

ST BEDE'S CATHOLIC COLLEGE

YEAR 7 PARENT HANDBOOK



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Purpose

Becoming part of any new school means taking on board a large amount of information. The information in this handbook is intended as a guide to detail St Bede's information, policies and procedures for 2018. You can access the information in your own time and keep the document on hand for future reference. You can also access this, and other important information, on the School's website: www.chisholmsb.catholic.edu.au.

Mission

Inspired by Jesus Christ, St Bede's Catholic College nurtures a vibrant and welcoming community; Seeking knowledge and realising gifts through persistence and collaboration; Living the Gospel in word and action.

2023 Vision

Students will leave St Bede's Catholic College as confident and reflective young adults, embracing learning, searching for truth and living their faith in a contemporary world.

Principals Message

Welcome to the inaugural Parent Handbook. This handbook has been developed as a resource to assist you in understanding how St Bede's operates and the overall direction being taken by the College. In the spirit of the school, where parents work in partnership, I ask that you read through the contents of this handbook to support the College in the processes being developed.

We appreciate that as the College grows, there are decisions yet to be made and processes to be developed. We will provide you with regular up-dates through newsletters, our web-site, our Compass app and information sessions. Opportunities for input through surveys and discussion forums will also be provided to assist us in our decision making and development of processes.

I look forward to us working together to continue to build an inclusive and dynamic Catholic Secondary College. St Bede's has already established itself as a school which provides students the very best opportunities to grow into confident, resilient and reflective young adults.

Clarification of the content material in this handbook can be provided by contacting the College Office.

Attendance

Attendance at school is compulsory. Apart from the legal requirements for attendance, it is important that students gain continuity in their education to achieve outcomes and become prepared for life outside school. It is possible that an unsatisfactory record of attendance could affect a student's eligibility to receive the ROSA Certificate issued by the Board of Studies. It may also affect social security and/or Centrelink entitlements. It is, therefore, important that students cultivate habits of good attendance right from the start.

St Bede's recognises, however, that for a variety of reasons – such as illness, medical appointments, family emergencies etc – students may not be able to attend school on occas. In such cases, an exemption from school is granted and recorded in the rolls. All student absences are reported on school reports.

Student Absence

If a student is absent from school, parents/carers are to contact the school office. In cases when parents know that an illness or injury will prevent attendance for three or more days, they are required to advise the school office.

In cases when a student is representing the school, or at an organised activity, the student will be marked as present.

A student's absence must be explained within 7 days otherwise it will be recorded as 'unexplained'.

Absence from school for extended periods is not encouraged and holidays should only be taken in calendared school vacation periods. If your child will be away for an extended period, you will need to apply for leave in writing. The application for extended leave **must be made before the intended period of leave**. In all cases if the student is absent during an assessment task they must submit an Absence and Misadventure form. This form can be found on the College website. Parents are asked to follow the following protocol:

1-2 days leave - inform the school office or use the Notes and Approvals tab through Compass.

3-10 days leave – complete the form 'Application for Leave Up to 10 days' on the College website.

10 days or more – complete the form 'Application for Leave 10 Days or More' on the College website. The principal of the school has the authority to either grant or deny the period of leave that is being requested.

Parents/carers who do not apply for the extended period of leave, inform the school after the leave or have undertaken the leave once it has been denied, will have the absence of their child recorded as unexplained.

If extended leave is granted, the record of school attendance will reflect this, and a Certificate of Leave will be provided.

Fractional Truancy

Unauthorised absence is treated as a discipline issue and will result in consequences such as in school detention. Parents are informed of such breaches.

Late to School

Students who are late to school must report to the office. Students will be recorded late on Compass which will be reflected on the teacher's roll. If late for rollcall, parents must escort their child to the office to have them recorded late before the student proceeds to their class.

Leaving the school during the day

Students who need to leave during the school day must have their parents send via Compass a note of approval. This note will automatically update the teachers roll notifying them of the leave. Alternatively, the parent can contact the office to inform them of the need to leave school during the day with the intended period of absence.

Anaphylaxis

Anaphylaxis is a dramatic, often immediate, life threatening reaction to allergens. If your child is anaphylactic it is important you contact the school to provide details of their allergy and support the school in composing a medical action plan.

Assemblies/Wellbeing Sessions

Assemblies and Wellbeing Sessions take place every Wednesday 8.45am-9.35am. Assemblies occur in every odd week, whilst Wellbeing Sessions occur every even week. Parents are welcome to attend assemblies and Masses.

The students Homeroom teacher facilitates student Wellbeing Sessions. These sessions are designed to address the specific wellbeing needs of the cohort.

Bullying

St Bede's is a community built on love, trust, compassion and justice and, as such, emphasises establishing within its community positive, healthy relationships. In the school's foundation year this is a primary focus of our Wellbeing program. Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online and it can be obvious or hidden. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Often the word 'bullying' can be used very loosely, and it may be more a case of one off harassment or intimidation. Many of the issues we will inevitably deal with at St Bede's will not necessarily be bullying but, regardless of this, where harm is occurring – action must be taken.

Cases of one off serious instances of harassment or assault will be treated separately at the discretion of the College. The College has a strict 'hands off' policy. Any student who physically punches or strikes another student may be externally suspended.

Bullying Intervention Procedure

St Bede's Catholic College holds a zero tolerance to any form of bullying or ridicule which gives reference to physical appearance, race, social indifference or cultural beliefs.

The College deals with incidents involving bullying with a focus on the principles of restorative justice and procedural fairness. Restorative justice at St Bede's is based on the belief that when relationships are harmed we must work with the students, teachers and parents involved to restore the relationships.

St Bede's Catholic College follows a process in managing bullying as outlined below:

Stage 1

- Suspected incident(s) reported by parents, student(s) or teacher to the Homeroom Teacher or Student Coordinator either in person or online.
- The incident(s) are referred to the **Student Coordinator** for investigation.
- If the accusation is found to warrant action, the perpetrator is advised of the following:
 - His/her actions must stop.
 - The victim does not want similar incident(s) to continue.
 - The perpetrator may again be required for an interview.
 - A follow up interview will take place with the accused and mediation with the victim if appropriate.
 - The perpetrator will have their name recorded on Compass (School Management system)
- The accused is told any further physical or vindictive action would result in immediate escalation to Stage 2.

Stage 2

- If inappropriate behaviour continues the Student may be escalated to Stage 2. The student who has reported an incident may need assistance to deal with the situation – peers, College Counsellors or reading material.
- The student who has been reported will be interviewed by the **Assistant Principal** and Student Coordinator. Parents will be kept informed and may be required to attend an interview.
- Direct consequences that the College may invoke include:
 - Isolation from peers.
 - Friday removal from sport.
 - Special duties (community service).
 - Professional assistance (re conflict resolution skills).
 - Internal or external suspension.

