

# **St Patrick's College Sutherland**



## **Information Handbook for Parents and Students**

**STAGE 4  
Year 7 2017  
Year 8 2018**

**Issued November 2016**

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## SECTION 1 - INTRODUCTION

### OUR MISSION

Inspired by the commitment of Nano Nagle and Edmund Rice to justice, compassion and hope.

*We Seek Wisdom in Christ through:*

- deepening students' understanding of Jesus and his message
- engaging and challenging students in a dynamic educational process that recognises their uniqueness and inspires in them a love of lifelong learning
- respecting the dignity and worth of each student within a caring and supportive environment
- developing an open and inclusive College community that values and sustains all relationships between its members and with the wider community.

### WHAT OUR SCHOOL COMMUNITY VALUES AT ST PATRICK'S COLLEGE

- An authentic Catholic school based on the message of Jesus
- The education in faith and spiritual growth of students
- The call to an active and compassionate role in social justice
- An energetic and dynamic school that meets the contemporary needs of students
- The diversity of opportunities for students in all aspects of learning
- Encouragement of the achievement of personal best
- The development of life skills that enables students to participate positively in society
- The development of personal resilience to cope with life's challenges
- A sense of hope for the future
- A sense of the dignity and sacredness of the human person
- A caring and supportive school community which nurtures a sense of belonging
- Effective communication with parents, parish, feeder schools and wider community
- Respect for all members of the community
- An environment that is physically aesthetically pleasing
- Our history and tradition

## SECTION 2 - ADMINISTRATION

### EXPECTATIONS AND CODE OF CONDUCT

The fostering of an environment conducive to learning which is based on the Christian ideal of a deep respect for persons requires the maintenance of good order and the acceptance by students of a personal need for growth in self-discipline.

We have certain expectations of our students. These expectations are based on individual rights and responsibilities:

1. to make a positive response to the Gospel message proclaimed in the College and to give witness to it in their daily lives
2. through interest, enthusiasm and willing co-operation with Teachers, to develop their natural gifts and so achieve their potential in each field of endeavour
3. to respond generously to those in need both within the College community and beyond it
4. to observe the College Code of Conduct which is set in the Student Diary.

### RESPONSIBILITIES

I have the right to be treated with fairness and understanding.

I have the right to be treated with politeness and respect.

I have the right to be accepted as a member of the College community.

### HOW TO FULFIL THEM

I have the responsibility to accept others and to treat them with fairness and understanding.

I have the responsibility to treat others politely and with respect. I have the responsibility to respect the authority of staff members at all times and to follow their instructions.

I have the responsibility to co-operate with all in my community and to fulfil expectations associated with behaviour, uniform requirements and commitment to study.

## RESPONSIBILITIES

I have the right to local community support.

I have the right to a clean and well-maintained school environment.

I have the right to expect that my property will be safe.

I have the right to be safe from harm at school.

I have the right to a quality education that will develop me as a person.

## HOW TO FULFIL THEM

I have the responsibility to represent myself and my school appropriately at all times, including:

- when in transit to and from the College
- participating in community events
- whenever representing the College.

I have the responsibility to care for the school environment and to assist in keeping it clean and well-maintained.

I have the responsibility to respect the property of the College and others at all times. I must not interfere with, damage, destroy or steal the property of other people.

I have the responsibility never to act in a way that may cause emotional or physical harm to another person. I also have the responsibility to inform a Teacher of any potential threat or danger to the health and safety of others.

I have the responsibility to:

- show commitment in all that I undertake
- complete all required work
- participate productively in all lessons
- be punctual and regular in attendance
- participate to the best of my ability at all times.

## ATTENDANCE

The College day begins at 8.40am and concludes at 3.00pm. Regular attendance is essential if progress is to be satisfactory. Each student's safety requires that he/she does not delay when travelling or walking between home and school in the morning or afternoon. *Supervision of the playground is provided from 8.30am* so parents are asked to see that their child arrives at the College between 8.30am and 8.40am. No supervision of school property is available before 8.30am.

The College's approval must be sought in writing by parents who wish to take their children away from the College for any given period of time. Early leave for and late arrival from holiday periods are not encouraged and approval from the College is to be sought.

Students are required to be punctual for all lessons and to take the required books and materials to class.

It must also be made clear that students are expected to attend out-of-class functions provided by the College, such as Sports Carnivals, St Patrick's Day or Camps, Retreats, organised for their benefit. Such functions form an integral part of school life and, as such, require the support of all our students. A medical certificate or documentary proof of misadventure is required when students are absent on the above mentioned days.

## LATE PASS

Students who arrive late for school must report to the Office. They are then issued with a 'Late Pass' which they take to class to present to the Teacher. If students have an explanatory note from their parents, the lateness is considered 'explained'. If the student does not have a note, it must be handed in on the next school day to Central Office.

If this becomes a habit, or the reason given is unsatisfactory, parents will be contacted.

## LEAVE PASS

Students are not permitted to leave the College grounds during school hours. Permission to do so is only granted for a serious reason and **only** on the parental written request. The written request must be left at the Office before the student's first period of the day. Students must collect the signed leave pass before leaving the premises and sign-out at the Office prior to departure.

Students are expected to complete banking, shopping and general business outside of school hours. Where possible, medical appointments should also be made outside of school hours.

We remind all families that Friday afternoon sport is a compulsory part of the curriculum. Request for leave passes on a Friday afternoon should only be made in extraordinary circumstances and require the Pastoral Coordinator's signature before it is submitted to Central Office.

## **ABSENCE**

As stated in the School Education Act 1999, students are required to attend the school that they are enrolled in, on every day that it is open for instruction. The College must account for every absence, of every student and record this reason. All students who are absent from the College must provide a note from their parent or caregiver explaining the reason for the absence. This is part of the Law in NSW.

Parents are required to ring the College when their child is absent from school explaining the reason for that absence. The absence hotline is 9542 9011.

