



**St Brigid's Catholic College**

**Lake Munmorah**

**Parent Handbook**

**2020**

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## **1. St Brigid's Catholic College**

### ***a. Principal's Welcome***

I am delighted that you have chosen to entrust your child to us for their secondary education. I am confident that St Brigid's staff, both teaching and support, are a group of dedicated professionals who are committed to ensuring your child has the best holistic educational experience possible at our beautiful College. St Brigid's has been established as a school for your child's future, as we know that the demands of living and working in contemporary society need a different way of educating.

I hope that you find the contents of this handbook informative. Open communication between home and school is vital to the best outcomes for your child. We acknowledge that parents are the first educators of their children and so we are committed to working with you so that your child leaves us with dignity, purpose and options for the future.

I look forward to getting to know your child as a new member of the St Brigid's family.

Adam Murdoch

### ***b. 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.

### **c. Our Values**

- ❖ Compassion
- ❖ Courage
- ❖ Stewardship
- ❖ Wisdom

### **d. 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

### **e. 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 of February, which is celebrated as Brigid's feast day.



**f. College Logo and Colours**



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.

**g. College Motto - 'Inflaming Hearts and Minds in Christ'**

'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.

## **h. 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.



## **i. 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 Years 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 co-educational 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.

The College continues to grow as a vibrant learning community. 2017 saw the addition of a new building incorporating Science, Visual Arts and a large general learning space with break-out rooms. A sacred space has been established on the top floor to facilitate House Masses and student and staff prayer. Adjacent to this building is a magnificent amphitheatre where students can gather. It provides an open air venue for community events. Staff facilities were upgraded with the construction of a kitchen facility.

In 2019 we saw see the first senior cohort graduate with the Higher School Certificate. A broad range of learning opportunities, including established Board of Studies courses, combined with School Based Apprenticeships, online and Vocational Education Training (VET) courses are on offer. At the beginning of 2019, a new facility was opened inclusive of a commercial grade Hospitality kitchen and another learning piazza.

### ***j. Our School Day***

Our lessons are 75 minutes long, having four each day. Lesson 1 and 2 are followed by Break 1 for half an hour and Lesson 3 is followed by Break 2 for half an hour, with Lesson 4 completing the day. Our hours are from 8.15 am until 2.30 pm.

## **2. 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, are 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 the 1st February. The celebration of the 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 a 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 unit BOS Studies of Religion course or Catholic Studies 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.

## ***Student Examen***

### ***THANK***

**Take some time to relax**

**Have a think about today**

**Acknowledge and be grateful for the good things**

**Notice what I need help with**

**Know that God is with me**

### **3. Teaching and Learning**

St Brigid's is a school for the future. Before the school was established much planning and investigation occurred to ensure that the teaching and learning was going to meet the needs of all of our students for a changing world. Teaching and learning at St Brigid's is founded on contemporary research which ultimately informs our pedagogical framework to ensure that a graduate of St Brigid's is equipped with the capabilities to lead a successful and fulfilling life.

Teachers at St Brigid's have been carefully selected to ensure that they are dedicated to our students' having a deep understanding of concepts rather than a superficial coverage of content. It is important in the modern landscape that children know how to learn as it is likely that they will need to be adaptable for the changing nature of the workforce.

#### ***a. Directory of Staff***

College Principal	Mr Adam Murdoch
College Assistant Principal	Mr Paul Lynch
Director of Mission	Mr Michael Landrigan
Director of Wellbeing for Learning	Mrs Monique Smith
Director of Learning for Wellbeing	Mrs Alex Walters
Director of Professional Growth	Mrs Kylie Robinson
Director of Student Growth	TBC
Administration Coordinator	Mr Mark Peterson
Leaders of Wellbeing	TBC(Lakes), TBC (Walker), Mrs Lauren Bristow (Kildare), Ms Tegan Bayliss (Terry)
Leaders of Pedagogy	Ms Janice Peel, Mrs Rachael Foo, Mrs Erin Gilbert, Mr Paul McLoughlin, Mr Ashley Sadler
Leader of Learning Support	Mrs Sarah Benham
Teaching Staff	Miss Rebecca Rutherford, Mr Luke Evans, Mr Paul Nield, Mr Luke Richardson, Mrs Kieran Lowrie, Mr Scott Williams, Mrs Iona Symons, Mrs Nadia Hagberg, Mrs Sherrie Cooper, Mr Nick McFarlane, Mrs Rachel Foo, Miss Rebecca Ardern, Mr

	Joshua Killen, Mr Nicholas McFarlane, Mrs Michelle Wilson, Ms Chelsea Hokin, Ms Tess Higgins
Senior Administration Officer	Mrs Rita Buchanan
Administration Support	Mrs Natasha McFadden Mrs Ashlee Lanzini Mrs Belinda Wright Mrs Meggen Young
Learning Support Assistant	Mrs Vanessa Larkin, Mrs Meredith Carantinos, Miss Sheree Hoskins
School Psychologist	Mrs Natalie Ross
ICLT Technician	Mr Dominic Jordan
Canteen Supervisor	Mrs Annette Maat & Mr Chris Maat
Aboriginal Education Worker	Ms Brittany Pass
Science Lab Assistant	Mrs Sarah Adamson

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

### ***b. Flame of Learning***

The work of Kath Murdoch and Lee Watanabe-Crockett have been adapted to produce the 'Flame of Learning' which is an inquiry cycle for student learning. Learning activities are firstly informed by the NESA curriculum documents and teachers then design learning experiences using the Understanding by Design framework of Wiggins and McTighe. Students are then motivated to learn by 'Spark' activities which inspire curiosity and provide a reason for gaining the particular knowledge, skills and understandings associated with the lesson, topic or unit of work. It is critical for our students that they have a choice in how they demonstrate their learning and where appropriate, choice about what they will study e.g. it may be that a student has a particular interest which can be accommodated and still lead to the same learning outcome.



school. This does not occur at St Brigid's as teachers plan, deliver and evaluate the learning experiences together for all students in that course.