Stage 3

- Should the bullying continue in the same pattern of behaviour the **Principal** is informed.
- The perpetrator will be interviewed by the Principal. Parents will be required to attend a meeting with the Principal and other relevant staff.
- The student's enrolment at the College will be questioned and they may need to be suspended for an extended period time.

It does not have to be repeated bullying on the same student which results in a perpetrator being escalated to a higher stage.

Students complete a Bullying Survey each semester to inform staff on any patterns of behaviour. This information enables staff to follow up with investigations and could potentially lead to investigations being undertaken.

Whilst St Bede's conduct bullying surveys, this does not detract from the school encouraging all students coming forward with issues of bullying. St Bede's make it clear to all students the difference between 'dobbing' and 'reporting'.

Related Document: St Bede's Catholic College Anti-Bullying Policy which is available on the College website.

Calendared Events

All significant events are published on the College website. Parents and students are also advised of upcoming school or class events through Compass. These events are always visible on the student timetable. Parents and carers are asked to view the calendar in advance to familiarise themselves with coming events.

Canteen

St Bede's canteen is due for completion at the end of Stage 2 works in 2021. Prior to this date the school is fortunate to be able share the services available from St Aloysius canteen. The canteen is operated by a canteen supervisor and a host of volunteer parents and operates from Monday to Thursday to provide a menu to students at recess and lunch breaks. On select Fridays the canteen may be made available and these days are communicated to parents in advance when known.

A selection of hot foods is available during the recess time only. The menu is made available prior to the commencement of each term. This is a 'cashless' canteen and all orders must be made through the QKR App by 8.45am on the morning of the required recess/lunch. Orders can be made on a daily, weekly, or term basis as far in advance as preferred and can be adjusted as required.

Care of School Facilities

Being a new school, St Bede's has all new buildings, furniture and resources. Linked to the concept of stewardship, we have a moral responsibility to pass on our school in the same state as we received it.

With the enormous investment of funds into the building of our school, it is expected that all community members take care of our facilities.

Students are constantly reminded of the need to care for our school and to leave the classrooms, yard and other areas neat and tidy. Consequences are put into place for students who do not comply with the expectations we have in the care of school facilities. Parents are required to support the College when consequences are put into place. Students who graffiti in any way may be immediately suspended with the possibility of a discontinuation of their enrolment.

Child Protection

St Bede's has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. Whilst we have a legal obligation to protect children, this commitment is central to our Catholic beliefs. At St Bede's we believe that all children have a right to a safe environment which is free from any form of abuse or harm. At St Bede's relationships between adults and children are governed by trust and Gospel values. Schools in NSW are required to meet the statutory obligations of legislation relating to child protection.

As a parent sending your child or children to a Diocesan school, you should be aware of your rights and obligations in protecting your child and all children in our schools. You can report any concerns you have for a student, or group of students, to the Principal or Assistant Principal.

Related Documents: St Bede's Catholic College Child Protection Policy which is available on the College website.

Volunteers

Being a volunteer in a school is an important task. Volunteer services add to and support the daily operations of the school. St Bede's is most appreciative of the contributions that will be made by volunteers who will generously give of their time and expertise. Unfortunately, history has shown us that some adults put themselves in situations where they can use their positions of trust and power to harm children. This history has resulted in legislation in NSW which aims to protect children from abuse. Under this legislation, in a school context, 'employees' include all persons, paid or unpaid, who have direct, unsupervised contact with children or young people through any aspect of their work in, or for, the school. It aims to protect children and young people from contact with people who have been convicted of child-related offences or attempts to commit child-related offences.

Examples of 'employees' who perform a task for the school include, but are not limited to:

- volunteers assisting in classrooms, e.g. reading or library helpers;
- those attending a "working bee";
- persons providing transport on the request of the school;
- anyone assisting in the school canteen;
- people assisting with camps, retreats, community days and excursions;
- religious and clergy who attend the school for liturgies, retreats or services.

All volunteers are required to complete a Working with Children declaration for volunteers, workers and contractors prior to commencing as a volunteer. Volunteers are exempt from a WWCC Clearance. Declarations are available from the School Secretary. Volunteers must read the Declaration, sign it and provide the required proof of identity then return it to the School Secretary.

It is very important for volunteers to read the Declaration before signing as it is an offence for a prohibited person to apply for, undertake, or remain in child-related employment. Volunteers not willing to provide this Declaration are not permitted to undertake any duties in the school. A volunteer who has any doubts about his/her status should seek independent legal advice.

St Bede's is required to uphold the policies and guidelines set out by the Catholic Schools Office.

Related Documents:

The Ombudsman Amendment (Child Protection and Community Services) Act, 1998

The Children and Young Persons (Care and Protection) Act, 1998

Commission for Children and Young People Act, 1998

Catholic Schools Office documents include:

Child Protection – Identifying and Notifying Abuse

Guidelines for the Implementation of the Ombudsman Amendment Act

Child Protection – Procedures for Schools

Code of Professional Standards for Catholic School Employees

Diocese of Maitland-Newcastle Reporting Child Protection Concerns

Diocese of Maitland-Newcastle Reporting Policy

Corporal Punishment

College Policies do not permit corporal punishment of students. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.

Code of Conduct

Staff

A teacher's professional conduct is characterised by the quality of the relationships they have with their students, their students' parents and carers, families and communities and their colleagues. This professional conduct extends beyond the walls of the classroom and certainly to the online environment. School policies and procedure must be observed by all teaching and non-teaching staff.

Teaching and non-teaching hold a unique position of trust and influence, which is recognised in their relationships with students, parents and carers, colleagues and the community.

The values that underpin the teaching profession are love, truth, compassion and justice.

Teachers demonstrate love by:

- acting with care and respect;
- acting in the best interest of students;
- solid work ethic directed to meeting student needs.

Teachers demonstrate truth by:

- maintaining a professional relationship with students, parents, colleagues and the community;
- behaving in ways that respect and advance the profession.
- working cooperatively with colleagues in the best interest of our students.

Teachers demonstrate compassion by:

- holding colleagues in high regard;
- acknowledging parents as partners in the education of their children;
- focusing on restorative justice in development the whole person.

Teachers demonstrate justice by:

- treating students fairly and impartially;
- personalising learning for every student;
- Special care and attention for the marginalised and students in most need.

Parents

Parents and carers are an integral part of their child's education. To balance the rights of parents and carers, students, teachers and staff, St Bede's Catholic College expects parents to uphold a certain standard of behaviour. This standard allows children to learn, teachers to teach, and other community members to participate in education, free from harassment, violence, intimidation or vilification.

Parents and carers should set an example for their children, and the children of others. They have shared responsibility with their children, other parents/carers and the school.

Students

St Bede's always promote the learning, wellbeing and safety of all students. From the school motto 'Shine with Christ's Glory' come four significant pillars of Community, Courage, Knowledge and Faith which come to fruition in every aspect of our College community.

