# TABLE OF CONTENTS

- Letter from the Principal ......................................................... 3
- Welcome from the Year 7 Coordinator ....................................... 4
- Vision and Mission Statement .................................................. 5
- The Middle Years - (Years 7, 8 and 9) at Bethany ....................... 6
- Years 7 and 8 (Stage 4) Curriculum ......................................... 7
- Connected Learning Experiences .............................................. 14
- Learning Support at Bethany College and College Library Services .... 15
- Co-curricular activities ............................................................ 17
- College Policies and Expectations ............................................ 20
  - Pastoral Care
  - Year Coordinator’s Role
  - Uniform Expectations
  - College Planner Expectations
  - Anti-Bullying Policy
  - E-bullying or Cyber-bullying
  - Year 7 Laptop Computer Program
  - Parent/Student Acceptable Use Agreement
  - Parent Permission to Participate in E-learning
  - Personal Electronic Devices Policy
  - Student Assessment Procedures
  - ‘Act Justly’ Student Management Structure
  - Privacy Statement
  - The Use of Student Images for School Use and Promotion
- General Information ............................................................... 42
  - Starting Secondary School
  - Handy Hints for Secondary School
  - Homework
  - Timetable Cycle
  - Houses
  - Reports, Parent-Student-Teacher Interviews
  - Parent Involvement
  - Absences from school
  - Bethany College Counselling Service
  - School Uniform Exchange
  - Student Travel and Parent Parking
  - Café Bethany
  - Stationery Needs for 2016
  - Who to Call
  - List of Teaching and Learning Coordinators
Dear Parents/Caregivers,

As they begin secondary education, your daughters will focus on what type of learners they are and on developing strategies for learning that are most effective for them. The students will be helped to develop a range of key skills including interpersonal, technology, metacognition, numeracy, literacy, organisation and presentation. A program to develop effective learning and success in all aspects of life, Connected Learning Experiences, will play a significant role in Year 7.

Bethany College has a commitment to the values of faith, hospitality and shelter, friendship, work of God, welcome and healing, as evidenced by the College Motto:

    Act justly, love tenderly, and walk humbly with your God.

The staff looks forward to a close, mutually supportive partnership with you, the Bethany parents. Together we will help the students grow into successful and confident young women who value their relationships with their God, their family, their community and their planet.

Yours faithfully,

Vicki Lavorato
Principal
Dear Parents/Caregivers and Students,

It gives me great pleasure to welcome you to the Bethany College community. Entering high school to begin the years of secondary education can be a challenging experience. The staff and students of the College will guide you through this time and provide you with a warm and caring environment.

Each student is treated as an individual and taught to respect her peers and teachers. We work to ensure the students feel secure and have a sense of belonging. We have a strong commitment to school spirit and encourage all students to actively participate in school events. The students of our College are expected to maintain a high standard of dress, behaviour and application to class work and homework.

Girls, you will be pleased to know that your first day of High School will be on **FRIDAY, 29 JANUARY, 2016.** You are asked to be at school by **8.30am** in your full summer uniform. Please bring all your books and equipment.

We will assemble in Yallunga Hall before moving to our homerooms.

Please do not hesitate to contact me at any time though if you have any queries.

Yours faithfully,

Laura Rizzo  
Year 7 Coordinator
VISION

As a community, inspired by the Gospel of Jesus, we believe we are called to:

- Act with justice for the benefit of each person locally and globally.
- Love and accept ourselves and each other as God loves us.
- Walk our journey with honesty, humility, courage and integrity, striving for wholeness, trusting in God’s providence, care and guidance.

MISSION STATEMENT

In order to realise our mission we, the Bethany community, commit ourselves to:

Act with justice for the benefit of each person locally and globally by:

- Encouraging a spirit of prayer, reflection and action.
- Integrating Catholic values into teaching and learning, school policy and procedures.
- Working for those in need.
- Critiquing the values of our society in light of the challenge of the Gospels.
- Establishing and maintaining clear boundaries based on just principles.
- Treating each person fairly and with respect.
- Promoting equity of educational opportunity.

Love and accept ourselves and each other as God loves us by:

- Encouraging students to take a responsible role in their learning, expanding their horizons and taking risks to learn.
- Developing good relationships based on respect, forgiveness, reconciliation and hope.
- Celebrating God’s love for us in prayer and Eucharist, growing in our understanding of God’s Mystery and Truth.
- Building genuine partnerships with parents, parish and the community.

Walk our journey with honesty, humility, courage and integrity, striving for wholeness, trusting in God’s providence, care and guidance by:

- Being a community of learners, actively seeking opportunities for growth.
- Providing a safe, challenging and nurturing learning environment where success is defined by personal best.
- Celebrating personal and community achievements and efforts.
- Valuing the gifts and contribution of each member of our community.
TRANSITION TO SECONDARY SCHOOL

• The Early Adolescent Learner

The period of early adolescence, which coincides with the beginning of Secondary schooling and represents a critical phase of development in students’ lives. This is a period of rapid physical, emotional and intellectual development, and a time when patterns of thinking and behaviour are established for the short and longer term.

