>
</tbody>
</table>

All staff undergo a Working with Children Check as part of the recruitment process.

9. Who to Contact

Student absence – front office (see student attendance and absence section 17)
Complaint about another community member (see complaints handling section 11)
Concern about academic progress or welfare- Mentor Coach
10. Complaints Handling

All members of the community of St Brigid’s Catholic College deserve a safe and supportive school environment. The Complaints Handling Policy and Procedures is available on the Catholic Schools Office Website at www.csodbb.catholic.edu.au. There are also brochures available to parents on handling of complaints and Addressing Concerns about a School, which are also available in at www.csodbb.catholic.edu.au.

Diocesan Policy states that if a parent or student has a complaint about another student the issue should be raised with the Mentor Coach. If there is a parent or student with a complaint about a member of staff the issue should first be discussed with the relevant teacher. If this is not possible then the issue should be raised with the Principal.

11. Pastoral Care of Students

St Brigid’s Catholic College follows the Diocesan Pastoral Care Policy which can be found at www.csodbb.catholic.edu.au. The Pastoral Care and Wellbeing for Learning Framework is available at www.csodbb.catholic.edu.au.

Pastoral care in Catholic Schools in the Diocese of Broken Bay is based firmly on the Catholic worldview and the Christian vision as expressed in the following statements:

Pastoral Care...

... has as its focus the life of Jesus Christ.
... is concerned with the dignity and integral growth of the person.
... is a responsibility entrusted to all members of the faith community.
... is a force for healing, reconciliation and liberation.
... is an expression of and commitment to justice.

St Brigid’s Catholic College affirms the right of all members of the school community to feel safe and be safe. For our students, we acknowledge that being safe and supported at school is essential for wellbeing and effective learning. In this context, corporal punishment of any member of our community by any member of our school community is not permissible or acceptable to enforce discipline.

The provision of excellent education in a caring and supportive environment is exemplary pastoral care of students. Respectful relationships between all members of the community are essential for providing an environment in which students can develop and learn. Restorative Justice underpins behaviour management at St Brigid’s Catholic College.

a. Restorative Justice

The following material is adapted from the Wellbeing Australia website.
It is acknowledged that from time to time staff and students will make mistakes. At St Brigid’s Catholic College, the principles of restorative justice are embedded to ensure that right relationships are at the core of our pastoral care. The tenets of Restorative Justice Practices are grounded in the principle that when something happens, it harms and damages relationships. A different approach is employed compared to the traditional one of blame, punishment and disconnection which can alienate students and disconnect them from the school community. Rather we explore together:

What happened?
Who has been affected?
What do we need to do to repair the relationships?

It is only when a person can take responsibility for what they have done and how that has affected others, that there will be enough trust between the parties to be able to explore together what needs to happen to make amends. Rather than stigmatising and excluding students, the process affirms that, even though your behaviour is inappropriate, you are a valued member of our community and we need to work out a way to reconnect you to the community. The behaviour management practices at St Brigid’s Catholic College are based on these principles.

b. Behaviour Management Principles

Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school’. (Zins et al. 2004)

Using the principles of Restorative Justice Practices, mistakes are seen as opportunities for learning. Student behaviour management respects the dignity of each person, and seeks to give students the opportunity to learn to manage their own behaviour. It is an attempt to build social capital in the college.

There are three levels of intervention.

I. Preventative/proactive. These are the classroom practices or programs we teach which we design to build students’ self-worth, resilience, self-management of emotions, ability to work with others, decision-making, morals and values.

II. Problem Solving Day to Day Problems and Difficulties. The day to day difficulties, differences and conflicts provide a window of opportunity for us to assist children to problem solve. Rather than the adult attempting to determine blame, establish what rule has been broken, and hand out the appropriate punishment, the adult (or perhaps the peer) assists those involved to resolve their own difficulties. At times, the consequences may include a detention.

III. Formal Interventions to Address Serious Incidents of Harm. When a situation of damage to relationships has occurred then more formal intervention is required. A conference would normally involve all those involved and seeks to restoring the relationships by agreeing to a way to repair any damage that may have been done. The facilitator asks a number of key
questions that are designed to assist the people involved to take responsibility for their behaviour and to understand the impact it has on others.