To uphold these pillars students are expected to:

Be Respectful

- Model behaviour from the Gospel Values
- Treat one another with dignity and respect
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships
- Think about the effect on others before acting
- Value and respect physical, social, cultural and academic differences
- Uphold the school uniform code
- Take care with property

Be Safe

- Model and follow school and class codes of conduct and rules
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Be Engaged

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in prayer, liturgies and College Masses
- Actively participate in learning and all College activities
- Aspire and strive to achieve the highest standards of learning

Communication

Who do I speak to?

The following instructions are provided to inform parents and carers on who to contact for different areas of school operation:

Homeroom Teacher:

Any questions relating to the day-to-day operations should be directed to the Homeroom teacher via email. This could include uniform issues, changes to routine, learning tools, timetable queries.

Class teacher:

All Issues relating to the specific subject are to be directed to the class teacher in the first instance. These issues include:

- The child experiencing difficulties understanding classwork, assessments or homework
- resources and equipment

Studies Coordinator for the specific subject:

- Unresolved problems previously referred to the subject teacher
- There is a concern about a subject excursion or event that is being organised for the whole year group
- A problem is experienced with an 'across the year' examination or assessment

Student Coordinator:

- Your child is experiencing problems with peers.
- There are family issues that you need to bring to the attention of the school.
- Issues on buses to or from school.
- There is general health or learning issues that need to be referred to his/her subject teachers.

Note: If the issue involves a specific learning difficulty you may wish to consult the Learning Support Coordinator.

Assistant Principal

- The child's overall curriculum pattern
- Formation of classes
- College Assessment Policy

Student Communication

Students are communicated with through a variety of mediums while at school:

- Daily Notices - published daily and read by Teacher during Homeroom.
- School Assemblies - run by Principal/Assistant Principal and Students to include a statement of school policy, promote school activities and recognise achievements.
- School Email
- Notes - are required for the following:
 - Absences from school.
 - Absences on the day of an Assessment Task/Examination
 - Incomplete homework.
 - Incorrect uniform.
 - Any leave notes to be presented at the office before 8.45am.
 - Excursion permission notes or consent forms.

Parent Communication

Parents are communicated with through:

- Parent/Teacher Day
- School Newsletter
- Email or telephone call
- Parent Forums
- Special Parent Evenings
- SMS message

Parents communicate to the school through:

- Email or note to the relevant staff member
- Telephone call
- Scheduled meeting

Newsletter

The school publishes a fortnightly newsletter with information about student achievements and coming events. This is available on the school's website. An electronic copy is emailed home.

Website

The school maintains a website which is kept as up to date as is reasonably possible. Reports on school events and other materials about the school are posted to the website. The site contains links to the Assessment Tasks and other valuable information to help you keep in touch with your student's learning. There is also a regularly updated photo gallery of events that happen at school.

Facebook

The school maintains a Facebook page <https://www.facebook.com/stbedeschisholm/>. This page is regularly updated with recent news articles and special events to keep the community informed of student achievements and student activities.

Compass App

Compass is the College Management System. The St Bede's Compass app can be downloaded onto iPhones and most other mobile devices. Compass is the primary form of communication for parents and students. While this app does not totally replace communication notes to parents, it is a useful tool to remind the school community about special events or clarify/update information. This app has the capability to send 'alerts' and 'push' notifications about important messages. To install the app on your device is free. We are asking all families to download this app to stay attuned to important school updates or alerts.

All formal assessment tasks and notifications will be published through Compass and can be accessed by going to 'Learning Tasks'. Parents and students will receive individual results electronically through Compass when available.

Planners

All students are issued with a school planner. Students use this under the guidance of their teachers to form good study and organisation habits. Students are expected to have their subjects filled in at the beginning of each week, so they are ready to add learning preparation and organisation notes each lesson. Students need to have their planner signed by a parent/carer at the end of each week. Planners are checked and signed off by Homeroom teachers every Monday morning.

Interviews

The school conducts parent-teacher interviews twice yearly. Attendance at these interviews are an essential part of developing a parent-teacher partnership and supporting your child in their learning, therefore attendance is strongly encouraged. These will take place at school towards the end of Term 2 and Term 4. Parents can book suitable times to see any/all of their student's teachers and will be advised on when bookings will be open. All bookings will be made online through Compass. If parents wish to speak to a teacher who cannot be present, they may arrange an alternative interview time at school by contacting the office.

From time to time parents will want to speak to teachers or Coordinators about their concerns. Interviews can always be arranged by contacting the office for a suitable appointment time.

Consent for Publication

The school routinely publishes student successes for the information of the whole school community in the Newsletter, on the website and on the notice board. The school will take the view that parents agree to this routine publication of student names and photos unless a note is received to the contrary. On the other hand, if the local or metropolitan media wish to photograph or interview students because of their achievements, permission from parents in writing will always be sought by the school beforehand.

Complaints Handling

St Bede's foster a harmonious, positive and productive school and community. The College relies on clear and open communication with the community and aims to resolve complaints and grievances fairly, efficiently, promptly and in the best interests of all. Confidentiality and privacy are always respected in processes taken to resolve any matter.

Parents/Carers have the right to raise a complaint and grievance and have it responded to promptly, fairly, without fear of repercussions and according to principles of procedural fairness. It is important our community understands that schools are complex environments and not all complaints and grievances can be resolved. Opinions vary widely.

Parents are also strongly encouraged to familiarise themselves with the St Bede's Complaints and Grievances Resolution Policy which is found on the College website. A Complaints Resolution Pathway Brochure is available at the school office.

Confidentiality

Upon commencement of employment, all members of St Bede's agree to respect the confidentiality of information and documents which he/she have access to during their employment. Confidential information includes, but is not limited to:

- Information about current and future students of St Bede's
- Students names and addresses
- Computer data bases and computer software, and
- All other information obtained from, or during staff members' employment with St Bede's, that is, by its nature confidential.

Curriculum

Bell Times

Monday, Tuesday and Thursday

Session	Begins	Ends
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Recess	11.10am	11.40am
Period 3	11.40am	12.40pm
Period 4	12.40pm	1.40pm
Lunch	1.40pm	2.10pm
Period 5	2.10pm	3.10pm

Wednesday (Wellbeing/Assembly Day)

Session	Begins	Ends
Wellbeing/Assembly	8.45am	9.35am
Period 1	9.35am	10.30am
Recess	10.30am	11.00am
Period 2	11.00am	11.55am
Period 3	11.55am	12.50pm
Lunch	12.50pm	1.20pm
Period 4	1.20pm	2.15pm
Period 5	2.15pm	3.10pm

Friday (Sport Day)

Session	Begins	Ends
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Recess	11.10am	11.40am
Period 3	11.40am	12.45pm
Lunch	12.45pm	1.10pm
Sport	1.10pm	3.10pm

Subjects Taught

2018	2019
Mathematics	Mathematics
English	English
HSIE (History and Geography, one semester each)	HSIE (History and Geography, one semester each)
Science	Science
Religious Studies	Religious Studies
TAS (Technology and Applied Studies)	TAS (Technology and Applied Studies)
PDHPE (Personal Development, Health and Physical Education)	PDHPE (Personal Development, Health and Physical Education)
Music	Visual Art
	LOTE (Languages other than English)

How is High School different?