Where absence occurs due to illness etc. the student is required to give a note of explanation to the Pastoral Class Teacher when he/she returns to the College. The written explanation signed by parent or legal guardian is also required when the student returns.

A Special Leave application must be made in advance and in writing to the Principal if a student is going to be absent for more than three school days for purposes such as family holidays, sporting commitments, etc. Application forms are available from the Year Co-ordinator.

## **AWARD SYSTEM**

The College operates a comprehensive Award System which recognises the personal endeavours and achievements of students.

Students are awarded 'Merits' for a range of efforts and achievements across all aspects of College life. These merits are recorded on a 'Merit Card' - kept in the College Diary.

When a student has received 9 merits he/she is eligible to receive a Bronze Award. Three Bronze Awards enable the student to receive a Silver Award. These awards are given to the students at the Year Assemblies.

When a student has received 3 Silver Awards, he/she is then eligible to receive the Gold Award. This is given to the student at Presentation Night by the Principal. Gold Award recipients will be rewarded with a picnic day at a venue to be determined each year.

## **STUDENT BEHAVIOUR MANAGEMENT**

Inappropriate behaviour by students in or outside class will result in the following consequences:

- A demerit is recorded in the Diary by a staff member, stating the reason for it being issued. This may include incomplete or failure to complete homework, disruptive class behaviour (eg. talking in class), incorrect uniform.
- Three demerits in a fortnight result in a student being placed on a half-hour Detention (Wednesday, 3.10-3.40pm). Failure to attend this Detention without appropriate explanation will result in the student being placed on an hour Detention.

- Inappropriate behaviour of a more serious nature, for example, continued disruptive class behaviour, insolence, bullying, swearing, truancy, use of a mobile phone, results in a student being placed on an hour Detention (Wednesday, 3.10-4.10pm) by either the Pastoral Co-ordinator or a Studies Coordinator.
- Parents are advised in writing about these Detentions and are required to sign the form taken home by the student. This form is to be returned to the Teacher on Detention supervision.
- Failure to attend the 1 hour Detention will result in the student being placed on an Assistant Principal 1½ hour Detention on Friday afternoon (2.30 – 4.00pm).
- Failure to attend the Assistant Principal Detention will result in the student being removed from classes until the issue is resolved.
- Where a student is not behaving appropriately in class or displaying inconsistent application to classwork and/or homework, he/she may be placed on a Level 1 Classroom Monitoring Card by the classroom Teacher. If there is no improvement, he/she will be referred to the Studies Co-ordinator who will interview the student and in some cases, contact parents and place the student on a Level 2 Monitoring Card.
- Students who continue to display recurring inappropriate behaviour may be placed on a Level 2 Green Monitoring Card. The aim is for students to strive to achieve more positive goals regarding their behaviour. Parents will be advised when this occurs and asked to read and sign the card on a daily basis.
- Extreme behaviour or failure to show significant improvement will result in the student being referred to the Assistant Principal. This may result in the student being placed on a Level 3 Monitoring Card.
- Interim Reports are another form of communication between Teacher and parent that are used where there is concern regarding the student's academic progress.

## **TRAVEL**

A standard of conduct comparable to that expected at the College is required of students during their journey to and from the College. They should at all times show respect to those with whom they travel. School uniform must be worn to and from school.

## **MOBILE PHONES / IPODS AND CAMERAS**

We recognise that many parents encourage the ownership of mobile phones by their children due to safety precautions. However, as a general rule, the College does not encourage the practice of bringing mobile phones to school. Students who bring mobiles to school do so at their own risk. The College does not accept responsibility for loss, damage or theft of mobile phones.

Should a student choose to bring a mobile phone to school there are strict procedures regarding the use of mobiles during the school day.

Students can carry a mobile phone on their person during school hours as long as it is switched off. Mobile phones will be confiscated if a student is found to be in breach of this requirement. A mobile can also be confiscated by the Teacher if it is in use during school hours. Students will be issued a 1 hour Detention in these circumstances and the confiscated phone can be collected by the student from the student office at the end of the day.

**N.B.** Students can be contacted by parents during College hours on 9542 9000 and vice versa, students can contact parents during school hours using the phone located in the College office.

## **FIRST AID INFORMATION**

Due to a directive from the Catholic Education Legal Department, the College will no longer be able to issue analgesics to students for headaches, etc without parent consent. Students should bring with them to the College any medication that parents anticipate the students may require. For special cases (migraine, asthma, etc.) parents may wish to leave medication at the College with the following details: student's name and roll class, name of drug, dosage, etc. This will be locked away for use when necessary.

An increasing number of students are arriving at the College and reporting ill. The College does not have facilities or staff to care for these students so please do not send your children to the College if they are feeling unwell on the day.

Should any injury or illness occur at school, immediate first-aid is given and parents notified if necessary and asked to take the student home. In emergencies, an ambulance will be called and parents notified. In this respect, please ensure that contact phone numbers given to the College are kept up-to-date.

Parents of students who require a “medical management plan” because of diagnosis as “a severe risk” eg. asthma, anaphylaxis, should advise the relevant Year Coordinator at the commencement of the school year.

## **UNIFORM**

The College uniform is a sign of belonging to the College and the appropriate items should be worn as required. Students are encouraged to be in complete uniform, neat and well-groomed in appearance at all times. This includes whilst travelling to and from the College.