Within each subject each team member will have responsibility for tracking of student progress for a group of students within the cohort. This is the teacher who speaks with parents if there is a concern and also at parent teacher interviews. However during the course of lessons students have access to all of the teachers in the team according to the lesson design.

Having a team of teachers also leads to flexibility in grouping of students. For example, if a group of students needs extending, a teacher could take those students for an appropriate length of time to provide them with ideas for extending their thinking. Students who may need extra assistance can also be taken as a group by one of the teachers. There has been no identified advantage to streaming of students, in fact it has been demonstrated that for some students it can be detrimental. However the flexibility to group students differently as the need arises does provide the option for teachers to adapt to the needs of the students rather than students being locked into a particular class.

#### ***e. Technology and Learning Management System***

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 learning outcomes and the internet is an essential resource for research, as well as the use of different applications so that the students will become responsible and effective users of technology. 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, as well as the diocesan ICT department taking responsibility for the update of software. Should an accidental breakage occur the first repair is covered under the insurance. If another breakage occurs there is a one off fee for the repair. 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.

The GAfE (Google Apps for Education) suite is used as our learning management system. The GAfE suite incorporates Google Drive, Sites and Classroom which work together to support the delivery of online activities. During 2017 staff experimented with the use of Hapara which provides augmentation to the facility of GafE. Hapara is now the platform for access to the Google Suite.

Parents will be provided with the opportunity to learn about both systems so that they may at all times have access to the online learning of their child.

Some students prefer to write rather than type all of their learning activities. We are mindful that handwriting is an important skill, so at times learning will be demonstrated on paper. There is no requirement for a student to type all the time, should they wish to write they are able to do so as they can photograph their work and submit it online.

### ***i. EPortfolios***

Students, with the support of their Mentor Coaches will maintain and use the ePortfolio as a platform to store, record and reflect on achievements in the NPDL competencies, how they have lived the College Values and the learning of which they are most proud. The ePortfolio will record achievements both within and outside the college. The semester report will also be available on the ePortfolio. The ePortfolio therefore provides a holistic record of student achievements and will be a key platform for students to be able to engage with future employers or future educational providers. The ePortfolio will be used as a stimulus for discussion at the Student-led Conference.

Parents can and are encouraged to access the ePortfolio to see their child's growth in NPDL and learning, lived values and future goals. Students will present their ePortfolio to their parents at the student-led conferences twice per year. The Student-led conference provides a vehicle for students, parents and Mentor Coaches to connect in a way that allows for close partnership in developing student confidence and success.

### ***ii. Digital Citizenship***

As a 21st Century learning environment we embrace the use of technology within our community. This being said there is a responsibility within our school and the wider community to use all elements of technology to positive ends. Digital citizenship is the safe, positive and smart use of digital technology including social media, email, messages, photos etc.

The College has an existing Wellbeing Statement on Technology - a full copy of this document appears in the Appendix.

### ***iii. Mobile Phone Use***

During 2017 staff and parents of the college worked collaboratively to establish guidelines for acceptable use of mobile phones during school time. As a place of learning, we are committed to developing the knowledge and skills for students to use mobile phone technology responsibly. Essentially, students can use mobile phones before and after school and during their morning and lunch breaks. No student is to use a mobile phone during class unless it forms part of the formal learning activity for that lesson and is approved by the teaching staff. The full Wellbeing Statement on Technology can be accessed on the College website. In the interests of establishing a positive and safe learning environment, all parents should be familiar with this document.

### **g. Our Learning Environment**

It is critical that our physical learning environment is aesthetically pleasing, comfortable and conducive to learning in our framework. As such the design of our buildings is informed by the teaching and learning, uses colour and texture to make the space a pleasant one to be in. Copious natural light and good ventilation and temperature control ensure that our students have a pleasant physical environment in which to learn. Our first building was a demountable one; it was designed to provide a large learning space for the whole cohort to gather, as well as smaller 'break-out' spaces where students could learn in smaller groups or be able to find a space should they wish to work individually. This theme has been continued in our beautiful permanent buildings. We believe each new building improves on the last and the spaces are the envy of those who visit us.

Specialist spaces have been provided to meet the needs of the curriculum such as science laboratories, music studios, kitchen, timber technology workshop and art studio.

### **h. 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 the 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 research or class tests. Assessment for learning provides feedback to students so that they may improve their learning throughout the learning process. It is formative rather than summative. Teachers are continually monitoring students learning. Feedback can be verbal or written. Throughout units of work students are asked to demonstrate the learning they have done up to that point in what we call Check-In Points. Parents are able to see all of the submitted tasks through accessing their child's Hapara workspaces. At this stage students need to provide access to parents however we are working on a parent portal.

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 usually summative. Assessment of learning is communicated to parents in reports.

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, particularly if they have not used the time in class well

***i. Reporting***

Student progress is communicated to parents in both formal and informal ways. The more formal reporting system is outlined below:

Formal Reporting

Parents will receive a half yearly and a yearly report on their child’s academic progress. Students are graded as per the Common A-E Grade Scale outlines below;

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
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**ii. Student Led Conferences**

The student-led conference at St Brigid’s aims to enable students to showcase their learning by celebrating their successes and contributions to life here at the college and in the wider community. This provides students with opportunities for honest reflection and ownership over what is shared about their learning. New Pedagogies for Deep Learning ([NPDL](#)) provides the framework which students will use to showcase their learning through a student designed ePortfolio. This will culminate with a student-led conference, where, with the support of their Mentor Coach, students will celebrate their learning and achievements with their parents or carers.

**iii. Merit System**

If a student acquires 60% Effective 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 Evening.

Academic Awards will be given to students who earn an A grade in the course and will be acknowledged at the Annual Awards Evening. 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 meets criteria of 60% or more ‘Effective’ with no ‘Supported’		Teal Award
Two Teal Awards during a calendar year		Bronze Award
Three Teal Awards during a calendar year		Silver Award
Four Teal Awards during a calendar year		Gold Award (recognition at Annual Awards Evening)

**j. Homework**

There has been much debate about homework. There has also been educational research which demonstrates that homework has little effect on learning outcomes for students.