Students entering High School will experience excitement, challenges and lots of opportunities. Students have added responsibility and it is essential parents appreciate the additional requirements and they support and encourage their child in their learning and organisation. Students in high school will:

- have several class teachers
- have more subjects
- Requirement to bring specific equipment to class each day
- need to move to different classrooms at the end of each period
- have a timetable for their allocated classes and rooms
- have more homework and requirement for study (expect approximately one hour a night).

Parents are encouraged to support their child by:

- showing an active interest in what they are learning at school
- following up on work due
- checking and signing off on their diaries
- seeing they bring the correct equipment to school including a fully charged device, the Casio fx82AU plus calculator
- providing a suitable quiet learning space for their child each evening
- developing in their child healthy study habits and a balanced 'work, rest and play' routine.

Structure

The College operates on a fortnightly timetable. In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There are four streams of up to 30 students in each of the classes in Maths, Science, English, HSIE and PDHPE. There are six streams of up to 20 students in each of the classes in Religious Studies, Music and TAS.

Subjects are integrated to form clusters as follows:

- English/HSIE for 13 periods a cycle
- Maths/Science for 13 periods a cycle

The six Religious Studies classes are timetabled as independent classes.

PDHPE have 5 periods every cycle. Three periods are theory lessons and two periods are practical lessons. The four PDHPE classes are timetabled as paired classes, so teachers can have theory or practical lessons together.

There are six Homeroom classes of up to 20 students not linked to House Colours. The Homeroom teacher is also the teacher of the wellbeing session period 1 each Wednesday in Week B and will be the students primary point of contact.

Contemporary Classrooms

During Semester 1 2018 students are based in the Flexible Learning Village. Four classrooms are aligned together with open walls to enable flexibility in teaching and learning. Maths/Science and English/HSIE are timetabled together in adjacent rooms. A variety of furniture types, including smaller round tables, rectangular tables and amphitheatre style seating, are in each classroom to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

A larger General-Purpose Learning Area is positioned near the four classrooms. This is used to accommodate for several classes including Music, year meetings, assemblies and parent gatherings.

The learning spaces are used by teachers to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Integrated Curriculum (for example, combining English and HSIE where learning covers outcomes in both subjects)
- Small group work
- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

Learning Technology

- Each classroom has a large format LCD Screen Smart TV on a mobile hydraulic stand coupled with wireless display technology.
- Students utilise OneNote Class Notebooks and Office 365 for education. They are supported by a range of other educational software and services such as digital textbooks, Mathsonline and Clickview.
- The College operates a specific BYOD scheme. The device nominated is a DELL hybrid 2-in-1 education device with active digital stylus.

Learning Preparation

Teachers often give assignments consisting of reading, problem solving, or writing that the students must do outside of school hours. The purpose of learning preparation is to help reinforce what was taught in class.

Students in year 7 may receive approximately 15-20 minutes of learning preparation for each subject they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.

Assessment and Reporting

Assessment is the process of identifying, gathering and interpreting information about a student's learning capability to provide evidence of satisfactory completion of a course and to determine a student's achievement level in relation to common standards. Assessment also helps teachers and students to evaluate the effectiveness of the teacher learning process and the quality of the teaching program. A Year 7 Assessment Handbook, which outlines the College Assessment Policy is available on the College website.

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure Form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure Forms' are available on the College website in forms under the title 'Parent Information'.

Important Note: All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students will receive reports at the end of each semester. These reports will be forwarded online to parents and carers via the School Management System.

Equipment Brought to School

Students are required to be organised for the classes they have each day including a fully charged device, planner, texts, equipment, workbooks and pens etc. Students are NOT to bring chewing gum, permanent markers or liquid paper to school.

Finance Matters

School Fees

The school fees, as determined by the Diocesan Catholic Schools Board, for Resource, Tuition and Diocesan Family School Building Levy, are the responsibility of parents/carers of students enrolled at the school. The fees are billed at the beginning of Terms 1, 2 and 3 on a 21-day account.

Resource Fee

The Resource Fee is set by each individual school. It is used to pay for school resources, educational activities, subject charges, incursions and amenities. Significant individual charges may be listed as a separate individual item on the account. Year 9 and 10 Curriculum Resource costs will be lower than Year 7 and 8 as Elective fees in Year 9 and 10 will be billed as a separate item.

Payment of school Fees

Payments can be made via BPAY, QKR, cheque, credit card (over the phone), cash and EFTPOS. To use QKR, please download the App to your device.

QKR is the mobile payment app designed for Australian schools, delivering convenience to parents and efficiency to school administrative staff. QKR is so easy to use. Ordering and paying for a wide variety of school payments such as lunches, fees, excursions or any school-based payments via smartphone at a time and place convenient to you. For further information follow the link to our website: <https://www.mastercard.com.au/en-au/about-mastercard/who-we-are/qkr.html>

A **genuine** inability to meet school account charges does not exclude access to a school within the Diocesan system for a child of a family **genuinely committed** to Catholic faith and practice. St Bede's gives parents an opportunity to apply for further concessions and all applications are treated confidentially. Please make an appointment to meet with our Finance Manager if you are experiencing financial hardship.

House System

A House System is a key way of promoting student engagement. Students are organised into one of four houses. This is linked to a range of co-curricular activities, including sporting events, performances, social justice, community service, debating and public speaking. Houses are not linked to homerooms or teaching classes. Points for participation and achievements will accumulate over time with point tallies being a way of promoting healthy competition between the houses.

The houses each have their own colour and a core theme which in turn shapes the identity and wellbeing direction of the College. These houses are Benedict, Dominic, Marian, and McAuley. The selection of these houses is based on the connection of the four House Patrons and the charisms that then developed over time. Each House has a strong connection to the College Patron, St Bede, and the associated religious orders that had a significant impact in the growth of Catholicism within our local area.

BENEDICT HOUSE:

Colour: Yellow

Patron Saint: Saint Benedict

Background: St Bede was part of the Benedictine congregation in the North of England.

Local Religious Order:

Key value: Courage

Key Actions: Integrity, dedication, interdependence

DOMINIC HOUSE:

Colour: Red

Patron Saint Dominic

Background: Dominican Sisters established Catholic education in the Maitland in 1867.