### **GIRLS (YEARS 7 - 10)**

#### **Summer Uniform**

DRESS	Blue and Maroon Check with White Collar (dress length to the knee)
PULLOVER	Maroon Wool with College stripes – ‘Brandella’ brand
SOCKS	White with Sky/Maroon Stripes
SHOES	Black leather lace-up (no jogger style, slip-ons or ballet shoes) No buckle, moderate heels
BAG	Navy Back Support with Crest

#### **Winter Uniform**

BLOUSE	Overblouse – Sky – Maroon Piping – College Crest
SKIRT	Maroon/Blue Tartan (skirt length to the knee)
PULLOVER	Maroon Wool with College stripes
BLAZER	Junior Navy serge with College Crest
TIGHTS	Black Opaque Stockings
SHOES	Black leather lace-up (no jogger style, slip-ons or ballet shoes) with moderate heels
SCARF	Navy Cashmere type

### **BOYS (YEARS 7 - 10)**

#### **Summer Uniform**

SHIRT	Blue Deluxe with Crest
SHORTS	College Navy
BELT	Plain black leather (no brand labels, eg. Billabong. etc.)
PULLOVER	Maroon Wool with College stripes
SOCKS	Marle Blue with Maroon/Sky Stripes
SHOES	Black leather lace-up (not jogger style)
BAG	Navy Back Support with Crest

#### **Winter Uniform**

SHIRT	Blue Deluxe Long Sleeve
TROUSERS	College Mid-Grey Serge
BELT	Plain black leather (no brand labels, eg. Billabong. etc.)
PULLOVER	Maroon wool with College stripes
BLAZER	Junior Navy Serge with College Crest
TIE	College – Maroon with Sky/White Stripes
SOCKS	Dark Grey or Black
SHOES	Black leather lace-up (not jogger style)
SCARF	Navy Cashmere type

## **GIRLS' AND BOYS' SPORTS UNIFORM**

UNISEX SHORTS	Navy, Microfibre - embroidered with College name
JACKET	Navy/Sky/Maroon panels with College Crest
TRACKPANTS	Navy Microfibre
POLO TOP	Short sleeve sky/Navy panel Polo with Crest
SOCKS	College socks – White with Name St Pat's No other ankle sock to be worn. No football socks to be worn
SHOES	Lace-up jogger style sport shoe. <b>(not slip-on casual style canvas shoes, Converse gym boot, Vans or Dunlop Volleys.</b>
FOOTBALL SOCKS	Sky/Maroon Stripes/Sky Turnover
COLLEGE CAP	This is available from Lowes. This will be the only hat that is permitted to be worn during school sport.

## **SPECIFIC GRADE SPORT**

Soccer	Shin pads and College football socks; boots are advised
OzTag	OzTag shorts
Hockey	Shin Pads and mouthguard
Surfing	College rash shirt
Rugby League	Mouthguard, shoulder pads, College football socks, helmet (optional), boots

## **GENERAL**

- Blazers are compulsory and must be worn to and from school in Terms 2 and 3 and for all formal College functions.
- Jumpers, if necessary, may be worn with the summer uniform or under the Blazer in winter.

## **NOTE**

Regulation school shoes are black leather lace-up shoes with a firm, supportive sole. Black sports shoes which have a soft sole and obviously "sporty" appearance are not permitted.

## **PERSONAL APPEARANCE**

- Hair should be well groomed - clean, brushed and combed.
- Girls with shoulder length hair must tie it back with a band or blue or maroon ribbon
- Extreme styles or dyeing of hair are not permitted, e.g. undercuts, dreadlocks, braids, less than no. 3 cut, unnatural colours, lines cut into the scalp.
- Boys' hair must not be longer than the top of the collar and must not hang over the face.
- Boys' are to be clean-shaven at all times.

Girls are not to wear make-up, acrylic nails or coloured nail polish.

## **BAG**

- A College navy back pack is compulsory for all students – available from Lowes Miranda.
- Bags are not to be graffitied in any way.

## **JEWELLERY, MAKE-UP AND NAIL POLISH**

### **Jewellery**

- Girls - a watch, a small ring, one set of sleepers/studs. Earrings are to be worn on the ear lobe only.
- Boys - a watch, a small ring are permitted. No earrings.
- No body piercing is permitted (ie: nose, lip, eyebrow, etc.)

### **Make-up and Coloured Nail Polish**

Coloured nail polish, acrylic nails and make-up are not part of the uniform and must not be worn under any circumstances.

## **EXCURSIONS**

Excursions are an integral part of the College program and include field work and cultural activities. Full details of any excursion will be forwarded to parents prior to the excursion. Parents must complete a permission slip, which gives consent to their son/daughter's attendance, and return it to the College Office by the date specified. Failure to do so will exclude the student from the excursion. A non-refundable excursion levy is charged for Years 7 and 8.

On no account would a student be excluded from an activity or excursion because of an inability on the part of parents to pay. However, we ask parents who are experiencing financial difficulties to contact the Business Manager. All such matters will be treated *discreetly and confidentially*.

## **DEBATING AND PUBLIC SPEAKING**

The College encourages students to participate in Debating and Public Speaking. Students enjoy the challenge and the social interaction with students from a number of other Catholic and local High Schools.

In addition, teams are involved in Sutherland Shire Debating organised by the Sutherland Council and MUNA (Model United Nations Assembly) run by Rotary International. With practice debates and exercises, debaters develop confidence and communication skills.

## **SAFE ENVIRONMENT**

Guiding Principles for the provision of a safe and supportive school environment in Australian Schools:

1. Affirm the right of all school community members to feel safe at school promote care, respect and cooperation, and value diversity.
2. Implement policies, programs and processes to nurture a safe and supportive school environment.
3. Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment.
4. Develop and implement policies and programs through processes that engage the whole school community.
5. Ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated.
6. Recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment.
7. Have a responsibility to provide opportunities for students to learn through the formal curriculum, the knowledge, skills and dispositions needed for positive relationships.
8. Focus on policies that are proactive and orientated towards prevention and intervention.
9. Regularly monitor and evaluate their policies and programs so that evidence-based practice supports decisions and improvements.
10. Take action to protect children from all forms of abuse and neglect.