Studies have pointed to the need to engage young adolescents more effectively in their learning. A major focus has been on encouraging and supporting students in taking a more active role in their own learning. Engagement involves interactions within schools and between schools and their communities; however it fundamentally applies to the relationship between student and teacher and student and curriculum.

• Transition and the Plateau phenomenon

There is clear research that as students enters the middle years in a new school, motivation and academic achievement can decline. It can be difficult for students to manage the demands of secondary school with multiple teachers and classrooms, lockers, ramped up homework and assessments and peer pressure, at the same time they are going through puberty.

YEAR 7 AND YEAR 8 AT BETHANY COLLEGE

Years 7 and 8 will be divided into homeroom groupings, each having a Homeroom Teacher facilitating regular pastoral time so they can build meaningful relationships and develop an holistic approach to teaching and learning.

A unique program at Bethany College is the ‘Connected Learning Experiences’ in Year 7. The purpose of the Connected Learning Experiences is to assist students understand how they learn, what type of learners they are and develop strategies for learning that are most effective for them. The Connected Learning Experiences enable the students to develop a range of key skills including interpersonal, ICT, metacognition (learning about how we learn), numeracy, literacy, organisation and presentation.
YEARS 7 & 8

(Stage 4)

CURRICULUM
**RELIGIOUS EDUCATION**

Religious Education is an integral part of the curriculum at Bethany College. The College endeavours to provide a Christian atmosphere where students are challenged to make decisions based on an understanding gained from both knowledge and experience. At Bethany College we understand Religious Education to be a process whereby students are assisted towards:

- making sense of everyday life experiences;
- gaining access to and understanding of the traditions of the Catholic faith community, its story, 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.

Religious Education is studied by students from Year 7 to Year 12. The course is an academic subject and all students are required to complete assessment tasks and class work in each unit of work studied.

Students have the opportunity to participate in prayer experiences and celebrate liturgies throughout the year. There will also be opportunities for celebrating the Sacraments of Eucharist and Reconciliation.

**YEARS 7 AND 8 RELIGIOUS EDUCATION PROGRAM**

In Year 7, students will study their own story, the story of Bethany College, their Parish and the wider Catholic Church Community, the Church’s Liturgical year, the Bible and it’s stories, Christian prayer, Christian stewardship and creation and Christian moral decision making.

In Year 8, the study of Scripture continues with the emphasis on Jesus and the Gospels, early Christian communities and ministries in the Church, the influence of Jesus and living the Christian life.

**Other relevant information:**

Year 7 and 8 students will participate in a Reflection Day which is part of the Religious Education Program at Bethany College.

All Year 7 students will be presented with a Bible early in Year 7. This special resource will remain with them until Year 12 and will be used in class regularly. The *To Know, Worship and Love* e-texts are required to be purchased. During the year students are encouraged to use these e-texts and engage parents in discussion around topics being explored in class.

Students who have attended non-Catholic primary schools will participate in an immersion program “Being Catholic” in Term 1, which will address aspects of the Catholic tradition.
ENGLISH

The Year 7 English Course begins with a Novel Study in which students are required to identify and focus on a key concept. They will analyse their text to discern how the message of this concept is communicated as well as work independently to integrate a related text. The Year 7 Poetry Unit involves an emphasis on Poetry ‘Across the World’ – students will be introduced to the work of a variety of poets as well as be guided through an exploration of a variety of poetry styles and poetic techniques. Students will engage in language based activities and will be exposed to a variety of writing styles. The students also undertake an introductory study of work of William Shakespeare. They will become familiar with the language and style of Shakespeare’s plays and, through the study of extracts of his most popular works, develop an appreciation of the universality and enduring appeal of his plays.

Other relevant information:
Students will be provided with the opportunity to participate in debating competitions, public speaking competitions and writing competitions.

MATHEMATICS

In Year 7 the students consolidate and extend their numeracy skills in the four operations, fractions, decimals and percentages then move onto the study of directed numbers. Algebra is introduced to the students and they continue to explore the Measurement, Geometry and Data strands.

In Year 8 the students are placed into streamed classes according to their Mathematical achievement level at the end of Year 7. All groups will cover the same CORE topics across the five strands Number, Algebra, Measurement, Geometry and Data. The opportunity will be given to extend the more able students and remediate those students who are struggling with Mathematical concepts. The performance of each student will be closely monitored and changes may be made accordingly.