Local Religious Order: Dominican Sisters

Key Value: Knowledge

Key Actions: Wisdom, curiosity, innovation

MARIAN HOUSE

Colour: Blue

Patron Saint: Marcellin Champagnat

Background: Marist Brothers began teaching in Maitland in 1898

Feast Day: 6 June

Local Religious Order: Marist Brothers

Key value: Faith

Key Actions: Spirituality, inspiration & devotion

MCAULEY HOUSE

Colour: Green

Patron: Catherine McAuley

Background: Catherine McAuley founded the Sisters of Mercy who arrived in the Hunter region in 1875.

Local Religious Order: Sisters of Mercy

Key Value: Community

Key Actions: Unity, belonging, balance

Learning at St Bede's

Learning at St Bede's is characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within environments that engage, empower and enable. The aim of learning at St Bede's is developing the whole person - attending to his or her spiritual, social, emotional, cognitive and physical needs, establishing a solid and broad foundation for lifelong learning and wellbeing.

St Bede's is committed to learning as a dynamic collaborative process through the embedding of five essential elements in our practices and processes:

1. Continual focus on *Leading Learning*
2. Cultures built on *Collaborative Learning*
3. Rich and purposeful *Personalised Learning*
4. Creating the conditions for *Supportive Learning*
5. Building capacity through *Professional Learning*

The interconnection of these five essential elements of learning are shown in the diagram below:



Library

A designated Library/Learning Hub is established in the first stage of buildings. A part-time Teacher-Librarian has been appointed for the start of Term 3 2018, before becoming a full-time position for the start of 2019. The Library/Learning Hub will complement the contemporary design of the buildings with the aim of maximising student engagement and learning, with the provision of well-furnished private and collaborative learning spaces. A balance of electronic and hard copy resources be provided to allow for a differentiated curriculum in catering for the diverse range of student learners.

Access to the Library/Learning Hub outside of allocated teaching lessons will be negotiated throughout 2018.

No Alcohol

Alcohol is not permitted in any area of the College property, nor at any College function attended by students. The health risks associated with alcohol abuse form part of the Personal Development Health and Physical Education curriculum. Students are not permitted to drink alcohol at any College sanctioned activities. In cases where students breach this clear direction, they will immediately be suspended.

No Smoking

Smoking is not permitted in any area of the College property, nor at any College related activity or function, by students, staff or visitors. In addition, staff members are not permitted to smoke outside of the school property within the view of students. The health risks associated with smoking form part of the Personal Development Health and Physical Education curriculum.

Students are not permitted to smoke outside of school while wearing any College uniform garments. They are also not permitted to smoke at any College sanctioned activities, such as excursions, immersion trips, community service, sporting events etc. In cases where students breach this clear direction, they will immediately be suspended. Parents are requested to support the College when consequences are put into place in such cases.

Roles of Responsibility

Principal - Is responsible for the spiritual, pastoral, financial and curriculum needs of St Bede's Catholic College.

Assistant Principal - Has the day to day responsibility for the implementation and coordination of the Pastoral Care Policy of St Bede's Catholic College and the day to day organisation of the school. The Assistant Principal is responsible for the coordination of all studies material at school and ensures that the delivery of curriculum is in line with NESA requirements.

Religious Studies Coordinator - In the initial stages of the College development this will be a dual role. The Religious Studies Coordinator will manage the school's Religious Studies Program and is also responsible for the continuing development of the Catholic ethos and spiritual experiences of staff and students. The Religious Studies Coordinator significantly contributes to the promotion of the religious dimension of the College.

Studies Coordinators - have the responsibility for the implementation and the coordination of the curriculum in their group of subjects at St Bede's. Some specific tasks of Studies Coordinators are to:

- coordinate the development of and supervise the implementation of subject programs and registers under their jurisdiction
- coordinate the assessment and evaluation of students and subject programs
- coordinate the purchase of text books, materials and resources and to supervise their use
- supervise staff and offer support wherever it is necessary.

Student Coordinator - has the responsibility of the implementation and coordination of the Wellbeing Care Policy for students in their cohort. Some specific tasks of Student Coordinator are to:

- coordinate year activities within their area of responsibilities
- liaise with and coordinate contact with parents, welfare and counselling agencies
- coordinate and gather information for the placement, reporting and documentation of students within their area of responsibilities
- be responsible for the discipline of students outside of the classroom situation for students within their area of responsibilities.

Learning Support Coordinator - has the responsibility for coordinating the initial identification and ongoing support of students with disabilities and additional needs. Some specific tasks of the Learning Support Coordinator are to:

- work in collaboration with parents/carers, teaching and support staff and the CSO to assist students with disabilities and additional needs to set and reach goals in line with their Personalised Plans (PPs)
- manage programs and processes to support students with disabilities and additional needs in an inclusive learning environment

- Aid teachers with adjustments and curriculum differentiation to cater for the specific needs of students with disabilities and additional needs
- supervise Learning Support staff.

Homeroom Teacher - Each student is placed into a Homeroom and the Homeroom Teacher has a special responsibility for the students in that group. Each day, the teacher leads students in prayer, marks the roll, records uniform infringements, reads the notices and distributes/collects notes. The Homeroom Teacher reports concerns to the Student Coordinator. The Homeroom Teacher will be available to assist the students and/or parents/carers about organisational matters. They will also offer students guidance where needed. If a student is worried about something at school, the Homeroom Teacher is one of the first persons they approach.

School Psychologist – The College has the services of a School Psychologist who can assist students in working through issues. Students are encouraged to speak with the Psychologist about any personal matters that may impact on their wellbeing. Students need to make an appointment to speak with the Psychologist. If students wish to see the Psychologist, make an appointment through the Student Coordinator or the office staff. Parents concerned about the wellbeing of their children should contact the Student Coordinator.

School Records

Transfers or Leaving School

Parents/carers must advise the school office when a student is leaving the school. Students cannot be removed from the school data base until they have enrolled at another school.

Change of Address or Medical Details

Parents/carers must advise the office so school records are accurate and up to date. It is critical that the school has an accurate emergency number at all times.

Sport

Students can select an activity for Sport each term. Once they have selected their Sport, they are unable to change except under extenuating circumstances.

Sport takes place each Friday from 1.10pm-3.10pm. Sports allow development of skills and teamwork, promotion of positive values and a visible commitment to the promotion of an active, healthy lifestyle. This is an important aspect of the College program and all students are expected to demonstrate full commitment to their chosen sport for the duration of the Term.

Note: Students must submit a note from parents/carers if they are unable to participate in Sport due to sickness or injury. If an exemption has been approved, students will attend their sport as an observer.

Staff

The school office number is 40888222 and should be contacted for any administrative matters or if you wish to make an appointment to speak to the Principal or Assistant Principal. Other Staff can be contacted by the email addresses below.