In order to ensure a safe environment for students and staff the following guidelines are in place:

- Illegal drugs, alcohol and prohibited and/or illegal weapons (including all types of knives) are forbidden. If a student brings these to the College or has them in his/her possession whenever in school uniform travelling to and from the College, they face immediate suspension and their enrolment at the College will be reviewed.
- The College has a strict '*Hands Off Policy*' that applies at all times. It is inappropriate for students to engage in any aggressive behaviour, e.g. pushing, fighting etc. Harassment, put downs, bullying, victimization, racism, sexism and disruptive behaviour have no place in the College community. Students who engage in violent behaviour will be suspended instantly and their enrolment at the College will be reviewed.
- The College has a '*No Smoking Policy*' and all buildings and grounds are smoke free environments.
- In order to maintain this safe environment, the Principal and/or Assistant Principal has the *Right of Search* if the situation requires it, i.e. student's bag and/or locker.
- Laser pointers are NOT to be brought to the College.

## **COLLEGE BANDS**

The College Band program was established in 1962 and has since that time obtained a reputation for excellence both in the school and the wider community. The Bands are invited to play for many occasions and compete in school, community and State competitions.

The Training Band rehearses once a week on Friday morning and is for students who have never played an instrument before.

The Junior Band, for Year 7 to Year 9 students, rehearses once a week, currently on Friday mornings. This offers all students the opportunity to perform at their own level.

The Concert Band (Year 10 to Year 12 students) rehearses once a week, currently on Wednesday mornings. This is the more senior ensemble in the College for more experienced musicians.

The Stage Band rehearses once a week on Thursday mornings, and is for the more advanced musicians.

Individual and group lessons are available for students in flute, clarinet, saxophone, trumpet, lower brass, percussion, guitar (bass, electric and acoustic) and voice. The College Bands host a music camp each year which provides our students with many enrichment opportunities and activities.

Please see the Music Tuition Program document for specific information.

## **DANCE COMPANIES AND ENSEMBLES**

St Patrick's College has a strong and growing co-curricular dance program that began in 2014. The program is available for students from Years 7-12 and caters for all abilities and interests. Participation in the College dance companies will assist in preparation for the elective Dance subject in Years 9-12. It will also provide valuable performance opportunities for students, improving their confidence and performance skills.

In 2017 there will be 3 dance groups; Senior Company; Junior Company and a Sport Ensemble. Students selected for these groups are promising dancers who wish to excel, be challenged and be a part of a dedicated team. There will be an audition in the second week of school for Year 7 students interested in participating in either the Senior or Junior Company. A Sport Ensemble will also be offered in addition to the Senior and Junior Company. Rehearsals for these companies will take place before or after school each week and the Sport Ensemble will rehearse during sport on Fridays.

These groups will have the opportunity to perform at the City of Sydney Eisteddfod, St George Eisteddfod, Dancelife Unite and The Ultimate Dance Challenge. Along with these opportunities, they will perform at various school events that occur throughout the year.

## **COLLEGE SPORT**

The College offers a wide variety of sports which aims to prepare our students in both the physical and social aspects of their development. As members of the (SCCC – Shire Combined Catholic Colleges), Friday afternoon is set aside for representative or internal sports.

REPRESENTATIVE FRIDAY SPORTS include: Basketball, Soccer, Netball, Hockey, Water Polo, Cricket, OzTag, Mixed (Winter), Single sex (Summer) Softball and Volleyball, Rugby League (Year 7) and AFL.

INTERNAL FRIDAY SPORTS include: Aerobic/Circuit, Tennis, Surfing, Bodyboarding and Lifesaving, Dancing, Golf, Indoor Sports, AFL, Trampolining, Gymnastics, Zumba, Fitness, 5 Sports, College Swimming, Bushwalking.

As part of the College curriculum, attendance at Friday sport is compulsory for all Year 7-10 students. Most sports require students to travel by bus or walking to the venue. Sports choices are completed online and must be completed by the due date. All representative Friday sports must be filled first and every student is expected to play in at least ONE representative sport per year. Internal Friday sports will then be allocated, with preference given to the more senior students. Each sport has a designated upper limit, and most will be completed on a rotational basis for each year group.

Surfing cannot be chosen unless the pre-requisite Friday sport of Lifesaving is completed and the student has been issued with the College endorsed Certificate.

Any changes to internal Friday sports will only be made at the discretion of the Sports Coordinators. Requests from students and for parents will not guarantee a change.

Students are also given the opportunity to participate and represent St Patrick's College in a range of COMPETITIONS including:

NSWCCC sporting pathways in: Athletics, AFL, Baseball, Basketball, Cricket, Cross Country, Diving, Soccer, Golf, Hockey, Netball, Rugby League, Rugby Union, Softball, Swimming, Tennis, Touch Football, Triathlon, Volleyball, Water Polo.

School based State Knockout Competitions in Rugby League, Soccer, Basketball, AFL, Netball, Cricket.

Students who have the necessary ability to represent the College in sport are expected to do so in a manner that demonstrates a spirit and enthusiasm in contributing to the efforts of the whole school community. Such an attitude is also regarded as a necessary condition of enrolment.

The College strives to promote positive and constructive interaction between students from Catholic secondary schools in the Sutherland Shire by providing students with experiences and opportunities to display and develop their sporting talents. Students are encouraged and supported to develop positive lifelong attitudes to participation, competition and healthy living. Students representing the College in any sporting activity are expected to do so in a way that reflects the normal standards of behaviour demanded of them.

### **Expectations**

Students representing the College are expected to:

- engage with a positive sporting spirit;
- demonstrate respect and courtesy at all times to all people including referees, umpires, players, students, teachers, coaches, officials and spectators;
- respect and return the property and equipment used for sporting events;
- participate to the best of their ability;
- participate in a safe manner;
- know the rules of the sport they are playing and play fairly;
- wear the appropriate sportswear authorised by the governing Association or their school;
- obey the instructions of Teachers and officials;
- accept the decision of umpires and referees without question or comment;
- accept victory with humility and defeat with honour;
- refrain from:
  - all forms of violence and the use of abusive and/or inappropriate language;
  - the use of tobacco, alcohol, performance enhancing drugs and illicit drugs.
- wear College sports uniform and sports shoes to and from sporting venues.