Other relevant information:
Each girl in Year 7 is required to have an A4 Grid Book, a non-programmable scientific calculator e.g. (CASIO fx82AU plus) and a geometry set. Most students, from Year 7 and Year 8 classes 8.1 and 8.2, will enter the Australian Mathematics Competition in August. The students are given many opportunities to use online Mathematical websites to explore and consolidate their knowledge and practise their skills.
The Science Australian Curriculum is a foundation for students’ future learning, growth and active participation in the Australian community. By the end of Year 7, students will be able to:

- **describe** techniques to separate pure substances from mixtures
- **represent** and predict the effects of unbalanced forces, including Earth’s gravity, on motion
- **explain** how the relative positions of the Earth, sun and moon affect phenomena on Earth
- **analyse** how the sustainable use of resources depends on the way they are formed and cycle through Earth systems
- predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences
- **describe** situations where scientific knowledge from different Science disciplines has been used to **solve** a real-world problem and then **explain** how the solution was viewed by, and impacted on, different groups in society
- **identify** questions that can be investigated scientifically
- plan fair experimental methods, identifying variables to be changed and measured
- **select** equipment that improves fairness and accuracy and **describe** how they **considered** safety
- draw on evidence to support their conclusions
- summarise data from different sources
- **describe** trends and refer to the quality of their data when suggesting improvements to their methods
- communicate their ideas, methods and findings using scientific language and appropriate representations

In our teaching and learning programs there is a strong focus on Scientific literacy. Students’ participation in extension activities both in and out of the classroom is strongly encouraged.

**Other relevant information:**

**EXCURSIONS**: There is an excursion scheduled for Year 7 and 8 students.

**COMPETITIONS**: Students are strongly encouraged to take part in the Australian Schools Science Competition each June, as well as others such as Young Scientist, BHP awards and CREST awards.
HUMAN SOCIETY AND ITS ENVIRONMENT

Bethany College students will study History and Geography in Years 7 and 8 on a semester rotation. A semester is two terms in length. Both History and Geography for Years 7 - 8 have a global focus. Each subject will have two assessment tasks per semester. These tasks will enable students to reflect on the skills they have learnt over the semester.

World History
Students will study aspects of the ancient world, from Australia's ancient past to Ancient Egypt and Ancient China. Students will learn about the physical features of past societies and the daily life of individuals, including their beliefs and practices. They will develop historical skills by studying how historians and archaeologists investigate history by using sources, excavations and archival research to better understand the past. The course has a strong emphasis on the development of historical and literacy skills with teaching and learning focusing on building creative and critical thinking capacity, source analysis, research techniques and writing skills.

World Geography
Students will study various physical environments and human interaction with these, management of environments and global citizenship. The course begins with role of geographers and the tools and skills they use. It moves on to study major global environments, the changing nature of the human environment and the global issues that shape us now and for decades to come.

In this stage, students will participate in a relevant History site study and a Geography fieldtrip.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

The Personal Development, Health and Physical Education Key Learning Area provide a compulsory course of study for Year 7 – 10 students. The PDHPE course consists of both theory and practical components.

The Year 7 and 8 PDHPE course is designed to encourage students to make informed decisions related to personal health, physical activity and lifestyle behaviours. Content areas covered in this course include:

- Self and Relationships
- Movement Skill and Performance
- Individual and Community Health
- Lifelong Physical activity

Students will be provided with opportunities to develop the following skills:

- communicating
- critical thinking
- interacting
- moving
- decision making
- problem solving
- performing
- valuing
Other relevant information:

The PDHPE course is timetabled as 5 x 50 minute periods over a 2 week cycle. The cycle is split up with two periods being practical and three periods being theory. Students are allocated practical lessons by their teacher and on those days will be expected to be in full sports uniform, including correct shoes and cap.

TECHNOLOGY AND APPLIED STUDIES

The Technology and Applied Studies Key Learning Area brings together a diverse set of disciplines with different histories and traditions, all sharing an interest in effective design and practical experience in the use of technology. The course encourages students to use technology productively and to become enterprising people. It involves students in generating ideas, problem solving and developing technical skills while using the design process to generate a solution to a design situation.

Technology Mandatory is the foundation course for the Technology and Applied Studies Key Learning Area and is a compulsory course for all students. It is studied in Years 7 and 8 at Bethany College. The course covers a broad range of technologies and involves practical experiences in designing, making, evaluating, using computers, communicating, marketing and managing in the areas of The Built Environment, Information and Communication, and Products, incorporating technologies such as:

* Polymer
* Textiles
* Food
* Timber
* Paper
* ICT
* Glass

VISUAL ARTS

The Mandatory Course in Year 7 and 8 Visual Art provides students with new and significant experience in this subject area.

The course consists a duration of 100 hours in which students engage with a variety of concepts and practices which form a foundation for future study in the Visual Arts. Students explore a variety of artmaking practices in 2D and 3D forms as well as investigating themes and identifies in art history. The aim of the course is to extend students perceptual, conceptual and evaluative understanding of the Visual Arts and develop students competencies in the practical application of artmaking through the exploration of and new methods and materials.
Throughout the course students develop a greater understanding of the diverse nature of the Visual Arts and the ways in which images and objects are created, identified, interpreted and valued in a broad cultural context. Students also develop a positive concept of self through the recognition that the individual is inherent in the creation and study of the Visual Arts.

The course is semesterised with Year 7 and Year 8 completing one semester of Visual Art per year.

**MUSIC**

Music in Years 7 and 8 provides a broad-based introduction to secondary study in this subject. Students develop their knowledge and skills through focus on performance, composition and listening activities. They investigate a variety of musical styles and contexts.