Homework which is set to be completed by the next day is not something that we ascribe to at St Brigid's unless it will impact on the next phase in the learning. We believe that families have different pressures in this current climate; with the demands of work and possible commuting long distances there is little time for parents to manage homework; we believe that physical activity in the afternoon is important for children; we believe that if a child learns well during the school day then the afternoon should be for other purposes. This needs to be balanced with the reality that sometimes students will need to use time at home to complete tasks, and as the demands of the curriculum increase it will be essential for students to study and complete tasks out of class time.

For Year 7 during Term 1, as students transition into secondary school life, homework will be kept to a minimum. Beyond Term 1 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 Hapara 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.

## **4. Wellbeing for Learning & Pastoral Care**

*"Optimal wellbeing is characterised by positive feelings and attitude, positive relationships with others, resilience and satisfaction with self and experiences and engagement in learning."*

Pastoral Care and Wellbeing for Learning Framework - Diocese of Broken Bay

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.

As a place of learning 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.
- acknowledges the age range and developmental needs of our students. The adolescent brain is typically impulsive and changing rapidly. Social and emotional learning forms a crucial cornerstone of a holistic education.
- believes respectful relationships between all members of the community are essential for providing an environment in which students can develop and learn.
- promotes positive mental health and wellbeing for all community members, through policies, practices and procedures that create a positive environment where all community members feel included, valued and supported.

### **Support for Students**

#### **a. House Structure**

Following enrolment, students are allocated to a House group. Within the College, there are four Houses;

- Kildare - the place where St Brigid started her monastery in Ireland      Green
- Lakes - after our beautiful environment surrounded by water      Blue
- Terry - our founding Principal, Julie Terry      Purple
- Walker - the Bishop of Broken Bay who commissioned the school      Red

Each House has a Leader of House (middle leadership position) responsible for day to day wellbeing of students.

Within each House, students are allocated to a Mentor Group. A Mentor Group consists of a group of approximately 25 students comprised of students from all year groups.

Each Mentor Group has a staff member who acts as a coach or mentor to the students in their care. ***The Mentor Coach is the primary point of contact for parents.*** Each school year commences with an opportunity for the family to meet with the Mentor Coach.

The Director of Wellbeing for Learning, in conjunction with the Leaders of Wellbeing, College Psychologist and Leader of Learning Support provide specific support for student wellbeing.

### ***b. Counselling Support***

A registered psychologist, is available to assist those students who may need expert / specialist help beyond the intervention of teachers. Currently, she works four days per week - Monday to Thursday.

Students in need of support can;

1. Speak with their Mentor Coach, classroom teacher or Leader of House
2. Complete a ***Student Wellbeing Form***. The counsellor and Director of Wellbeing will triage these forms and direct the student to the most appropriate person.

### ***c. Student Resource Hub (SRH)***

A student resource hub has been established for students to access learning tools such as video equipment and desktop computers. There is provision for staff supervision, with students reporting first to their normal class teacher before accessing the SRH during class time.

The SRH is also a place where students can go during most breaks to play board games such as Monopoly, table tennis and use musical instruments. It is a quiet place for group interaction and connection, where students can sit and share conversation.

### ***d. Ready to Learn Space (R2L)***

The R2L Space was established to provide support for students who were experiencing difficulty regulating their emotions and were not 'ready to learn'. It provides a place where students were given a short space of time to settle and self-regulate, before returning to their normal timetabled class. The intention is not to use this room consistently but as a place accessible to all students when they experience emotions or feelings that would disrupt their ability to learn.

Students report to their classroom teacher before requesting to access the R2L space.

### ***e. Period 5 (P5) Tuesday & Thursday***

Currently, P5 takes place after school on a Wednesday and Thursday afternoon from 2:30 to 4:00pm. Tuesday is a voluntary time where students can work on projects and classwork in a quiet space. Middle Leaders and volunteer staff provide additional support for students who; i) are voluntarily seeking a quiet place to study, work on assessment tasks or classwork with teacher support and ii) fall behind in classwork or do not submit assessment tasks and are invited to

attend by classroom teachers. An important aspect of this provision is to recognise that learning is by invitation not as a means of punishment or detention. It is the decision of the family to determine whether the child attends or not.

### **Restorative Practice**

Restorative Practice underpins behaviour management and social-emotional learning at St Brigid's Catholic College.

“Restorative practice is a way of thinking and being, focused on creating safe spaces for real conversations that deepen relationships and create stronger, more connected communities.”

Vander Vennen (2015)

*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 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. It is a solution focused approach that develops the critical aspect of social-emotional learning. 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.

#### **a. 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 Practice, 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 universal programs we teach and are designed to build students' self-worth, resilience, self-management of emotions, ability to work with others, decision-making, morals and values. Particular focus areas include Wellbeing lessons, Mentor Conversations, INFLAME, the outdoor learning program, guest presenters and live theatre, Religious Education and Personal Development, Health and Physical Education curriculum.

One lesson per fortnight is devoted to Wellbeing programs. Students may work together with their Leader of Wellbeing and Mentor Coaches in their House groups, with year groups or gender-based groups - where age-appropriate programs or discussions take place. Student Leaders (Year 11) have been added to each Mentor Group to promote student voice and leadership. They are supported through a Student Representative Council, consisting of students in Years 7 to 10.

These lessons have as a focus a positive psychology approach to Wellbeing and Learning. Complimented by a well researched, current and engaging program - **THRIVE**, students engage with three core modules Growth Mindset, GRIT (persistence, determination) and Wellbeing (promoting the concept of positive wellbeing or flourishing).

Lessons often incorporate guest presenters, such as our Police Liaison Officer & external agencies. On occasions students are involved in specific focus programs such as, The Inter-House Challenge, Mental Health Month, National Day of Action Against Violence and Bullying or RUOK? Day. Friday afternoon INFLAME also provides opportunities to pursue areas of interest that students find engaging and supportive.