What happened?
What were you hoping to achieve by this behaviour?
Who has been affected? In what way?
What needs to happen to make things right?
What would you do differently next time?

Together those involved look at repairing the relationships and making things right, with the outcomes dependent on what the group needs and what they feel will make amends. It is often the starting place to repair relationships. It may expose problems that need addressing at a curriculum, classroom, school or family level. Conferencing assists in building responsibility, personal accountability, empathy and problem solving. At the core of this is the belief that you are OK, but your behaviour may not have been in this instance. It is inclusive, concerned with reintegrating those involved back into the community - maintaining and building connectedness.

c. Behaviour Management Procedures

i. Recognition of positive contributions (see also Section 12)

At St Brigid’s Catholic College, students are recognised for their positive behaviour in many ways. These may include verbal praise and/or the issuing of a merit. Teachers are to record the merit in our online database, Edumate. Ten merits will accumulate to the award of a Certificate of Merit.

Each term, usually due in Week 8, staff and students will be required to complete learning review for the Student Learning Profile Report on each student. Students will be noted as either Interdependent, Guided or Supported in their learning. If a student acquires 60% Interdependent and no Supported they will be awarded a Teal Award. During each calendar year, two Teal Awards will accumulate to a Bronze Award. Three Teal Awards acquires a Silver Award and Four Teal Awards is recognised by a Gold Award which will be presented at the annual Awards event.

Academic Awards will be given to students who earn an A grade in the course and will be acknowledged at the annual Awards event. The Principal’s Award for Academic Excellence will be awarded to students for outstanding academic results.

Awards for Positive Contribution to the College Community will be given for ongoing service to the college or any outreach programs. This could include contributions to student leadership, ongoing commitment to a social justice group, collecting for charitable organisations organised by the school, representation of the college in sporting or performing arts, or service to the community over at least one term.
### Student Learning Profile

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets criteria of 60% or more ‘Interdependent’ with no ‘Supported’</td>
<td>Teal Award</td>
</tr>
<tr>
<td>Two Teal Awards during a calendar year</td>
<td>Bronze Award</td>
</tr>
<tr>
<td>Three Teal Awards during a calendar year</td>
<td>Silver Award</td>
</tr>
<tr>
<td>Four Teal Awards during a calendar year</td>
<td>Gold Award (recognition at Annual Awards Event)</td>
</tr>
</tbody>
</table>

### ii. Management of inappropriate behaviour in the classroom

Teachers are obligated to ensure a classroom environment which is conducive to good learning. They are also expected to monitor student commitment to the rules of the community, such as wearing the uniform with pride and respecting the environment.

Teaching staff have their own strategies for managing low level inappropriate behaviour in their classroom such as minor disruptions to classroom learning, failing to bring appropriate equipment, failure to remain on task. Strategies may include verbal reminders of expectations; speaking with a student after class; contact with parents via the Student Learning Logbook, email or phone call; asking students to return at lunch to complete work.

There may be instances where the student’s behaviour warrants a more formal approach. The formal behaviour management system at St Brigid’s is based on the work of Bill Rogers. There is a clear process to be followed as detailed below in the flowchart ‘Whole-school Behaviour Management Process’.

In-class Time Out is an opportunity for a student to take control of the situation and behave appropriately without any further consequences. The In-class Time Out should, however, be documented by the teacher.

### iii. Management of inappropriate behaviour in the playground

All teachers have a duty of care to diligently supervise students when they have a rostered playground duty. They are also expected to monitor student commitment to the rules of the community, such as wearing the uniform with pride and respecting the environment.
At times, student behaviour may be at a level requiring further intervention than verbal prompting to behave appropriately. If student behaviour is deemed as causing discomfort to peers or staff then the student is to be sent to the front office to stay until the teacher completes the duty and has time to contact the front office as to the reason why the student has been sent. The office staff will inform the Principal or delegate that the student has been sent to the front office and appropriate action will be decided in consultation with the reporting staff member.

If the student has been sent to Short Time Out, the teacher needs to document this in the electronic system.