The following is the staff list for 2018:

Name	Position	Email Address
John Murphy	Principal	john.murphy@mn.catholic.edu.au
Brett Donohoe	Assistant Principal/Maths	brett.donohoe@mn.catholic.edu.au
Jasmine Hutchinson	Student Coordinator/English	jasmine.hutchinson@mn.catholic.edu.au
Amy Butler	Learning Support Coordinator/PDHPE	amy.butler@mn.catholic.edu.au
Rachel Quirk	Office Manager	rachel.quirk@mn.catholic.edu.au
Joanne West	Principal Personal Assistant	joanne.west@mn.catholic.edu.au
Leah Finlay	Finance Manager	leah.finlay@mn.catholic.edu.au
Ray Burg	IT Support	ray.burg@mn.catholic.edu.au
Wayne Slaney	Maintenance Manager	wayne.slaney@mn.catholic.edu.au
Fiona Duque	Religious Studies Coordinator	fiona.duque@mn.catholic.edu.au
Andrew Cornwall	English/HSIE/CAPA/Music Coordinator	andrew.cornwall@mn.catholic.edu.au
Tamara Borkowski	Maths/Science/TAS/PDHPE Coordinator	tamara.borkowski@mn.catholic.edu.au
Liane Buckley	Science/TAS Teacher	liane.buckley@mn.catholic.edu.au
Michelle Burgess	Music teacher	michelle.burgess@mn.catholic.edu.au
Sarah Millen	PDHPE/Maths/Religion teacher	sarah.hopkins@mn.catholic.edu.au
Ann-Marie Humphries	Teacher Librarian	ann-marie.humphries@mn.catholic.edu.au
Thibaut Huens	School Counsellor	thibaut.huens@mn.catholic.edu.au
Amy Matsen	EALD	amy.matsen@mn.catholic.edu.au
Monique Crick	Educational Education Officer	monique.crick@mn.catholic.edu.au
Lelani Jacobs	Learning Support Assistant	lelani.jacobs@mn.catholic.edu.au

Student Health

Sickness or Injury

Students who are sick should tell their teacher. They will be given permission to go to the Office/Sick Bay. **Students are not to text or telephone home from a mobile phone.** The Office/Sick Bay will make contact home if necessary. If a student feels sick or is injured during a break they are to notify the duty teacher, then report directly to the Office/Sick Bay. For serious injuries, an Ambulance will be called, and parents will be contacted.

Medication

The following procedures must be followed with student medications at the College:

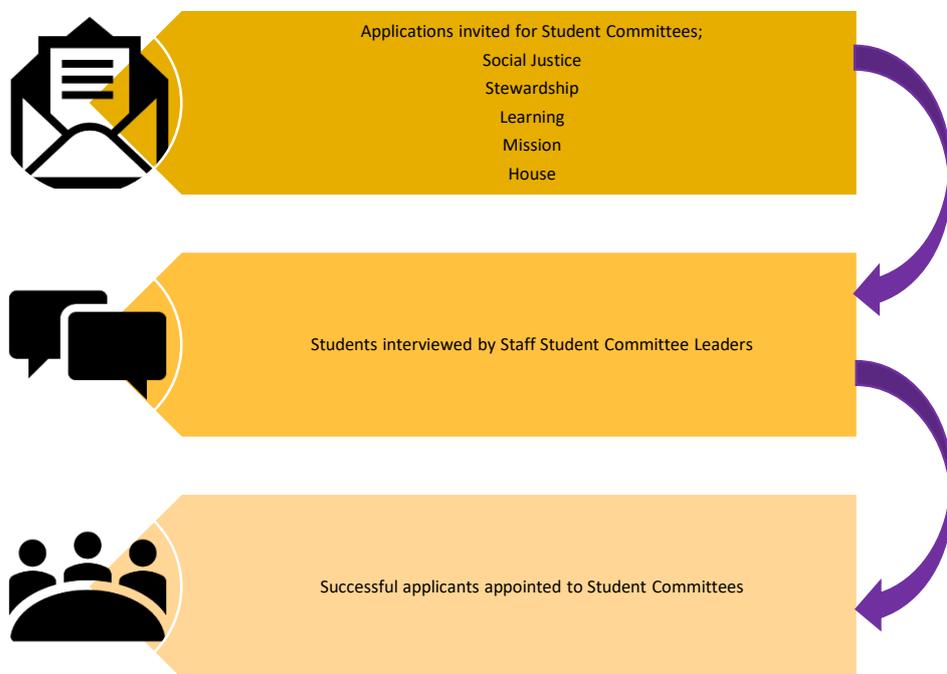
- All medication must be handed to the office for administration to students. This includes both prescribed and non-prescribed medication.
- The school office requires a letter from parents requesting medication be given to the student.
- Labelled prescription medications must be given to the office and they will be administered from there.

- Teachers will be notified if a student needs to leave class to take medication.
- Any over the counter medications (including Panadol) must be accompanied by a letter from a parent with instructions for use.

Student Leadership

Committee Structure

The College provides student leadership opportunities in 2018 through a committee structure. This structure is to be implemented in Term 2. The committee structure includes various areas which centre on whole school development and are linked to the College Pillars.



Student Management Guidelines

All interaction and management of students is based on the premise that students are made in God's image and have unique or individual strengths. The aim of student development is to cultivate and develop strengths in students to encourage them to be more positive contributors to the College community. All strategies, actions and consequences used in behaviour management are in place to, if needed, restore the relationship of students with the College.

System of Merit and Commendation

The College has implemented a Merit System which aims at recognising those things which students do well, whether by their own standards or by some absolute standard. It is as much to do with improvement as with achievement of pre-established standards.

Merits

These are congratulatory messages which may be given by Classroom Teachers, Homeroom Teachers, Sport Coaches, Student or Studies Coordinators.

Merits should be given for effort, behaviour or achievement beyond the ordinary expectations of the individual student for a variety of activities and situations. Merits are used when it is felt that recognition of a greater and more substantial nature is required than can be granted through the teachers' everyday classroom motivational system.

Merits are entered into the School's Student Management System (Compass) by the teacher. The teacher indicates the area and reason for commendation. This award is kept on the student's record and is communicated to the parents and student through Compass.

Student Coordinator's Award

When the student has received five (5) Merits, he/she will qualify for a Student Coordinator's Award. The Student Coordinator uses discretion in the event of a student qualifying for a certificate whilst on a monitoring card. Student Coordinator's Awards will be recorded on the School Management System as part of the student's record of wellbeing.

Assistant Principal's Award

When a student has collected three (3) Student Coordinator's Awards, they will qualify for an Assistant Principal's Award which will be presented at a College Assembly. The Assistant Principal uses discretion in the event of a student qualifying for a certificate whilst on a monitoring card.

Principal's Award

When a student has collected three (3) Assistant Principal's Awards, they will qualify for a Principal's Award which will be presented at a College Assembly. The Principal uses discretion in the event of a student qualifying for a certificate whilst on a monitoring card.

Other Awards

Exemplary Personal Profiles

Students who achieve exemplary personal profiles on their semester reports receive an Excellence in Effort Award at the School Assembly. These awards are determined at the end of each semester.