Students will have the opportunity to use industry-standard technology and equipment to record, compose, mix, sample and edit music. Students will study keyboard, guitar and voice and have the opportunity to perform in the classroom. For those who require or wish to be extended, there is an open invitation to join one of our many diverse extra-curricular programs including Concert Band, Rock Band, Choir, Liturgical Musicians and/or Private Instrumental and Vocal Lessons.

Music provides important opportunities for students to develop intellectually and emotionally. Composing and listening activities allow students to recognise, understand and create complex patterns and sequences thus developing their lateral thinking and higher order reasoning. Through the study of voice or an instrument, students improve muscular development and build their understanding of the written musical language. Performance affords students the opportunity to carefully plan and execute a multi-step project while developing self-confidence and social skills through self-expression. Students will also become audience members, listening to peers and attending performances.

The music course is semesterised, with Year 7 and Year 8 completing one semester per year. Students may then select Music as an elective in Years 9 to 12.

**LANGUAGES**

Bethany College provides a full year course (100 hours) in Italian for Year 8. Students may then continue to study Italian as an elective in Years 9 – 12.

**Other relevant information:**

Students in Year 8 will focus on themes such as personal identity, family, school, sport, travel and Italian culture.

Students will be required to purchase an exercise book. It will also be beneficial to have an Italian dictionary at home.
Students will have the option of participating in the National Language Competition.

Students will also have the opportunity to study their community language at the Saturday School of Community Languages outside of school.

**CONNECTED LEARNING EXPERIENCES**

The purpose of the Connected Learning Experiences (CLEs) is to assist students year 7 students in their transition to secondary school. The program aims to assist students understand how they learn, what type of learners they are and develop strategies for learning that are most effective for them.

The four lessons of CLE per cycle in Year 7 will encourage the students to become reflective learners by understanding the language of learning.

Each term, CLE will focus on key aspects that assist students in their transition to secondary school, with a particular emphasis on learning strategies and student wellbeing. Over the year students will build their capacity in:

- Developing an understanding of **Bethany Values** and the **School Wide Pedagogy**
- The use of **Cloudshare** as a learning tool
- Effective **Study Skills** that support their learning
- The role of **Goal Setting** in academic achievement
- Developing core **Literacy Skills** around reading & paragraph writing
- **Community Engagement**
LEARNING SUPPORT AT BETHANY COLLEGE

PHILOSOPHY

At Bethany College we cater for the learning needs of students of varying potential, preferred learning styles, and differing cultural and/or language backgrounds. We have a Learning Support team of teachers at Bethany College who:

- Support students experiencing difficulties in their learning across all Key Learning Areas.
- Support students requiring enrichment/extension across Key Learning Areas.
- Support teachers via professional development and resource development which is embedded into learning programs.

The Programs outlined below have been designed by the Learning Support Team to assist teaching and learning at Bethany College:

- **Special Education Programs** and support for students with learning difficulties and/or disabilities.
- **ESL Programs** and support for students who mainly speak a language other than English at home.
- **Gifted Education Support (See Scientia Class Information following)** for students whose potential is distinctly above average in one or more of the domains: intellectual, creative, socio-affective and physical.
- **Literacy support** for students who have not achieved the national benchmarks for Literacy or Number growth as per NAPLAN results. Literacy support is available through other programs such as Lifesavers and After School Tutoring.
- **Lifesavers** - a lunchtime support service for students to assist them with any classwork or assignments they are working on. Students have responded enthusiastically to this opportunity and the feedback has been very positive.
- **Number Crunchers** - this runs once a week at lunchtime, and provides an opportunity for all students to get help from a Maths teacher or the senior students in attendance. Many students have made use of these opportunities, especially just before tests and exams, but there is always room for more.
- **Science Help Desk** - all students are welcome to attend the Science Help Desk where a Science teacher is available for assistance once a week at lunchtime. Students may have particular difficulties requiring specialist coaching in Science or they are able to work on Science homework with access to a teacher for help if needed.
- **Social Skills Program** and support for students to build skills needed to interact with others in social situations and to build rapport with their peers.
- **After School Tutoring Program** for students to assist with classwork, homework or assignments. This program runs four afternoons a week.
SCIENTIA CLASSES AT BETHANY (YEARS 7-10)

Bethany College is committed to addressing the individual needs of students and creating opportunities for each student to realise her full potential. This involves provision for students who have been identified as academically gifted or highly capable.

Gifted or highly capable:
Françoys Gagné, 1 estimates that approximately 10% of the population could be described as Gifted and Talented and experience within Sydney Catholic Schools would indicate that up to 15% of students could be described as being highly capable. Among this 15% of students there are great differences in levels of ability, learning preferences and motivation, however, typically these students display the capacity to learn and achieve at high levels in comparison to their cohort group.

Personalised learning:
The diversity of learning preference, interests and capacities reflected among highly capable students is a reality for all students in Sydney Catholic Schools. In recognition of this, new and innovative approaches are being explored to ensure that learning can be tailored to better meet the personal and differing needs of each student. Scientia classes at Bethany target students who have been identified as highly capable and ensuring that learning meets the individual needs of all students.