An outdoor learning program provides a time where students are challenged to grow and move out of their comfort zone, to share new experiences and build the skills that employers are seeking in today's rapidly changing world. These skills include such traits as; adaptability, resilience, communication, collaboration, critical thinking and problem solving. These outdoor learning experiences are considered essential to the holistic development of each student and align with promoting the core skills of the New Pedagogies for Deep Learning.

An overview of the program follows;

YEAR	LOCATION	FOCUS
7 3 days Term 1	Booti Booti State Recreation Area (15kms south of Forster)	<b>Building Community &amp; making connections</b> Aquatics - canoeing, SUP, bushwalking, team games, archery, camping. Meet new friends and develop new skills in an outdoor environment.
8 2 days Term 4	Coastal Trek: Munmorah State Recreation Area	<b>Strengthening community</b> An overnight coast trek completed in House groups. Parents have the opportunity to join in a community BBQ.
9 5 days Term 2	Billy Grace Reserve, Wee Jasper	<b>Exploring the Natural World</b> Abseiling, Bushwalking and Caving in the picturesque Brindabella Ranges. A truly amazing adventure where students experience growth in ways they may have thought impossible.
10 3 days Term 4	Cockatoo Island, Sydney	<b>Exploring the Urban World</b> Combining learning, mission and wellbeing students engage in a program of activities that immerse them in a busy urban environment. Travel, workplaces, entertainment, service in the community, budgeting are amongst the skills and experiences on offer.

Attendance and participation in these learning experiences are viewed as an essential aspect of the students' holistic education. As such they are compulsory events. Each contributes to the progressive development of the six key elements of collaboration, creativity, critical thinking, communication, character and citizenship (NPD). As well as the expression of our College Values; Stewardship, Compassion, Wisdom and Courage.

To conduct these outdoor learning experiences, the college enters into contracts with a variety of suppliers who require final numbers to confirm bookings. Once these are established the only consideration for exemption from payment will be;

- i) a medical certificate stating that the student is unfit to attend the outdoor learning experience OR
- ii) prior approval for leave by the College Principal - this must be submitted in writing, at least two weeks prior to the event.

## 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, resolve conflict and assume responsibility. 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.

Students have an active voice in this process, with training in peer mentoring and volunteer groups such as the Angels and Big Brothers Yrs 10-12 providing a valuable source of support to younger students.

### III. **Formal Interventions to Address Serious Incidents of Harm: Restorative Practice**

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 restore the relationships by agreeing to a way to repair any damage that may have been done. All participants are invited into a process that is solution-focused. 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.

#### **To respond to challenging behaviour;**

*What happened?*

*What were you thinking of at the time?*

*What have you thought about since?*

*Who has been affected by what you have done? In what way?*

*What do you think you need to do to make things right?*

#### **To help those harmed by others actions**

*What happened?*

*What were you hoping to achieve by this behaviour?*

*What did you think when you realised what had happened?*

*What impact has this incident had on you and others?*

*What has been the hardest thing for you?*

*What do you think needs to happen to make things right?*

#### **Is there a wrong question?**

The question most asked but least effective is, "Why did you do that?"

The response most often given by the young person is; "I don't know" OR "I didn't think about the consequences." This question reflects the stage of brain development of an adolescent, namely that emotions often drive behaviour, not rational (frontal lobe) thought processes, which are not fully developed until early adulthood.

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.

The most important points to remember are;

1. All behaviour has a purpose: to avoid or to gain advantage
2. The adolescent brain is still developing - decisions are often impulsive
3. Social-Emotional Learning is at the heart of restorative practice and takes time, patience and persistence to achieve.
4. Restorative Practice is built on building strong relationships and connection, which build the foundations of a productive and functional society
5. Punishment has its sole focus on a 'perpetrator' - in these instances the other is often not considered. Punishment often has no lasting impact and more often results in feelings of disconnection, reduced empathy and trust.

## ***b. Behaviour Recognition and Management Procedures***

### ***i. Recognition of positive contributions***

At St Brigid's Catholic College, students are recognised for their positive behaviour and achievements 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. An acknowledgement assembly is held each Friday to distribute Certificates of Merit and/or recognise other student achievements.

Each semester students who have not received a Student Service Referral will be acknowledged through a reward afternoon. This may include a privilege such as a movie.

### ***ii. Tiered System of Behaviour Support & Intervention***

**Tier 1 Universal procedures and programs:** Data collected from our online system Edumate is analysed by the Wellbeing Team during a weekly case management meeting. In some instances of minor repeated behaviours, the Mentor Coach may be asked to follow up with the student and their parents.

**Tier 2 Targeted interventions:** Where it is clear that the universal programs and interventions are not resulting in a reduction in problematic behaviours, the Wellbeing Team will consider the appropriate support required for the student. This may involve any one or a combination of the following; counselling, learning support, CSO support, family meetings with Leaders of house and/or Leaders of Pedagogy to identify appropriate supports.

**Tier 3 High-level intervention:** For behaviours or concerns requiring external intervention, such as Catholic Schools Office - Office of Safeguarding and Child Protection, Family and Community Services (FACS) intervention, allied health services, risk management, Police, typically senior leaders and the College Psychologist will become involved.

### ***iii. 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; a short time out or reflection and time to settle before returning to the learning space, speaking with a student after class; contact with parents via email or phone call; asking students to return at breaks to complete work.

### ***iv. Student Service Referral***

There may be instances where the student's behaviour warrants a more formal approach. This would typically happen following an escalation of behaviour e.g. refusal to follow a reasonable instruction, repeated interruption to learning of other students, an act of defiance or a serious matter warranting immediate referral or the student refusing to learn. In these instances, teachers may instruct students to report to Student Services. The threshold for staff to consider when referring a student is the question: "Is the student learning?"