If the student has been sent to Reflection Time Out, they will be spoken to by a middle or senior leader. The RTO will be documented by front office staff and a generic email sent to parents to alert them to their child presenting for RTO. The staff member who sent the student to RTO must follow up with a conversation. The staff member may request the presence of a middle or senior leader at this meeting. If a satisfactory resolution is attained then the student may return to class next lesson. The consequences of being sent to RTO may include attendance at Lesson 5 Wednesday at the teacher’s discretion. A record must be completed by the staff member in the electronic system.

iv. Major disciplinary sanctions

For serious breaches of behaviour please refer to the Diocesan Behaviour Management and Student Discipline Policy.

Police Liaison Officer

The College is fortunate to have an excellent relationship with our Police Liaison Officer, Senior Constable Kim Smith. Kim is involved in prevention, intervention and post-vention as the need arises. Kim also avails herself to speak at parent information evenings and works with parents, should the need arise. She can be contacted directly by parents on 0437778707
Whole-school formal behaviour management process

1. Inappropriate student behaviour
   - Teacher uses regular classroom management strategies
     - Student responds appropriately
       - No further intervention required
     - Student responds inappropriately
       - Verbal 'Short Time Out' warning given
         - No further action required
         - Student isolated in 'Short Time Out' within the classroom to calm themselves
           - Student uncooperative
             - Student sent to the front office for Reflection Time Out for the remainder of that lesson
           - Student cooperative
             - Student invited to rejoin the classroom
     - Inappropriate behaviour continues

d. Counselling Support for Students

A college counsellor, Natalie Ross, who is a registered psychologist, is available to assist those students who may need expert help beyond the intervention of teachers.

e. Child Protection

*Mandatory Reporting.* All staff are mandatory reporters required by law to ensure that a report is made to Community Services when there are reasonable grounds to suspect that a student is at risk of 'significant harm' from abuse or neglect. Staff are to respond seriously and sensitively to any disclosures by students. Staff must inform the principal of any concerns, who will make a report to the Department of Community Services on their behalf using the Keeping Them Safe tool. The CSO Child Protection Resource Manual is available through CuriaNet/ DSS Resources/Human Resource Services/ Child Protection and articulates expectations and procedures to be followed by employees and volunteers of St Brigid’s Catholic College.

12. Awards Systems

At St Brigid’s Catholic College, students are recognised for their positive behaviour in many ways. This can be verbal praise, notes in Edumate, emails or phone calls to parents or more formally. The following outline the areas within which students may formally be rewarded for their contributions.

a. *Certificate of Recognition*

Students who contribute positively to college life may be rewarded by the issuing of a merit based on our four college values of compassion, courage, stewardship and wisdom. These can be given for many different reasons but could include recognition of an excellent piece of work, picking up litter in the playground without prompting, acts of kindness to others. Teachers are to record the merit in the student management system. Ten merits will accumulate to the award of a Certificate of Recognition.

b. *Award System for Commitment to Learning*

Each term parents will receive a Student Learning Profile for their child. Staff are asked to allocate either ‘interdependent’, ‘guided’ or ‘supported’ for each student in every subject in regard to the effort the student has put into their learning, and their behaviour over the term. Grade descriptors are shown in the table below:

<table>
<thead>
<tr>
<th>Effective Learner</th>
<th>I am an interdependent and independent learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Learner</td>
<td>I sometimes need monitoring and supervision by the adults in the classroom</td>
</tr>
<tr>
<td>Supported Learner</td>
<td>I need consistent and ongoing monitoring and supervision by the adults in the classroom</td>
</tr>
</tbody>
</table>
If a student receives 60% or more of Interdependent and no Supported, they will be awarded a Teal Award. During each calendar year, two Teal Awards will accumulate to a Bronze Award. Three Teal Awards acquires a Silver Award and Four Teal Awards is recognised by a Gold Award which will be presented at the annual Awards event.