Perfect Attendance Record

Students who have a perfect attendance record with no absences in any given semester are awarded an Excellence in Attendance Award at the School Assembly. These awards are determined at the end of each semester.

Behaviour Management

In respecting the dignity of all students, it is acknowledged that all students have gifts and strengths that they should be encouraged to display. At the same time, self-discipline, self-reliance and self-respect need to be encouraged and promoted within students, thus allowing them to maximise their potential. Mutual respect must be fostered, and students should develop an understanding of the needs for appropriate behaviour, and the need for consequences when inappropriate behaviour is displayed.

The Level System

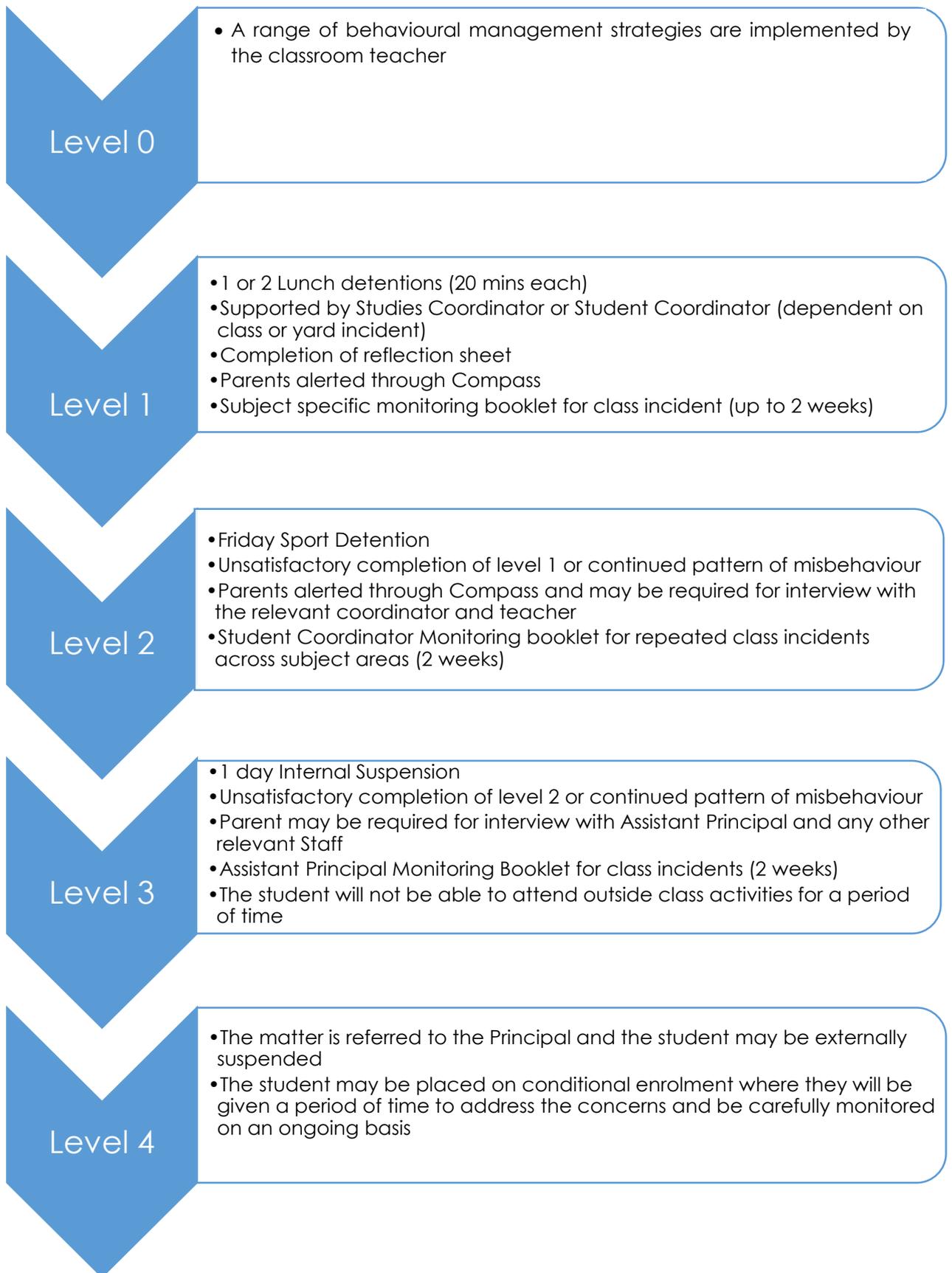
The College has adopted a Level System for student management. Depending on the misdemeanour, a student may enter at any level. For students who compromise their learning and/or the learning of others, it is expected that the classroom teacher would have used appropriate strategies to correct the student behaviour.

For a student to move onto a Level:

- (i) they would have demonstrated a pattern of inappropriate behaviour.
- (ii) they would have behaved in a way that seriously breaches student responsibilities and/or guidelines of the College.

The following diagram indicates the levels of behaviour management at St Bede's:

The Level System of Behaviour Management



Student Learning Support

Students with Learning Difficulties

The goal of Learning Support is to ensure that children with diagnosed disabilities and additional needs benefit from an inclusive education of quality learning opportunities with high expectations that consider each child's individual needs.

Staff consider parents as equal partners in the education of their children with additional needs and encourage communication on a regular basis. The dedicated staff also liaise with our wellbeing team and school psychologist in matters of wellbeing.

Literacy and numeracy support at St Bede's Catholic College is in the form of a whole school approach. Staff are committed to knowing all students and how they learn, working to their individual strengths and supporting them in areas of growth.

Students can be referred to the Learning Support Coordinator for further assessment and observation. Students who have learning difficulties will be supported through modified tasks and learning.

Gifted and Talented

Students were assessed early in term 1 through various Progressive Achievement Tests (PAT) and a Cognitive Ability Test (CogAT). These tests have been used to develop an understanding of individual student's strengths in reading, writing, numeracy and problem solving. The assessments inform teachers in their classroom differentiation of learning and assessment. Students who are identified as being gifted will be extended through enrichment in their core classes.

Sun Protection

St Bede's enforce the rule "no hat, play in the shade" with all students. Students are to wear the school hat at meal breaks, PE practical or sport sessions and whenever outdoors. Students are also encouraged to apply sunscreen.

Technology Guidelines

The College does not accept responsibility for loss, theft, misuse or damage to personal technology. Personal technology must be turned off from the time students enter the grounds until the end of the day. Any use of personal technology in the classroom is at the discretion of the teacher. If expectations are not adhered to, personal technology will be immediately confiscated to be collected at the end of the day. A second breach of this policy will entail Level 1 consequence and the Student Coordinator contacting home. Personal technology is not to be used to take photos or videos or to record lessons or conversations at school unless permitted by a teacher. School content cannot be posted online.