The referring teacher will;

- notify Student Services about the nature of the incident.
- return to hold a conversation with the student toward the end of the lesson or at an arranged time.
- record the incident including any corrective actions that were taken prior to the referral
- the referring teacher will correspond with parents where necessary

The student will;

- report to Student Services with their laptop and continue with their learning as well as complete a self-reflective exercise. They will not return to class that lesson.  
**NOTE:** if the student continues to escalate, their parents may be called to collect them.
- engage with the teacher to discuss their behaviour and resolve the issue. For students who request support, this will be made available.
- If a satisfactory resolution is reached, which may include a consequence, such as, Community Restoration during INFLAME on Friday afternoon, the student will then return to the learning space the following lesson. During Community Restoration the student will report to the Assistant Principal, reflect on their behaviour, complete any outstanding work and assist with any community service required.

- Community Restoration is just one possible consequence. Ideally each situation requires careful discussion and a solution that works toward assisting the student help repair any harm caused to a relationship, whether student to staff or student to student or student to environment/community.

Parents will;

- Parents will communicate with the teacher should they require further information or follow up

#### ***v. Non-negotiable behaviour***

To maintain standards and expectations across the College, there are certain behaviours that are not subject to a restorative conversation. These include;

- Uniform and jewelry, including hats on in the sun
- Mobile phone use - only before and after school and at morning tea and lunch breaks
- Chewing gum

Although these might seem trivial to some, they are indicators that the student does not accept the agreed standards under which they attend the College. A direct consequence will involve either Friday Community Restoration, handing their phone into Student Services for collection after school. In the case of chewing gum; gloves and a scraper will be provided and students will remove chewing gum attached to furniture or school property. Repeated behaviour will result in a formal interview and parent involvement.

#### ***vi. Management of inappropriate behaviour in the playground***

All staff 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, leaving their area free from litter.

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 will be sent to Student Services to stay until the teacher completes the duty. Staff will then 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.

The teacher or staff member on duty will record the incident in the electronic system, Edumate.

#### ***vii. Major disciplinary action***

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

Strategies may include;

- Interview and behaviour management plan with Middle or Senior Leader
- Formal Parent / Student meetings with Middle Leaders
- Formal Student Review with Director of Wellbeing for Learning
- Risk Assessment in conjunction with the Catholic Schools Office
- Notification to the Office of Safeguarding and Child Protection at CSO
- Notification to Police Liaison Officer
- Referral to external support agencies
- Review of Student Enrolment with Principal / Assistant Principal

#### ***viii. Child Protection and Mandatory Reporting***

Under the Children and Young Persons (Care and Protection) Act 1998 and the Child Protection (Working with Children) Act 2012 , professionals who work with children are considered mandatory reporters. As such, they are required to report notifiable behaviour to the recognised authority - NSW Family and Community Services. This would normally happen through the Principal or their delegate.

*Mandatory Reporting.* All staff are mandatory reporters and required by law to ensure that a report is made to Family and 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 NSW Family and Community Services on their behalf using the Keeping Them Safe tool - Mandatory Reporter Guidelines.

The CSO Office of Safeguarding and Child Protection Resource Manual is available through CuriaNet / Human Resources / (Compliance Services and Support) Office of Safeguarding and Child Protection and articulates expectations and procedures to be followed by employees and volunteers of St Brigid's Catholic College.

#### ***ix. 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 postvention as the need arises. Kim also avails herself to present to students and works with parents, should the need arise. Snr Constable Smith can be contacted through Wyong Police Station on 4356 6099.

## **x. *Data for Wellbeing***

There are a variety of indicators that are monitored to determine interventions, programs or support structures for students. These include patterns of attendance, Student Wellbeing Forms, Counsellor Referrals, R2L feedback, electronic tracking of student behaviour patterns.

## **xi. *Parent support***

As educators we are aware of our responsibilities and the privilege we have in working with young people. A position of relational trust is critical to ensure a positive relationship exists between each family and the college. The emphasis focuses on working collaboratively and respectfully to help each child achieve and be confident to approach the future with hope, dignity and purpose.

The college has a family liaison officer who can work with parents and families to ensure the best learning outcomes for our students. Our family liaison officer Rebecca Leahy works between St Brigids and St Brendans Catholic Colleges.

Ways in which parents can support the ethos, standards and overall success of our College community include;

- Attending information evenings designed to assist families with understanding the changing nature of education, including; technology, learning and wellbeing.
- Communicating and liaising with the College if you have any concerns related to wellbeing and learning. The first point of contact is your child's Mentor Coach.
- Ensuring your child attends all College community events, including College masses and liturgies, carnivals, outdoor learning programs.
- Ensuring each child's wellbeing needs are met; e.g. nutrition, adequate sleep and a safe environment are key to learning
- Monitoring of mobile phone, social media and internet use. The Office of the e-Safety Commissioner provides excellent resources and advice here.
- Ensuring your son/daughter has the equipment they need for school and their laptop is charged overnight
- Ensure your child is dressed according to the College Uniform policy before leaving home
- Ensuring travel arrangements between home and school are safe; this includes the wearing of helmets for students riding bikes and skateboards

## **5. *General Administration and Policies***

### **a. *Communication with Home***

Effective communication between home and school is essential for the best outcomes for students. The College website, 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.

Relational trust is a vital component to ensure that we collaborate in the best interests of each student. The staff are committed to provide feedback to parents; likewise, we encourage parents to maintain contact with the school.

At times, there is a tendency to want to know the outcome of a situation. Each student and family is entitled to their privacy and dignity. The management of student behaviour is complex, often with mitigating factors that must remain confidential. For example, a student may have an identified learning need which impacts on their judgement or decision making ability.

Please respect this tenet and allow the school to fully investigate and manage behavioural matters in a timely manner. Staff will not reply or react to immediate demands for information where this is not possible.

### ***b. 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' but at St Brigid's we think of it more as 'unity'. 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. We ask that parents support us in this matter.