Identification processes:
An important element in personalising learning for students is the rigorous and comprehensive processes which identify the strengths, needs and dispositions of students to their learning. Scientia class identification uses a range of instruments, addressing multiple criteria, to assist our teachers in the process of identifying the needs of students. We develop a more complete profile of student learning needs using a variety of objective and subjective measures which are a significant component of the identification process. Typically, the identification process could include primary school student performance data, external testing, teacher professional judgement and student interest inventory tools.

Classes in Year 7
In Year 7, Bethany College offers a Scienta class in Religious Education, English, Mathematics and History/Geography and P.D.H.P.E. The identification processes used enable us to profile students’ literacy and numeracy skills in order to form the classes.

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COLLEGE LIBRARY SERVICES

The Fr Ron Harden Library provides curriculum based resources, literature and recreational materials in a variety of formats to support the changing needs of the Bethany community.

Our priorities are:

- assisting students in developing skills necessary to become lifelong learners by leading them in the process of finding, organizing and using information in print, electronic and other formats
- offering a rich and diverse fiction collection which encourages students to engage in one of life’s greatest pleasures – Reading. The library staff have a strong commitment to the development of good reading habits and are experienced in the guidance of both voracious readers and those who are a ’little harder to fit’.

Students have access to the Library and its specialist services at recess, lunch and before and after school.

CO-CURRICULAR ACTIVITIES

SPORT

Bethany College is one of 14 schools that belong to the Catholic Girls Secondary Schools Sports Association (CGSSSA). Throughout the year many gala day competitions are staged in various sports to offer inter school based competition.

Bethany College also competes in the Sydney Catholic Colleges (SCC) weekly sports competition against 7 other schools. This competition is held on Thursday afternoons during the allocated sport periods.

This Association provides a pathway to NSWCCC and All Schools team selection.

These competitions provide stimulation and challenge as well as the opportunity to apply, test and further develop skills in a game situation. A wide range of sports are offered; these include swimming, cross country, athletics, tennis, touch football, netball, softball, basketball, volleyball, dance, gymnastics and cricket. All students are eligible and encouraged to present themselves for selection in these teams.

RECREATIONAL SPORT

Recreational sport is offered weekly to those students who do not represent the College in the SCC Competition. This is an opportunity for the girls to participate in a wide variety of physical activities both at school and in other local community environments.
CO-CURRICULAR ACTIVITIES AT BETHANY

- Debating
- Public Speaking
- Band
- Choir
- Drama production
- Dance groups
- Duke of Edinburgh Program (from Year 9)
- Representative Sport
- Soccer
- Basketball
- Netball
- Tennis
- Touch football
- Swimming
- Athletics
- Oztag
- Gymnastics
- Cross Country
- Dance
- Volleyball
- Cricket
- Softball
- AFL
- Fitness Club

DEBATING

Bethany College participates in the Regional Catholic Schools Debating Competition with local schools in the surrounding area during Terms 2 and 3. This is a great opportunity for students to develop and improve their communication and team work skills as well as build on their knowledge of current topics and events. Debating provides an excellent opportunity for students to become involved in the extra-curricular life of the school while making new friendships along the way.

MUSIC

The available programs in 2016 are:

CONCERT BAND Free (Woodwind/Percussion/Brass)
JAZZ/ROCK BAND Free (Brass, Guitar, Bass, Drums, Voice)
CHOIR Free (Voice)
LITURGICAL MUSIC Free (Voice, all instruments)
PRIVATE LESSONS $30.00 per ½ hour lesson (woodwind, brass, guitar, drums and percussion, piano, voice, strings)
$30.00 per semester Administration Fee
$80.00 per semester Instrument Hire
ENSEMBLE MUSIC 2016

Students are encouraged to join one or more of the following musical ensembles. In most cases, instruments are available for rent from the school for a small fee.

- Ensembles will run based on the numbers of students signing up in 2016.

CONCERT BAND

This exciting program is where woodwind, brass and drum students will experience guided instruction through large ensemble rehearsal and small group tutorials. Beginners and experienced players are welcome! Students will be challenged according to their ability and experience.

CHOIR AND ADVANCED VOCAL ENSEMBLE

If students are interested in advancing their musical skills through singing, then one of these is the ensemble for them. Students will receive guided instruction through weekly rehearsals. There will also be various opportunities to perform throughout the year. Students do not need to audition for the choir but will be required to audition for the advanced vocal ensemble.

JAZZ AND ROCK BAND

This is an opportunity for advanced woodwind, brass, percussion, guitar, bass, drum and voice to come together in an advanced ensemble. Students are welcome to audition in the early part of the year. Weekly rehearsals and regular performances challenge this ensemble to perfect sophisticated music.

SCHOOL MUSICAL

This is an opportunity for students who are interested in participating in the bi-annual School Musical. Auditions will be held in early February. Students will be required to dance, act and sing in the audition.
COLLEGEolicies

&

EXPEctations
**PASTORAL CARE & WELL BEING**

At Bethany College the Pastoral Care of students is seen as crucial to their effective learning. To this end we have set up structures which will support our students in all areas of their school life. In Homeroom, subject classes and Year groups, students enjoy an environment which acknowledges and values the unique dignity of each person.