<table>
<thead>
<tr>
<th>Student Learning Profile</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>meets criteria of 60% or more ‘Interdependent’ with no ‘Supported’</td>
<td>Teal Award</td>
</tr>
<tr>
<td>Two Teal Awards during a calendar year</td>
<td>Bronze Award</td>
</tr>
<tr>
<td>Three Teal Awards during a calendar year</td>
<td>Silver Award</td>
</tr>
<tr>
<td>Four Teal Awards during a calendar year</td>
<td>Gold Award (recognition at Annual Awards Event)</td>
</tr>
</tbody>
</table>

c. **Awards for Academic Performance**

Academic Awards will be given to students who achieve an A grade in the course and will be acknowledged at the annual Awards event. The Principal’s Award for Academic Excellence will be awarded to students for outstanding academic results.

d. **Awards for Positive Contribution to the College Community**

Awards for Positive Contribution to the College Community will be given for ongoing service to the college or any outreach programs. This could include contributions to student leadership, ongoing commitment to a social justice group, collecting for charitable organisations organised by the school, representation of the college in sporting or performing arts, or service to the community over at least one term.

13. **Homework Policy**

Homework is a means of establishing good study and work habits, so that as the demands of schooling increase, students will be able to time manage and complete work without the undue stress caused by not being organised.

During Term 1, as students transition into secondary school life, From Term 2, Year 7 students may be expected homework for Year 7 will be kept to a minimum. Students can be expected, from Term 2, to complete up to one and a half hours of homework each night. Homework could include work set by the
teacher, reading over the notes of the day, reading for pleasure, assessment task work or preparation for tests or examinations.

Staff will instruct students via Google Classroom as to expectations for learning. Students in Year 7 will not be required to use homework time to complete assessment tasks during Term 1 as they will be completed in class.

If a student is unable to complete assigned homework, or has worked for the allocated time and not completed the work, it is important for parents to communicate this via email or note. Parents are asked to provide a suitable place at home for their child to complete homework and to inform the school should there be any issues. It is the student’s responsibility to complete the work and the responsibility of teachers to monitor the completion and quality of the homework.

14. Student Devices and other personal electronic equipment

Use of the computer is essential for the learning that will occur at St Brigid’s. An inquiry-based approach is well documented in assisting students to gain a deep understanding of the work covered. This is why we are established as a 1:1 device school. These devices will also be supplemented with higher specification machines for multimedia production.

Parents/carers lease the device for their child/children for three years and make payments each year. The device remains the property of the college until the end of the three years. The cost of the device includes insurance and a satchel for protection. At the end of the 3 years the device belongs to parents. If a child should leave the college prior to the three years, an option to buy the device can be negotiated otherwise the device remains the property of the college.

Students bring their own personal electronic equipment to the college at their own risk. Mobile phones are to be switched to non-vibrate silent and not used during class unless specifically directed by the teacher. We ask that parents do not ring students directly on their mobiles but call the college reception if they need to pass on a message or speak with their child.

15. Uniform Policy

Wearing the College uniform correctly is a sign of the pride that students have for the school community as well as an indication of their own self-worth. The word ‘uniform’ means ‘same’ and the reason why a college uniform and code of dress is established is to break down any barriers between students. There is still the ability to express oneself as an individual but this is not appropriate insofar as the wearing of the uniform is concerned.

Summer Uniform

Girls are expected to wear the college shirt and navy skirt with white anklet socks which can be seen above the shoe. If the weather becomes unseasonably cold, the blazer may be worn.

Boys are expected to wear the college shirt and navy shorts with white anklet socks which can be seen above the shoe. If the weather becomes unseasonably cold, the blazer may be worn.
Winter Uniform
Girls are expected to wear the college shirt, navy skirt with navy tights. The school blazer must be worn to and from school (unless permission is given by the principal if the weather is unseasonably hot) as well as during the school day as the first item to add warmth. The school jumper is added for extra warmth but should not be worn as the outer garment. Students are permitted to wear garments under their shirts for extra warmth as long as no part is visible.

Boys are expected to wear the college shirt, navy long pants and white socks. The school blazer must be worn to and from school (unless permission is given by the principal if the weather is unseasonably hot) as well as during the school day as the first item to add warmth. The school jumper is added for extra warmth but should not be worn as the outer garment. Students are permitted to wear garments under their shirts for extra warmth as long as no part is visible.