It is important to remember that sport is meant to be an enjoyable exercise. How a game is played is more important than the result. In competition, the players set out to win and strive to perform to the best of their abilities. However, at no time should the desire to achieve victory compromise the values and principles esteemed by the College.

## **Commitment**

There are other expectations placed on students if they wish to represent the College in any sport:

- students must attend a selection trial
- if selected, students must attend all scheduled training sessions
- attendance on the day of competition is compulsory
- if competing in championship events (ie. Athletics, Swimming, Cross Country) students must make themselves available to represent the College at the next level of competition.

## **Consequences**

Students who fail to participate in representative sporting activities in a manner consistent with the above expectations may expect the following consequences to apply:

- “time out” for poor sporting behaviour
- a two week sport suspension if such behaviour continues
- a team may be removed from a competition
- may result in non participation in any representative sport.
- students with notes for illness, injuries, incorrect uniform or who have missed buses may be required to attend the sport detention.

## **HOMEWORK**

*(Note: This is an abridged version of the College Homework Policy, students and parents should refer to the College website for the complete document and references.)*

The College believes that homework is an educationally beneficial activity, ‘in partnership’ between school and home.

### **Benefits of homework**

Homework has the potential to complement and reinforce classroom learning by:

- helping to develop self-discipline and concentration;
- providing training for students in research skills, planning and time management;
- helping to develop a range of skills in identifying and using information sources.

### **Types of homework**

Students are expected to complete a range of homework activities, both teacher-directed and self-directed. Types of homework can include:

- set work - completion of set homework for the next lesson;
- assessment tasks/assignments- preparation and completion of on-going tasks that are due or set and can be class based or grade based;
- study - consolidation of learning through note-taking, revision of knowledge, problem solving, essay practice, exam practice etc; and
- reading - wide reading for additional research and/or individual interest.

### **Communication about homework**

The student diary is the primary means of recording any communication about homework. Students are expected to use their diary to manage set work and assessment tasks, and to study for tests and examinations.

If there is no set work given during a lesson by the subject teacher, students are expected to record the word 'study' and to consolidate their learning through engaging in study and wide reading.

### **Time on homework**

Based on educational research, daily homework hours suggested by the College are:

- Year 7 and 8                    1 - 1½ hours
- Year 9 and 10                1½ - 2 hours
- Year 11 and 12    2 - 3 hours (varies dependent on individual study requirements)

Suggested daily homework hours may fluctuate depending on: the type of courses studied, pending examinations, times when assessment tasks are set or due.

### **Parental involvement**

Parents and caregivers can show positive involvement in homework through:

- adopting positive and supportive approaches to help their son/daughter develop positive attitudes to homework;
- creating an appropriate learning environment and necessary time for completing homework;
- regularly observing homework entries and teacher communications in the student diary;
- encouraging their child to engage in study and wide reading as part of homework expectations; and
- communicating concerns or family circumstances that may affect the completion of homework.

### **Non-completion of homework**

The College acknowledges competing family and societal demands placed on students today, however, students need to develop the important organisation, time-management and research skills associated with the completion of homework.

Students who do not complete their homework may expect the following consequences to apply:

- warning to parent/caregivers by teacher in the diary
- demerit notice
- phone call/interview by teacher or subject co-ordinator
- zero notification, in the case of formal assessment tasks.

A Parent letter or phone-call of explanation is expected for non-completion due to illness or misadventure. Further action may be required by the College in the cases of repeated failure to complete homework.

## **COLLEGE LIBRARY**

The Library is open Monday to Thursday from 7.45am to 4.00pm and Friday from 7.45am to 2.45pm . Students at St Patrick's College have excellent Library facilities available on campus and off-campus. The Library has an extensive range of resources to cover both curriculum and recreational needs. The online catalogue can be accessed from the school website. Clickview Video Library is also accessible off-campus. The Library Catalogue page has links to digital journal resources.

A networked printer/scanner/photocopier is available for student use. Students should have the printer installed on their laptops and ensure there is adequate credit in their printing account. Students are encouraged to use the library printing facilities for all assessment and class tasks.

Students using the Library are expected to behave in an appropriate manner and not disturb others who are working. The Teacher Librarian and the Library staff are always available to assist students and help them make the best use of resources available.

## **CAREERS EDUCATION**

Careers Education at St Patrick's College aims to enable students to make informed decisions about their post-school work and study options. Class lessons, individual interviews, guest speakers, industry visits, work experience and a regular news bulletin are the main features of the Careers program.

## **CAREERS ADVISER**

The College has a Careers Adviser who is available to students according to their needs. Information is available on all careers and employment strategies, as well as requirements and applications for courses at TAFE and university level. Parent interviews and enquiries are welcome. The Careers Adviser's room is situated on Nagle Campus. Students are welcome and encouraged to visit the Careers Adviser.

## **COLLEGE COUNSELLORS**

The College provides Counsellors for the students. The College Counsellors are available through direct appointment or through the Pastoral Co-ordinators. The College Counsellors deal with any problems the students may have and can also be contacted by the parents.

## **REPORTING TO PARENTS**

It is the aim of the College to keep parents well informed of a student's progress. Written reports will be prepared twice a year for each subject studied by a student.

Parent-Teacher Meetings are held to facilitate communication between staff and parents. Parents are invited to make appointments with particular Teachers on the appropriate day/night and discuss their child's progress with his/her Teachers. Overall concerns can be discussed with the Pastoral Co-ordinator.

## **INTERIM REPORTS**

If a Teacher feels concerned about a student's progress before the first official report is due or, at a later time in the year, parents will be forwarded an Interim Report and invited to discuss the matter with the Teacher. Parents are encouraged to contact the College to make an appointment to see a Teacher if they are concerned at any time with their child's progress.