The Homeroom teacher will play an important role in the pastoral care of your daughter and will initiate activities in the Homeroom which will focus on the needs and interests of the group.

The Big Sister Little Sister Program operates at Bethany College. Year 10 students work with Year 7, helping them in their transition to High School.

Please feel free to contact your daughter’s Homeroom teacher if you have any queries or concerns.

**YEAR COORDINATOR’S ROLE**

The role of the Year Coordinator is to work with the Students, Staff and Parents to create a community which:

- fosters and develops the self-esteem and learning of each student
- recognises that the respect of self and others is paramount
- recognises that we have rights and corresponding responsibilities
- promotes and celebrates personal academic achievement and individual growth.

In addition to administrative and organisational duties the role of the Year Co-ordinator encompasses the pastoral care of our students.

Pastoral care at Bethany College embodies the development of the whole person. This will at times be positive reinforcement, but may also require firm and clear direction. Students will be well informed of expectations as a member of the Bethany community. These pertain specifically to behaviour, uniform and use of the College Planner. We ask that parents work with us in ensuring these expectations are met.

Transition support is a main focus for the Year 7 Coordinator. In Year 7 students are supported in the transition from primary to secondary school.

It is essential that we have an open line of communication between school, students and parents. The Year Coordinator can be contacted at any time regarding any aspect of your daughter’s school life.
Bethany's Counselling Services

Bethany College provides counselling services to our students as part of the pastoral program. This service reflects the values of the Bethany College tradition, with particular emphasis on relationships, wholeness, justice, service, welcome and acceptance.

The Bethany College Counsellor (Katerina Stratilas) is a Clinical Psychologist with extensive experience in working with adolescents as they embark on a journey of self discovery, guided by the college ethos of love, faith and respect. The role of the school counsellor at Bethany College is to provide a counselling service for students and support for parents and teachers in respect to students.

The counselling service is provided for all students 7 - 12. Students are welcome to self-refer, or can be referred directly by parents or teachers. All secondary students are welcome to approach the counseling service to request an appointment about any concern, with the expectation of a high level of trust and privacy. Such a process can provide essential support for students experiencing difficulties. The school counsellor is especially familiar with the issues that are likely to emerge across the development period, including anxiety, depression, self-esteem, social difficulties etc. Counselling may also be seen as a preventative process aimed at enhancing resilience, stress management, study skills and health management … to name a few.

The counselling service is mindful of the benefits of a team approach to welfare and support; working with parents and teachers remains a priority. Our pastoral team works closely in organizing meetings, workshops and programs that will support the development of positive well-being in our students.
UNIFORM EXPECTATIONS

- Dress length should be to the middle of the knee or just below.

- Regular black, leather, **lace-up school** shoes are to be worn. All variations (e.g. buckles, high heels, moccasins, boat shoes and sports shoes) are not allowed. If students appear in non-regulation footwear, parents will be requested to have those shoes replaced.

- In Summer, College navy socks are to be worn. Folded over, not pushed down. No long socks pushed down.

- In Winter, College tights or College long socks are to be worn. No ankle socks are allowed.

- The blazer is to be worn as the outer garment to and from school in Terms 2 and 3, and if cool.

- The jumper is to be worn under the cardigan - it is not the outer garment.

Hair should be:- neatly groomed, long hair should be tied back with a College ribbon. Hair is to be a natural colour. Obvious tints and streaks are not permissible. No undercuts permissible.

- The **only** jewellery that is permitted with the school uniform is as follows:
  - one plain gold or silver ring
  - one set of gold or silver studs or sleepers worn in the lowest lobe of the ear. No nose, tongue studs or any other visible facial piercing will be accepted.
  - a watch.

- Make up: None at all.

- Nails: No coloured nail polish, shellac, artificial acrylic/gel nails.

- Tattoos: None at all

- **Sports Uniform:**
  - Only the school sports uniform may be worn

  **Summer sports uniform**
  - College sports T shirt
  - College shorts
  - College sports socks
  - College sports cap
  - Well supported, lace up sports shoes. (No canvas shoes or boots)

  **Winter sports uniform**
  - College Tracksuit
  - College sports T shirt
  - College sports pullover (optional in cooler weather to be worn in addition to tracksuit)
  - College sports socks
  - College sports cap
  - Well supported, lace up sports shoes. (No canvas shoes or boots)
• Track suits are compulsory for Terms 2 and 3
• Only on sport days and days of practical PDHPE lessons are students permitted to wear sports uniform to and from school.
• Sports hat must be worn.

• Please refer to College Planner for further information.

**COLLEGE PLANNER EXPECTATIONS**

• All students at Bethany College are to have and use the official College Planner.

• The planner is to be looked after. If it is defaced, a new one is to be purchased from the Bursar’s Office.

• All homework, revision, assignment and project work, home study, learning exercises are to be entered in the Planner each day as they are set.