**Summer Uniform** - Students are expected to wear

- College shirt
- Navy skirt (Girls), navy shorts (Boys)
- Plain white ankle socks which can be seen **to the ankle**

If the weather becomes unseasonably cold, the blazer or College jumper may be worn, **not sports jacket**

**Winter Uniform** - Students are expected to wear

- College shirt
- Navy skirt with navy tights or navy long pants (Girls), navy long pants (Boys)
- The school blazer **must be worn to and from school** on those days when regular uniform is worn

- The sport jacket must be worn to and from school when a sport's uniform day

**Note** - 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 - polishable
- lace up shoes
- a heel for both boys and girls

**PDHPE Uniform** - Students are expected to wear

- College PE shorts and polo shirt
- the tracksuit top is to be worn for extra warmth
- the tracksuit pants are optional
- white ankle socks are to be worn
- the school PDHPE sports cap is to be worn during practical classes and on the playground in the sun

**Note** - The school jumper \ blazer is not to be worn with the PE uniform.

**TAS Shoes** - Leather Enclosed shoes must be worn in Workshop\Kitchen

**Jewellery**

- Students may wear one gold or silver stud or small (less than one centimetre in diameter) hoop earring in each ear lobe, with no other facial or visible body piercings permissible including clear plug.
- 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. **Covering of piercings which are not allowed with Band-aids, make-up, clear plugs or similar is not acceptable.**
- Any necklaces worn should not be seen above the shirt.
- No Bracelets \ Bangles are to be worn. From time to time students may be allowed to wear wrist bands for charitable organisations however one band only is allowed, and only if approved by the College.
- Coloured nail polish is not permitted to be worn to school. Students will be sent to the office to remove the nail polish.
- Nail extensions are not allowed.
- Make-up is to be such that it is not obvious that it is worn. Heavy eyeliner, mascara and lipstick are not permitted. Students wearing heavy make-up will be asked to remove it.

## Hair

- Students are expected to have their hair tidy and clean.
- Hair longer than collar length must be tied back at all times.
- Hair **colour must be in natural** hues. Obviously non-natural hair colours, i.e. red, blue, pink, purple are unacceptable.
- Facial hair must be clean shaven at all times.

## Permission to be Out of Uniform

- From time to time it may be that a student is unable to wear the appropriate uniform for the day.
- A note from the parents / carers should be provided outlining the reason for the student to being out of uniform.
- It is not acceptable for a student to be excused from wearing the College uniform in the long term.

### ***c. Student Attendance and Absence from School***

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 administration staff who inform the Mentor Coach should there be a pattern of absenteeism, or unexplained absence from school. 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 administration staff 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.

#### ***d. Illness at school***

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.

#### ***e. 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 your child. Reading the communications from the College 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 via email and Facebook posts. 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 as to the current requirements for working with children
- not engage in any inappropriate behaviour towards any child

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.

#### **f. 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](http://www.csodbb.catholic.edu.au) in 'About Us' and 'Policies'. 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](http://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 school and at St Brigid's the staff member to contact would be 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.

#### **g. Who to Contact**

Student absence - front office (see Student Attendance and Absence section 16)

Complaint about another community member (see Complaints Handling section 21)

Concern about academic progress or wellbeing - Mentor Coach

## **6. 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)

## Wellbeing Statement: Technology



### Catholic Schools Office: Technology Guidelines and related Policies

#### [Cyber-safety: Guidelines for Systemic Schools in the Diocese of Broken Bay](#)

All DSS Schools will respond proactively to students and or staff behaviour that breaches the Acceptable User Agreement for Internet and Network Services with reference to the following policies:

- [DSS Acceptable Use - Internet and Network Services Policy](#)
- [Behaviour Management and Student Discipline Policy](#)
- [Pastoral Care Policy](#)
- [Anti-Bullying Policy](#)
- [Social Media Policy](#)

Appropriate action may include the withdrawal of rights to use the Services, Suspension, Expulsion, and the involvement of the Police.

### St Brigid's Catholic College

Laptop and mobile phone use will be subject to [St Brigid's Acceptable Use of Technology Agreement](#) signed by students and their parents/carers.

### Rationale

21st Century learning and society is dependent on technology. A balanced approach that recognises the benefits technology provides, whilst mindful of the potential detrimental impact on wellbeing is essential. This document reflects the position of the DSS Diocesan School System (Acceptable Use of Internet and Network Services Policy and related policies) and the relationship to student wellbeing for learning at St Brigid's Catholic College.

### Wellbeing Statement

St Brigid's is a place of learning, promoting wellbeing and restorative practices

- The school provides education and regular reminders through the Wellbeing Program, Police Liaison Officer, Brainstorm Productions (dramatic presentation and discussion), Counselling support, Reflection Days, school assemblies, online support
- Consequences are the result of misuse. Students will be required to consider their actions, impacts on others and solutions to rectify any harm caused by their actions

### Collaborative Statement

*Everyone in the Catholic school community, teachers, students and families, are responsible for achieving the educational aims of the school – each with something essential and unique to offer and always in the Gospel spirit of respect and love.*

<https://www.btadvisorybodies.catholic.edu.au/practices>

*Better Together: Catholic School Advisory Bodies*

## Role of Parents & Carers

*Wellbeing statement (co-constructed with parents Technology Working Party September 2017)*

Parents have a role in assisting and supporting their child in the use of technology and developing habits that promote and support wellbeing.

## Technology Working Party: Parent / Carer Statement

The safety and wellbeing of our children is important to everyone within the school community. The modern age of learning has our children accessing the internet through their laptops and, in most cases, their mobile phones. It is important that, as parents, we support the College and those entrusted to the education of our children in ensuring they;

1. Know and understand the potential for harm - to self and others - that can eventuate from misuse or misappropriation of the available means of communication and information.
2. Develop the skills, knowledge and attitudes to use the available technology responsibly and in alignment with community standards.