We hope that all parents feel free to contact the College on any matter concerning their child or the College in general. Only through open and honest communication between home and the College can we hope to provide a unified approach to your child's secondary education.

## **COLLEGE DIARY**

The College Diary is a formal document where students' record homework and parents/staff may communicate with each other. It also contains the Student Code of Conduct, Prayers and Planner. If it is graffitied in any way by students, they will be asked to replace it. It is checked regularly by the Pastoral Class Teacher.

## **COLLEGE YEARBOOK**

The College Yearbook contains quite a number of the major events and activities which have occurred throughout the year. The College Yearbook is distributed to each family.

## **CANTEEN**

All students - Years 7-12 - use the College Canteen. These facilities are open five days a week. The students may order their lunches daily; sandwiches and rolls with popular and nourishing fillings are available. The Canteen is committed to a Healthy Foods Policy. At lunch (1) and lunch (2) the students have a choice of bread rolls, cheese and bacon rolls, low-fat muffins, fruit, fruit juices, flavoured milk, yoghurt, and a variety of ice cream and ice blocks. Hot food is available throughout the year. A more extensive hot menu is available during Terms 2 and 3, together with soup, tea, coffee and Milo.

To maintain this service we depend on the generous assistance of parents who are asked to volunteer their time for one day a month. A roster of at least four parents each day is needed

and a supplementary list of parents who could assist in an emergency is also required. The hours are Monday - Thursday 10.30am to 2.15pm; Friday 9.30am to 12.40pm (approx.).

Should a child forget his/her lunch, arrangements may be made between parent and the canteen supervisor; otherwise no credit will be given.

### **COLLEGE NEWSLETTER**

Main communication with parents is by means of the College Newsletters which is sent via email every FRIDAY. It contains news items and general information regarding coming events. Parents are asked to sign the School Dairy when they receive the College Newsletter.

### **LOCKER RENTAL**

All Year 7 students are issued with a locker. They are required to bring their own padlocks.

## BYOD(D) Program

In the past the College has purchased the student devices with the support of Sydney Catholic Schools and parents have leased them back as part of the school fee structure. As the Digital Education Revolution funding has concluded this model can no longer be sustained. As a result the College is moving to a Bring Your Own Designated Device (BYODD) approach in 2017.

**The College requires each student to acquire the designated device before the commencement of the School year 2017.**

The designated device we have chosen is the 13-inch Apple MacBook Air model with the following minimum specifications:

- 1.6GHZ i5 processor
- 8GB RAM
- 128GB flash storage (Years 7-9) or 256GB flash storage (Years 10-12)
- 3 Year AppleCare Protection Plan (**recommended**)

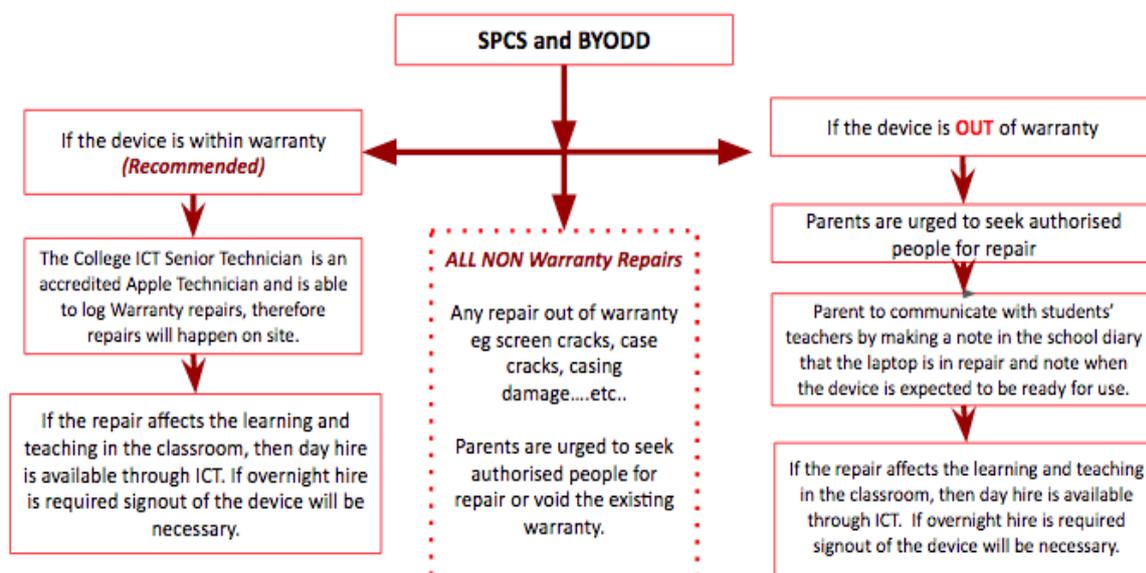
### Where do I purchase my device?

Sydney Catholic Schools has developed a Parent Portal to assist families in making an informed decision about the purchase of a designated device. The Parent Portal can be accessed using a web browser at the following url:<http://byo.syd.catholic.edu.au>. Click on the Apple icon and enter the following password: Sydneycs2016.

Parents have a choice in where they purchase the designated device they for their child. Payment will be an agreement between the parent and the vendor they choose to purchase from. Whilst the vendors will provide a number of financing options, the College does not represent or endorse any purchase financing. Any finance availed of are the responsibility of the parent or carer and the College is not responsible for any decision made in the financing of the purchase.

### How does the repair process work at the College?

The three year onsite Apple Care Protection Plan allows the laptop to be repaired by the College ICT Support Staff. If a student requests a device repair to be facilitated through the College, the flow chart below will assist parents with the repair process.