Shoes
Shoes should be sturdy black leather lace up shoes with a heel for both boys and girls. Please refer to the College Website and Facebook page for recommended styles. Soft leather shoes do not provide enough protection for feet and those without heels are not good for young backs. Some students may require orthotics which may make it difficult to find a recommended shoe type. If this is the case a letter to the principal, including a letter from a doctor, chiropractor or other health professional is required, in order for the student to be permitted to be excluded from this requirement.

For PDHPE practical classes, students must wear sturdy joggers which are to be mainly white or mainly black in colour.

Hair
Students are expected to have their hair tidy and clean. For young men the hair should be above the collar of their school shirt and out of their eyes. Ideally fringes should be above the eyebrows, but for styles which do not allow this, the hair is not to be hanging in the eyes. Boys with hair below their collar must have it tied back in a ponytail. We ask that students refrain from having haircuts such as undercuts, or sculpting close to the scalp. Girls with hair below their collar should have it tied back. This is a safety requirement in practical classes. Hair ribbons should be in the school colours of maroon, navy, teal or white. Hair colour must be in natural hues.

Jewellery
Boys may wear one small gold or silver stud with no stone in one ear. They may not have any other facial piercings or any body piercings which are visible. Girls may wear one small gold or silver stud with no stone, or small (less than one centimetre in diameter) loop earring in each ear lobe, with no other facial or visible body piercings permissible.

Should students have piercings which are against the regulations, they will be removed from the playground until such time as the piercing is removed. Failure to do so in a timely fashion will require a parent meeting to discuss the student’s commitment to being at the college. We ask that parents support us in this matter and do not allow their children to have facial piercings which require a stud to keep the hole open during school time. Placing a bandaid, or clear plastic studs are not satisfactory.
From time to time students may be allowed to wear wrist bands for charitable organisations however one band only is allowed.

16. Communication with Home

Effective communication between home and school is essential for the best outcomes for students. The College website, fortnightly College Newsletter, email, Facebook and reports are the main forms of contact with parents on a whole school level. Teaching staff are encouraged to keep regular contact with parents via email or phone call. Parents are also encouraged to use email or phone call to contact the College.

Parents are encouraged to attend scheduled parent/teacher interviews to discuss their child’s progress. At other times, a face to face meeting may be necessary. Parents are welcome to initiate such a meeting if there are areas of concern.

17. Student Attendance and Absence from School

St Brigid’s Catholic College is a secondary co-educational college within the Diocese of Broken Bay. As such the college adopts the Diocese of Broken Guidelines for the Management of Student Attendance. Please refer to the College website for policies relating to student attendance.

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, monitor part or whole day absences. The Education Act of 1990 states that child is of compulsory school age if they are at or above the age of 6 years and below 17 years of age, unless there are justifiable reasons for exemption from attendance.

Procedures for parents in relation to student absence

Parents/guardians should notify the college, where possible, prior to their child's absence using Form B1 - Application for Exemption of Attendance at School (available on the College website). In the circumstances of absence from school which is not pre-approved, such as for illness or other pressing domestic situations, parents/carers should notify the College of the absence of their child by phoning the Administration Office. This must be followed by a note on the first day of the child’s return to school. Notification of reason for absence must be received by the College within 7 days. This is a requirement of the 1990 Education Reform Act. Failure to notify the College within 7 days will result in the absence being recorded as unjustified.

Lateness to school

Punctuality is an important behaviour that is to be practiced at St Brigid’s. Any student arriving late to school, i.e. after the start of the first lesson, is asked to sign in at the front office.

Monitoring of student attendance by the college

Teachers electronically mark the roll every lesson. Rolls are legal records of a student's attendance
and must be completed with appropriate regard for the importance of these records. Attendance is monitored by the College Senior Administration Officer and the Mentor Coach. Classroom teachers also have a role in ensuring that any continued absence from their class is noted with the Mentor Coach. Should a student not attend for three consecutive days without notification from the parent/carer, then the Senior Administration Officer (SAO) will notify the Mentor Coach. Parents/carers will be contacted by the Mentor Coach via phone or email to inquire as to the reason for absence. Parents/carers should also be reminded at this time of their obligations to submit in writing the reason for the student’s absence on the first day of return to school. Absences of more than 20 days (not necessarily consecutive) will be considered habitual non-attendance and be managed as outlined in the Diocesan Management of Habitual Non-attendance Guidelines.