As parents and members of the Technology Working Party we are committed to;

- Supporting a **community approach** that promotes parents, students and staff working together to educate and guide our young people's safe and responsible use of technology
- Fostering **family and school values** that guide choices and decisions impacting on the dignity and self-concept of each young person
- Accepting our **role as the primary educators** of our young people in relation to the healthy and balanced use of technology
- Maintaining **channels of communication** between parents, our young people and the college
- Understanding and respecting the **developmental journey** of adolescence, where decisions can be impulsive and occur without thought of consequence
- Providing **clear and consistent boundaries** that assist our young people use technological devices, such as mobile phones and associated apps responsibly
- Reinforcing our **support of the College** in helping our children develop the skills, knowledge and attitudes to achieve optimal wellbeing

## Mobile Phone Use during school

The Catholic Schools Office acknowledges that mobile phones are common tools within a contemporary learning environment. Mobile phones are able to store and capture data including text, images, sound and video. Mobile phones may pose threats to student welfare and

management in terms of the capacity to engage in cyberbullying and other illegal activities; including sexting, sharing images that breach privacy and child protection guidelines.

On balance, the current impact of mobile phone use is having a detrimental impact on learning and wellbeing. As such, the following guidelines will be adopted and reviewed accordingly;

**During school time 8:10am - 2:30pm**

- Mobile phones brought onto premises should be switched off by 8:10am
- Mobile phones are to remain switched off until the student leaves at the end of the day or unless requested by members of the teaching staff, specifically for learning purposes.
- Students are able to use their phones during morning and lunch break. Any irresponsible phone use, will result in an action stated under 'College Position'.
- Mobile phones are to be switched off before entering the learning space.
- Students who are unable to follow the school's expectations will be instructed to report to Student Services and hand their phone in on arrival, a receipt will be issued and the phone can be collected at the end of the day.
- The student will return to class during that lesson.
- If mobile phone use becomes problematic, parents will be required to attend an interview to determine an appropriate solution.
- Students who are referred to Student Services will NOT contact their parents/carers or other students. All communication within school hours should be through reception.
- In the event it is suspected that images or videos of other students /teachers have been recorded or that inappropriate content is stored on the device; a) escort the student to Student Services, where the phone will be handed-in and b) the Principal or another staff member nominated by the Principal may take appropriate action including parental contact, involvement of police and/or the Child Protection Unit and formal Student Review meeting.

**Question and Answer**

***Can I take a phone on an excursion or camp?***

Students who bring mobile phones to school or on educational excursions do so at their own risk. Phones are only to be used under teacher supervision and/or instruction. Outdoor Learning / Overnight excursion: students must inform staff if they wish to contact their parents/carers during an overnight excursion or camp. Contact with parents/carers without staff knowledge can often lead to unnecessary concern and misleading information.

***As a parent, how do I contact my child during school hours?***

During school hours, all parent contact to their children is to occur through Reception (phone or email). Parents should only use this facility for urgent messages e.g. amended transport plans that day, important family matters/appointments. Students will be notified accordingly via Student

Services. Any student needing to contact their parents/carers will do so via Student Services.

Parents should alert the college if their son/daughter makes contact directly with them.

***Are there any special circumstances where mobile phones can be used by students?***

The Counsellor may suggest that some students require access to their mobile phone. This will be done on a needs basis and with formal notification made to staff by the Counsellor outlining the conditions under which the student requires access.

**College position - Repeated or significant behavioural breaches**

Harmful misuse of social media, sexting, cyberbullying will result in one or more of the following;

- An event that has taken place **within school**
  - a) parents will be contacted as soon as practicable to collect their child by Leaders of Wellbeing.
  - b) a meeting with either the Leader of House or Director of Wellbeing for Learning will be arranged before reentry to school - this may involve a formal Student Review (see below).
  - c) parents will be asked to keep the phone at home or where this is not possible, the child will surrender their phone to Student Services on arrival at school each day and collect it after 2:25pm.
  - d) depending on the nature of the event, the Police Liaison Officer or the Child Protection Team at the Catholic Schools Office may be notified (note: St Brigid's has no control when the Police Liaison Officer will arrive at the school, however, they have the right to interview students without the presence of their parents. A member of staff will always be present during these interviews).
  
- An event that has taken place **outside of school** hours
  - a) parents will be notified as soon as practicable of the alleged incident by Leaders of House
  - b) the school will take no further action unless
    - images, offensive messages or similar are shared with other students or they constitute material that may be reportable to Police or the Child Protection Team at the Catholic Schools Office
    - OR
    - the incident impacts on the school community, then parents/carers will be called to collect their child
  
- Restorative Family conferencing:
  - Where the school has taken reasonable restorative action to reach a solution and misuse continues
  - When an allegation cannot be substantiated through concrete evidence
  - Where continued misuse involving similar students occurs;a Restorative Family Conference may be conducted between families. This conferencing follows established, orderly procedures and guidelines, focussing on presenting and sharing information, determining impacts and finding solutions. This is a voluntary process where all parties agree to the conditions of the conference.
  
- A process of House Review (Step 1) or, if escalated, formal Student Review (Step 2) with the Director of Wellbeing for Learning on a case by case basis, stipulating concerns and behaviours that would need to improve in conjunction with the student and their

parents/carers.

- Review of Enrolment conducted by the Principal in conjunction with the Assistant Principal.

St Brigid's College Wellbeing for Learning Team  
September 2017

Reviewed: December 2017 Next review: December 2019

Amended: October 2019

**Abbreviations**

CSO: Catholic Schools Office

DSS: Diocesan School System

## Online Support for Parents

[Office of the e-safety Commissioner](#) - The authority to contact regarding any issue of concern.

[Civil Penalties scheme](#) The [Enhancing Online Safety Act 2015 \(the Act\)](#) was recently amended (2018) to establish a civil penalties scheme to address the non-consensual sharing of intimate images, otherwise known as image-based abuse.

This scheme allows victims of image-based abuse to make a report ([complaint or objection notice](#)) to the eSafety Commissioner. In response to a report, we may take removal action and in some cases also take action against the person who posted, or threatened to post, an intimate image without consent.

In recognition of the serious and harmful nature of image-based abuse, the **civil penalties scheme** offers victims relief by facilitating the rapid removal of intimate images and a range of civil remedies to hold the person responsible for the image-based abuse accountable.