## SECTION 3 – CURRICULUM

### YEARS 7 – 10

#### INTRODUCTION

We live at a time when knowledge is expanding at a rapid rate, specific information dates very quickly and technological change is resulting in radically changed patterns of working life. Thus, as well as traditional skills in literacy and numeracy, creative social and leisure skills are necessary, together with a desire for lifelong learning.

The College endeavours to provide for its students a range of courses and experiences which will enable them to acquire and synthesise knowledge, master key skills, develop an ability to combine information with practical experience and to adapt to the changing circumstances of their lives.

In order to meet these demands, the College has constructed a curriculum under the rules of the Board of Studies Teaching and Educational Standards (BOSTES).

In Years 7 and 9 students will sit the NAPLAN: Nationwide Tests in Literacy and Numeracy. These are a follow-on of the tests undertaken in Years 3 and 5.

A full range of subject descriptions for Years 7 and 8 has been included in this Handbook. Elective subjects offered in Years 9 and 10 are also listed. Further details of elective subjects will be made available at the time of elective selection in Year 8. At that time students will choose two electives from those offered.

Parents and students should note that levels of achievement in Year 7 and 8 Mathematics will determine placement in particular courses for Stage 5 (Years 9 and 10). This in turn will have an impact on the level of Mathematics a student may undertake in Stage 6 (Years 11 and 12). Performance in English and Science is also most important for future course selection and placement, particularly in senior years.

# CURRICULUM

## YEARS 7-10

The subjects which are offered are set out in the following table.

\* Subjects studied in Year 7

### SUBJECTS OFFERED AT ST PATRICK'S COLLEGE YEARS 7-10

ENGLISH	MATHEMATICS	SCIENCE	HUMAN SOCIETY & ITS ENVIRONMENT	LANGUAGES	TECHNOLOGICAL & APPLIED STUDIES	CREATIVE & PERFORMING ARTS	PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
ENGLISH*	MATHEMATICS*	SCIENCE*	RELIGIOUS EDUCATION* GEOGRAPHY* HISTORY* COMMERCE HISTORY / Elective GEOGRAPHY / Elective	ITALIAN	TECHNOLOGY (MANDATORY) * INFORMATION SOFTWARE TECHNOLOGY GRAPHIC TECHNOLOGY INDUSTRIAL TECHNOLOGY – Engineering Enrichment INDUSTRIAL TECHNOLOGY – Multi Media INDUSTRIAL TECHNOLOGY – Timber FOOD TECHNOLOGY TEXTILES TECHNOLOGY	VISUAL ARTS* MUSIC* DRAMA DANCE	PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION*  PHYSICAL ACTIVITY AND SPORTS STUDIES

## PATTERN OF STUDY – YEARS 7-10

Year 7 students in 2017 will follow a course of study comprised of subjects that are **asterisked (\*) on page 21**.

Years 9 and 10 courses will be made up of mandatory and elective subjects. These may be either:

1. BOARD COURSES - Courses designed by Syllabus Committees appointed by the Board of Studies, **OR**
2. BOARD ENDORSED COURSES - Courses designed by Teachers and endorsed by the Board of Studies to meet the specific needs of our students.

The compulsory Religious Education program is a Board Endorsed Course.

It should be noted that both Budied in Year 10 will appear on a student's official Board of Studies, Teacher Educational Standards (BOSTES) transcripts. (Record of School Achievement – *RoSA*)

## **SUBJECTS STUDIED IN YEARS 7 AND 8**

### **RELIGIOUS EDUCATION**

The Religious Education program at St Patrick's College aims to assist students towards:

- Making sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
- Gaining access to and understanding the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings
- Celebrating with others the mystery and life of the Risen Christ
- Responding to the activity of God in their lives and in the whole of creation.

In the classroom our Religious Education program aims to achieve this by developing in each student understanding and appreciation of:

- the Scriptures and the message of Jesus Christ and an openness to their significance for living
- the living Tradition of the Catholic Church and a willingness to participate in its mission
- God and creation, awareness of the existence of good and evil, and a capacity to search effectively for meaning in life
- God in prayer, liturgy and the sacraments and a willingness to participate in both personal and communal prayer
- Catholic moral teaching and an ability to work for justice in the world

Our Religious Education program incorporates the use of the text and website of "To Know Worship and Love."

Students will also have opportunities for the celebration of the Eucharist and Reconciliation.

Reflection days and Retreat experiences are an integral part of College life and are a compulsory component at each year level.

## ENGLISH

The aim of English in Years 7 to 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.

In Stage 4 students will undertake the essential content and work towards course outcomes through close reading, listening to, or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama

In Years 7 & 8 students study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts

Across the stage, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- every day and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

At the beginning of Years 7 & 8, students will be issued with a course outline including the topics to be covered throughout the year and relevant assessment information.

In English, homework may take a number of forms including wide reading, completion of research from Library lessons, written work, preparation and practicing of talks, media or internet assignments.

English in Years 7 to 10 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning.

## **MATHEMATICS**

The Mathematics course for Years 7-10 has been designed to develop student's mathematical thinking, understanding, competence and confidence in the application of mathematics. The teaching and learning activities explore the student's creativity, enjoyment, appreciation of the subject and their engagement in lifelong learning.

The Stage 4 Course (Years 7 and 8) is presented in six strands: Working Mathematically, Number, Patterns and Algebra, Data, Measurement and Space and Geometry.

These content strands will be taught in a variety of methods, so that each student is challenged at their level of ability. Students will also be exposed to different Information and Communication Technology (ICT) activities such as the use of the interactive Smartboard, spreadsheets, Geometers' sketchpad and other computer software packages.

## **SCIENCE**

Science provides a distinctive view and way of thinking about the world. The study of Science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that Science provides explanations for a variety of phenomena and enables sense to be made of the living, chemical and physical world, as well as earth, space and beyond. An understanding of Science and its social cultural contexts provides a basis for future choices and ethical decisions about local and global applications and implications of Science.