Transport Guidelines

Supervision at the College commences at 8.15am and concludes at 3.40pm. For workplace health and safety reasons children are not permitted to be at school outside of these hours.

Car drop off/pick up

Parents and carers are to enter the staff carpark and queue along the clearly marked lane for car pick up and drop off.

Buses

The Bus timetable can be found by visiting the Hunter Valley Buses website and clicking on the link to St Bede's Catholic College Chisholm under school buses.

Student own means

Bicycles, skateboards and scooters are required to be walked on and off the school grounds and stored at the designated storage area. Helmets must be worn correctly when riding to and from school.

Bus Applications and Lost ID Cards

Application forms for subsidised school transport (Opal card) can be completed at <https://apps.transport.nsw.gov.au/ssts/#/applyNow>. Students who have lost their ID card must inform the College office staff.

Uniform Guidelines

School Uniform

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of a uniform dress code.

The uniform worn by students is an integral dimension of our College's unique identity. The proud wearing of the College uniform, as per the requirements set out in this policy, is a statement of our high standards. In being true to the College's Mission Statement and in building a tradition of excellence and inclusivity, it is expected that all students wear their uniform proudly and to comply with guidelines defined within this policy.

Mandatory uniform garments are supplied by Williamson. All items (excluding shoes) are to be purchased at the uniform shop.

SUMMER UNIFORM	WINTER UNIFORM
BOYS	BOYS
Boys Shirt	Boys Shirt
Boys Shorts	Boys Trousers
Boys Adjustable Belt	Boys Adjustable Belt
School Socks	School Socks
Hat	Jumper
Spray Jacket	Blazer (optional)
	Spray Jacket
	Zip Tie
	Hat
GIRLS	GIRLS
Girls Shirt	Girls Shirt
Girls Skirt (on the knee length)	Girls Skirt (on the knee length)
Girls Shorts	Girls Charcoal Cotton Stockings
School Socks	Girls Slacks (school socks only with slacks)
Hat	Jumper
Spray Jacket	Spray Jacket
	Blazer (optional)
	Zip Tie
	Hat
SPORTS UNISEX SUMMER	SPORTS UNISEX WINTER
Polo shirt	Polo Shirt
Sports Shorts	Sports Shorts
Spray Jacket	Spray Jacket
School Socks	Track Pants
Hat	School Socks
	Hat

Related Documents: St Bede's Catholic College Uniform Policy which is available on the College website.

Ordering School Uniform

Parents/Carers can order the school uniform online through 'The Uniform Company' and the uniforms are able to be delivered to your home address or directly to the school. You will be given a unique log in to The Uniform Company website. Sample sizes of the uniform will be available at the St Bede's Administration Office to try on prior to ordering if required.

W. <http://www.theuniformcompany.com.au> **P.** (07) 3267 2888

Responding to Infringements

Students who do not adhere to the College Uniform Policy will be advised by their Homeroom teacher or class teacher on what they need to correct. The specific uniform infringement will be noted on their school record. If the student is issued three uniform infringements the matter will be referred to the Student Coordinator and the student will be placed on a Level 1 consequence. The parent or carer will also be notified. Any further breach of the Uniform Policy the student may be escalated to a Level 2 and parents may be required for interview.

Wellbeing of Students

Central to Wellbeing at St Bede's is the Catholic mission and identity reflected through the diocesan Vision Statement for Catholic Schools, "At the heart of everything there is always Jesus Christ".

The promotion of student wellbeing involves a whole school approach, which incorporates strategies and resources for successful learning, safe and inclusive environment and positive and caring relationships

The diagram below illustrates the 9 elements of the National Safe Schools Framework (NSSF) Audit Tool which will form the basis of well-being and pastoral care at St Bede's.



There are three ways in which wellbeing is put into action at St Bede's.

Successful learning



The school is **driven by a deep belief** that **every student** is capable of **successful learning**.

Positive & caring relationships



A **high priority** is given to **building and maintaining positive and caring relationships** between staff, students and parents. There is **strong collegial trust and support** among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing.

Safe & inclusive environment



The school works to maintain a **learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour**.

The nine key aspects of well-being and pastoral care that will shape the practices being developed in promoting student wellbeing and pastoral care at St Bede's are:

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing, student ownership and student leadership
8. Early intervention and targeted support
9. Partnerships with families and community

Work, Health & Safety

As per the fourth domain, Service and Governance, from our Foundation Plan, St Bede's Catholic College is committed to providing a safe learning environment for the whole community. We value the dignity and wellbeing of all people and are committed to providing a safe work environment and school culture that protects people's safety, health and welfare.

You are required while at the College to take reasonable care to ensure that your actions or omissions do not harm yourself or anyone else.

General safety rules for visitors & volunteers are outlined in this information brochure. Please familiarise yourself with them and ensure that you follow them.

Copies of the College *WHS Policy, First Aid Policy, and Emergency Procedures*, are available on our web-site. We recommend that you familiarise yourself with them so that you can work within our safety guidelines for your own benefit and the benefit of others in the College community.

Safety Procedures for Volunteers and Visitors

First aid is available to all people at this College, including visitors & volunteers, and is administered according to set procedures by a trained First Aid Officer. Access to the first aid room can be organised by the Office should medical assistance be required. If an injury has occurred, you may be asked to complete some incident-related documentation.

Report to College Office on arrival and sign in using the iPad.

1. Wear your ID badge while on College grounds.
2. Ensure that you:
 - Stay within designated areas
 - Use only the toilets or amenities allocated to you.
3. If an emergency evacuation or lockdown is called, ensure that you follow the College's Emergency Procedures.
4. Smoking, alcohol and illegal drug use are not permitted.
5. If a safety incident occurs, advise the College Office or staff member immediately.
6. If first aid is required, contact the College Office immediately.
7. If you identify a potential safety hazard, advise the College Office immediately
8. On completion of your visit, sign out

Emergency Procedures

Emergency drills, i.e. lockdown and evacuation, are carried out regularly so that the College community can respond calmly, quickly and safely. Visitors & Volunteers **MUST** follow the procedures whether it is a real emergency or a drill.

Evacuation: Move quickly via the most direct and safest route to the grassed area in front of the bus zone. Students line up in alphabetical order in their homeroom. If it is not safe to move to this area, move quickly to the alternate route which is at the western end of the staff carpark.

Lockdown: Move quickly to the nearest room and if locked identify yourself by your name, the name of your son/daughter and his homeroom class. Once inside the room follow the directions of the staff member.

If a drill or an emergency is signalled, please ensure that you:

- Follow the *Emergency Procedures*
- Proceed calmly to the emergency Assembly Point at Breen Oval

- Follow the directions of school staff.

The signal that an EVACUATION emergency is occurring is a continuous siren which alternates between a low and high tone. The LOCKDOWN signal is the normal bells for change of periods running continuously for a minute.