18. Illness at school

Mrs Rita Buchanan, our Senior Administration Officer, is also our First Aid Officer. Students who feel unwell at school should report to the front office where they will be assessed. Students are able to stay in sick bay for one lesson and if feeling better, can return to class. If they are not well enough to return to class then parents will be contacted in the first instance to collect their child, or if they are unavailable, the nominated emergency contact will be called. We ask that students do not contact parents directly. Students will be assessed and if necessary parents will be contacted. If parents are called by their child we ask that they make contact with the front office before coming to the college.

18. Assessment

The NSW Board of Studies provides teachers with guidelines for the monitoring of student progress. Assessment is of two forms: assessment for learning and assessment of learning. Teachers provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Assessment for learning is designed to give students opportunities to produce the work that leads to development of their knowledge, skills and understanding. It involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment. It could include homework tasks, research, or class tests.

Gathered evidence can also be used for assessment of learning that takes place at key points in the learning cycle, such as the end of a year or stage, when schools may wish to report differentially on the levels of skill, knowledge and understanding achieved by students. Assessment of learning is communicated to parents in reports.

A formal assessment may be a research task or an examination. The published assessment schedule for each Key Learning Area will assist students to plan and manage their time in order to meet the requirements of the courses of study.
For Year 7 students, acknowledging the transition to secondary schooling and the increased rigor demanded, there will be no research tasks expected to be completed outside of school during term 1; all tasks will be given time in class to complete. Students may be asked to complete sections of the task for homework from time to time.

19. Reporting

Student progress is communicated to parents in both formal and informal ways. Teaching staff will use the Student Student Learning Logbook to alert parents to concerns. The more formal reporting system is outlined below:

i. **Student Learning Profile Reports**
   As outlined in Section 14 Awards System each term parents will receive a Student Learning Profile Report for their child indicating their commitment and aptitude to learning.

ii. **Academic Reports**
   Parents will receive a half yearly and a yearly report on their child’s academic progress. After each reporting period there will be the opportunity for parents to attend a parent/teacher meeting to discuss their child’s progress.

20. A Glossary of Terms for Secondary School

- **Assessment Task** - this refers to tasks, usually assignments, which students must complete to meet the requirements of the course. The results of these tasks accumulate towards the final report grade.
- **KLA- Key Learning Area**. This term refers to the areas of the curriculum within which subjects are offered. The KLA areas are:
  - Religious Education (RE)
  - English
  - Mathematics
  - Science
  - Personal Development, Health and Physical Education (PDHPE)
  - Creative and Performing Arts (CAPA)
  - Technological and Applied Studies (TAS)
  - Human Society and Its Environment (HSIE)
23. Parent and Volunteer Participation

It is vital that parents are partners with staff in the education of their children. The most important contribution parents can make is to be informed about what is going on at the college. Attendance at parent information and social evenings is an important way in which you can be informed and support the learning of children. Reading the newsletter and having your child’s email connected to your phone are ways of keeping in touch with what is happening at school for your child.

The provision of a study area and a study routine at home is also another way in which parents can provide meaningful support for their child.

A Parent Advisory Group has been established. All parents are welcome to attend these meetings. Invitations for support will be offered through the newsletter. Volunteers for the canteen will be required and this is a wonderful way for parents, grandparents and friends of the college to support in a practical way.

It is important that all volunteers are aware that they are subject to child protection legislation. This means all volunteers must:

- sign on at the front office, be inducted and get a visitors badge from the office as per school procedure.
- check with the school what the current requirements are for the working with children not engage in any inappropriate behaviour towards any children. In particular although volunteers are technically not employed by the school, they are considered to be ‘staff’ for legal purposes and need to be aware that complaints about inappropriate behaviour towards any child or young person must be investigated.