At the end of the Stage 4 Course, students in Year 8 will complete the VALID test (Variation of Assessment 4 Learning & Individual Development). This is a diagnostic test which will provide information about what students know and can do in Science.

Students in Year 7 or 8 will undertake a Student Research Project which provides them with an opportunity to develop skills in planning and carrying out investigations and communicating ideas.

Students are exposed to a variety of Science experiences throughout the Stage 4 (Years 7 & 8) Course. They are encouraged to participate in a variety of activities and challenges such as excursions and competitions. These experiences provide opportunities for students to become independent learners and promote the development of informed attitudes towards Science and the environment.

## LANGUAGES – ITALIAN

The ability to communicate in a language other than English provides students with new avenues for self-expression, access to an extended range of recreational activities and enhances employment prospects.

Knowledge of a language other than English also provides access to an understanding of the associated culture; understanding of other ways of life leads to an appreciation of and respect for differences between peoples. Students of Languages also develop skills and acquire intellectual disciplines which can be transferred to other areas. Students at this College study Italian.

Students in Year 8 study Italian for a mandatory 100 hours.

## MUSIC

In Years 7 and 8 all students experience Music as a Creative and Performing Art. Through practical music making, composing and listening to a range of musical styles, students are led to an understanding of the concepts of music such as: PITCH, RHYTHM, TEXTURE, TEMPO, STRUCTURE, DYNAMICS AND TONE COLOUR. They are also introduced to formal notation and computer programming for composition.

Year 7 are taught the Keyboard, and Year 8, the Guitar.

Performance instruments include: voice, keyboard and classroom percussion instruments, guitar (acoustic and electric).

Computer technology is integrated into the course through composition using Finale Software and interactive websites.

Years 7 experience workshops by professional musicians on String and Brass instruments to enhance their learning.

### EXTRA CURRICULAR ACTIVITIES

There is ample opportunity for students who have musical talents to become involved in College activities such as:

- Band** : All students are invited to join Junior Concert Band, Guitar, Drum ensemble, String and Choir  
Lessons are provided for Brass, Wind and Percussion, Voice, Guitar, Bass Instruments and String.
- Starsearch:** Our Annual Talent Quest / St Patrick's Day / CaSPA / Performing Arts Showcase.
- Concerts** : Stage 4, Stage 5 and 6 Concerts

## **GEOGRAPHY**

It is mandatory for students to study Geography for 200 hours, comprising 100 hours of Global Geography in Stage 4 (Years 7/8) and 100 hours of Australian Geography in Stage 5 (Years 9/10).

The aim of Geography is “to develop students’ knowledge, understanding, skills, attitudes and values about the distribution of human and natural phenomena and their spatial interactions in order to promote active and informed citizenship.” Civics and Citizenship education is therefore an integral part of the course and flows from the study of key features of both physical and human geography.

The course in Year 7 consists of two focus areas:

1. Landscapes and Landforms
2. Water in the World

The course in Year 8 consists of two focus areas:

1. Global Change
2. Global Issues and the Role of Citizenship

There is a strong emphasis on acquisition of geography skills. Fieldwork is compulsory and will take place as an excursion or a virtual site study.

## **HISTORY**

It is mandatory for students to study History for 200 hours, comprising 100 hours of World History in Stage 4 (Years 7/8) and 100 hours of Australian History in Stage 5 (Years 9/10).

The aim of the mandatory course in History is to stimulate students’ interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

The course in Year 7 includes the following focus areas:

- |                |   |
|----------------|---|
| Depth Study 1: | Investigating the Past                  |
| Depth Study 2: | The Mediterranean World – Ancient Egypt |
| Depth Study 3: | The Asian World – Ancient China         |

The course in Year 8 includes the following focus areas:

- |                |                               |
|----------------|-------------------------------|
| Depth Study 4: | The Western and Islamic World |
| Depth Study 5: | The Asia Pacific World        |
| Depth Study 6: | Expanding Contacts            |

There is a strong emphasis on acquisition of research, analysis and communication skills.

## **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

All students at St Patrick's College in Years 7-10 participate in programs of Personal Development, Health and Physical Education as part of the College curriculum.

The syllabus in Stage 4 and Stage 5 is a 300 hour mandatory course which has been developed within the parameters set by (BOSTES) in its K-10 Curriculum Framework.

The course consists of the four content strands of self and relationships, movement skill and performance, individual and community health and lifelong physical activity which are studied by students in both stages.

The course addresses a wide range of personal and community health issues such as fitness, safety, puberty and sex education, HIV/AIDS, drug use, stress, child protection, self-esteem, peer group, nutrition, lifestyle factors and diseases, communication, relationships, decision-making, cancer and resilient behaviour.

It also promotes physical activity and the benefits of a healthy lifestyle, giving students the opportunity to participate in a wide variety of activities such as aquatics, basketball, dance, gymnastics, athletics, softball and a range of team sports.

Students may extend their studies in this subject in Years 9 and 10 with the Elective Course – Physical Activity and Sports Studies (PASS).

## **TECHNOLOGY (MANDATORY)**

The Technology (Mandatory) course must be studied for at least 200 hours, typically in Stage 4 (Years 7 and 8). Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.

### **Course Description**

Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

### **What will students learn about?**

All students will learn about the processes of designing through the development of design projects in the areas of:

- Built Environments
- Products
- Information and Communications

The course will include a focus on architectural design, promotional design, industrial design and fashion design using the technologies of model making, graphics, food, information, mixed materials and textiles.

## **VISUAL ARTS**

The Visual Arts course provides opportunities for students to enjoy making and interpreting art. It encourages the individual's creative expression through a variety of art making experiences.

All students in Years 7 & 8 participate in a mandatory course which gives them the opportunity to explore a range of ideas and interest in the world in 2D, 3D and/or 4D forms. Students engage in critical and historical studies of artworks and develop an appreciation of Art.

For assessment, students document their work in a process diary, submit finished artworks for marking and complete a research task.