(Civil Penalties Scheme added to document November 2018)

## Cyber Safety solutions

[Cyber safety fact sheets](#)

[Cyberbullying](#)

[Sexting](#)

[Problematic Internet Use](#)

[Common Internet Acronyms](#)

[Internet Safety Tips for Teachers](#)

[Internet Safety Tips Parents & Carers](#)

[What can I do if my child is being cyber bullied?](#)

## Children's developmental priorities

1. **Sleep**
2. **Nutrition**
3. **Physical activity**
4. Forming relationships and attachments
5. Hear and use language
6. Engaging in play with others
7. Develop executive function (higher order thinking) creativity in solving tasks, impulse control, working memory)

## Guidelines on Screen Use time per day ([American Academy of Paediatrics](#), 2016)

AGE	ADVICE
0-18 months	No screen Time, only Skype or facetime
18month - 2	Co-viewing with Parents (High quality educational)
2-5	1hr a day co-viewing with Parents (High quality educational)

6+	No time limit However Time on screens should not interfere with <i>Children's developmental priorities</i> (see above). Parents must monitor content.
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- Designate
  - media-free times together, such as dinner or driving,
  - media-free locations at home, such as bedrooms.
- Have ongoing communication about online citizenship and safety, including treating others with respect online and offline.

### 20-20-20-20 Rule

**Every 20min** Send them outside for green time

- Take a 20 second break
- Look 20 feet away
- Do 20 seconds of vigorous activity (Walk, jump, run, squat)
- Blink 20 times to lubricate the eyes

## Use parental controls on iPhone, iPad, and iPod touch

You can use Restrictions, also known as Parental controls, to block or limit specific apps and features on your iPhone, iPad, or iPod touch.

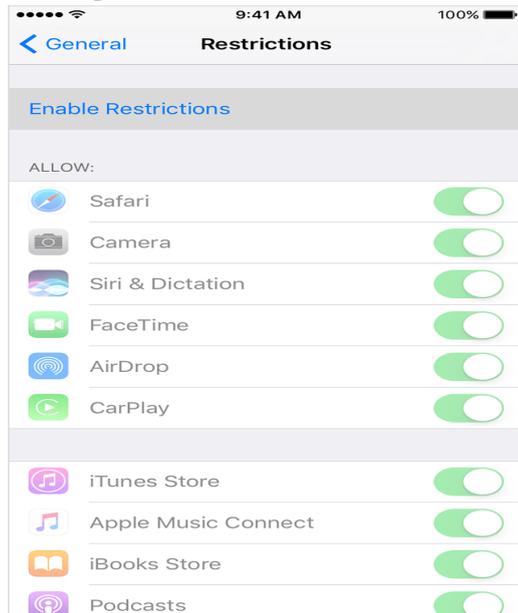
## Turn on Restrictions

1. Tap Settings > General > Restrictions.



2. Scroll down and tap Restrictions, then tap Enable Restrictions. Create a Restrictions passcode. You need your Restrictions passcode to change your

settings or to turn off Restrictions.



If you forget your Restrictions passcode, you need to [erase your device](#), then set it up as a new device to remove the Restrictions passcode. Restoring your device using a backup won't remove the Restrictions passcode.

**For More Parental Control instructions:**

<https://www.imore.com/restrictions>

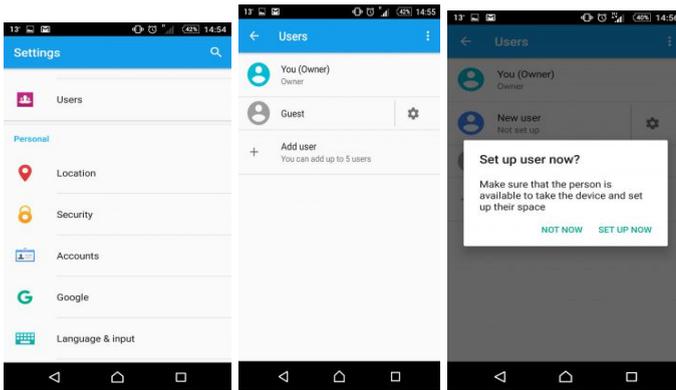
<https://www.telstra.com.au/support/category/broadband/security/how-to-use-parental-controls-and-homework-time>

## How to set up parental controls on Android smartphones and tablets

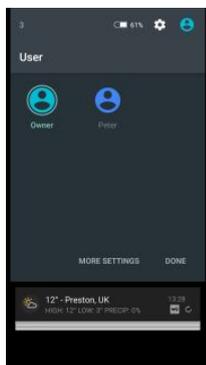
### CREATE A SECOND USER ACCOUNT FOR CHILDREN

If you have an Android phone or tablet running Android 4.2 or above, your device has the ability to quickly switch between a number of different user accounts. This means you can set up one user account for yourself and another, safer one for your children to use!

You can then restrict a user account to block access to apps, games and features which might be inappropriate for your children. Let's find out how to create a second user account and exercise parental control over the way it works:



1. Open your apps list and tap on the **Settings** icon.
2. Scroll down the settings page until you find **Users**, then press on it. On some devices, you might need to tap on the **General** tab at the top of the screen first.
3. Choose to add a new profile by tapping on the **Add user** button. You'll need to read the message which appears, then tap **OK** to confirm you'd still like to set up an account. The main thing to be aware of is that each user has their own environment to work in, so each user has an individual wallpaper picture, apps and Wi-Fi settings.



4. After the user account is created, it needs setting up with security and other options. tap **Set up now** to continue adding a user account.
5. You'll be logged out of your current user and be shown a welcome screen for the new user. This is very similar to the setup wizard you'll get when you first set up your smartphone.
6. If you want this new user to have internet access, make sure to pick your Wi-Fi network from the list and enter your wireless password when prompted.
7. After a couple of minutes your new user account will be ready to use! To switch between user accounts, drag your finger down from the top of the screen and tap on the **Users** button in the top-right corner of the notification panel.
8. You'll see your main account (Owner) and any other accounts you've added. Tap on the user account you want to switch to, then wait a couple of seconds for the phone to log in and out again. If you have a lock screen set-up on the account you're switching to, you'll have to enter the code before you can access the account.