• Planners are to be taken to all classes.

• Planners are to be signed by teachers and parents each week.

• Parents are asked to sign the Planner when correspondence from staff is entered into the planner.

• Teachers will make use of the Planner to record special notes, late arrivals and to correspond with parents.

• Parents are invited to use the Planner to communicate with members of the teaching staff.

• Students must look after their Planner with great care. It is a part of the official school records. No one is to interfere with another's Planner.

• Loss of the Planner is a matter that is to be brought to the attention of the Year Coordinator.
ANTI–BULLYING POLICY

Every person at Bethany College has the right to experience positive and respectful relationships between all members of the school community, staff, students, parents and clergy. They also have the right to learn in a happy and safe environment. We believe that bullying devalues, isolates and frightens people so that they no longer believe in their ability to achieve and contribute. Therefore we will not tolerate any form of bullying at Bethany College.

Bullying may be:

- Verbal, including name-calling, teasing, racist remarks, sexist comments, put-downs, etc.
- Non-verbal, such as obscene gestures or inappropriate acts.
- Physical, including pushing, hitting, tripping, hair pulling, etc., or stealing, hiding or damaging belongings.
- Social, such as alienating or ignoring someone or spreading rumours, or excluding from groups.
- Psychological, where someone is made to feel threatened by dirty looks, staring, deliberately turning away, etc.
- Sexual harassment, such as sexist comments or inappropriate acts.
- E-bullying, such as inappropriate text messages, emails, chat-room gossip, etc.

Responses to bullying at Bethany College

All members of the school community must play their part in preventing bullying. We will:

- openly talk about bullying- what it is, how it affects us and what we can do about it
- work towards providing a safe environment to inform
- take all reports of bullying seriously.

Responsibilities of students:

- Report all incidents of bullying, whether it is happening to you or someone else.
- Help anyone who is being bullied.
- Build positive relationships so that bullying does not occur.

Responsibilities of staff:

- Be positive role models in relationships with others.
- Deal with all reported and observed incidents of bullying as set out in this policy.
- Educate students in ways to prevent bullying.
- Ensure that students are actively supervised at all times.
- Respect the privacy of the individuals involved in a bullying situation.

Responsibilities of parents/guardians:

- To reinforce the view that bullying is not acceptable at Bethany College.
- To discuss this policy with your daughter.
- To watch for signs that your daughter may be being bullied.
- To speak to someone on staff at Bethany College if your daughter is being bullied, or you suspect that this is happening.
- To encourage your daughter to inform if she is being bullied.
E-bullying or Cyberbullying:

“Cyberbullying involves the use of information and communication technologies such as email, mobile phone and pager text messages, instant messaging, defamatory personal Websites, and defamatory online personal polling Websites, to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others”. Bill Belsy.

Cyberbullying breaches our College’s “ICT Student Acceptable Use Policy” outlined on the following pages.

What can you do to prevent cyberbullying?

- Never give out personal information or passwords, PIN numbers, etc.
- Use netiquette.
- Don’t send a message to someone else when you are angry.
- Don’t open a message from someone you don’t know.
- You don’t have to be “always on”. Turn off, disconnect, unplug, try actual reality instead of virtual reality!

What to do if you are being cyberbullied?

- Do not keep this to yourself!
- Tell an adult you know and trust.
- Do not reply.
- Do not delete message from cyberbullies. Keep it as your evidence.
- Inform your Internet Service Provider (ISP) or mobile phone/pager service.

Useful Websites:

www.kidshelp.com.au

YEAR 7 LAPTOP COMPUTER PROGRAM

In response to an increasingly information-rich society, the Sydney Archdiocesan Catholic Schools (SACS) Board has made the decision that all students from Years 7 to 12 will be equipped with a technology device as a tool for learning. As a result, all students in Year 7 will receive a HP440, early in Term 1.

This laptop will be used by the student until the end of Year 9. The laptops remain the property of the school until the end of the 3 year rental period. After this time, parents may opt to keep the device at no additional purchase costs provided that they have met all required hire payments.

The term fees relating to the Laptop will be outlined below:
- EBook Software $106.00 per year
- Laptop Rental $328.00 per annum (3 years)
- Laptop Insurance $55.00 per year (plus $100 excess per claim)

Each device will include a carry bag and a selected bundle of software which will be updated as necessary. Each laptop will have wireless connectivity which is for the student to use at school and at home. School-based technicians will be able to solve most hardware and software problems which should reduce ongoing maintenance and service costs to parents. Most textbooks will be replaced with electronic versions and will be installed on the laptops to minimise weight carried by students in their bags.

Repair Procedures

In the event that the laptop is not functioning correctly, a repair form must be filled in by the student describing the problem. The ICT technicians will then organise the repair of the laptop. In the case of physical damage to the laptops, there will be a charge to families to cover the out-of-warranty expense.

Acceptable Use Agreement

At the start of each year, students and one parent/guardian will be required to sign the Acceptable Use Agreement (included in the attached pages). This Agreement covers the responsibility of students to ensure that the laptops are used primarily for their educational benefit. They must not be used as a social networking tool or to defame fellow students/teachers.

There is an additional clause requesting consent for students to create online profiles and publish content for selected sites as directed by a teacher.

Classroom Requirements

Laptops are to be fully charged overnight and brought to every class in a detention and / or originally supplied case. They must be secured in the student’s locker or be present with the student at all times.

Any breaches of this duty of care will result in the confiscation of the laptop for a short period. The teacher’s instructions for use must be followed at all times.
**Laptop Training**

All Year 7 students will be involved in Laptop Training (Boot Camp) that will cover connectivity to the wireless and internet/intranet at school, accessing electronic textbooks, managing backups, repairs, the Google environment for file management and accessing shared network resources.

**Personal Devices**

In some instances, students may be asked to bring or use personally-owned phones, ipods or tablets to participate in a learning experience. In this case, students are permitted to use these personal devices under the guidance of their teacher. Phones and other personal devices are to be, otherwise, left in lockers or turned off during classes. Permission notes will be sent home informing parents of this arrangement.

**Contacts for Laptop problems:**

For matters relating to laptop issues, please contact the Leader of Pedagogy.

For matters relating to repairs and breakages, please contact Vicki Lavorato (Principal) at info@bethanyhurstville.catholic.edu.au
**STUDENT ACCEPTABLE USE AGREEMENT**

The use of electronic devices and access to e-mail and internet services (school devices and services) in Catholic Education Office (CEO) Sydney schools are provided to students in order to support their educational and administrative needs. These school devices and services are necessary educational tools and **must be used in a responsible manner**.

This policy can never anticipate all possible advances and uses of technology and therefore students who are unsure about their usage should seek clarification from a teacher as soon as possible. However, acceptable use is guided by the following principles:

- Students must behave in an ethical manner when using electronic devices to access resources, communicate and interact with other.
- Online behaviour should, at all times, demonstrate a Christ-centred respect for the dignity of each person.
- It is never acceptable to use electronic devices to harass, bully or humiliate others.

This Policy is intended to inform parent/guardians and students of **our school’s expectations when students are using the devices and services provided by the school and when using their personal equipment to communicate to or about members of the school community.**

If a student acts in a way that is against the contents of the policy, she will be subject to consequences according to the school’s Pastoral Care Policy, this may include the withdrawal of access to services, and if necessary offending material may be supplied to the Police.

**The school reserves the right to capture, store and review all internet browsing and emails across our school network. Devices may be taken or accessed if it is believed that:**

- There has been or may be a breach of the school rules or policy.
- There may be a threat of harm to a student or others or system security.

Interaction with school staff on social media sites is only to occur in the context of a formal learning exercise which parents will have been formally alerted to in advance.

**STUDENTS ISSUED WITH SCHOOL OWNED LAPTOP COMPUTERS OR DEVICES**

Students and their families who receive a laptop computer have the following additional responsibilities:

- To care for the laptop to the best of their ability.
- To keep the laptop secure and protect it from any malicious damage.
- To bring the laptop to school each day in readiness for use in the classroom – this includes having the battery charged and electronic files effectively managed.
- **To replace or repair any damaged, lost or stolen laptop at their own cost.**
- To return the laptop computer (and any inclusions such as power cords and carry case) in good order when leaving the school.
CYBERSAFETY REQUIREMENTS

This policy addresses the particular use of these technologies that has come to be referred to as ‘Cyberbullying’ (See No 3 below). The school will investigate and take action where this kind of bullying occurs in school and outside of school when it causes significant harm to the relationships between students and or teachers, or is criminal in nature.

1. When using the school devices and services students will:

   • Ensure that communication through internet and email services is related to learning.
   • Keep passwords confidential, current and private.
   • Use passwords that are not obvious or easily guessed.
   • Log off at the end of each session to ensure that nobody else can use account.
   • Promptly tell their teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
   • Seek advice if another user requests excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
   • Keep personal information including names, addresses, photographs, credit card details and telephone numbers, of themselves or others, private.
   • Use appropriate privacy controls on social networking sites.
   • Ensure that school services are not used for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

2. When using the school services or personal mobile phones (or similar personal equipment) students will not:

   • Disable settings for virus protection, spam and filtering that have been applied by the school and not attempt to evade them through use of proxy sites.
   • Allow others to use their personal accounts.
   • Deliberately use the electronic identity of another person to send messages to others or for any other purposes.
   • Enter ‘chat’ or ‘social networking’ internet sites in class time without the permission of a teacher.
   • Intentionally download unauthorised software, graphics or music that are not associated with the learning activity as directed by a staff member.
   • Damage or disable computers, computer systems or networks or distribute damaging files or viruses.
   • Disclose personal information about another person (e.g. name, address, photos, phone numbers) without their consent.
   • Distribute or use information which is copyrighted without proper permission.
   • Take photos or video of others especially of members of the school community, without their consent.

3. When using ICT to communicate or publish text or images, students will never include:

   • Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
   • Threatening, bullying or harassing material or make unreasonable demands.
   • Sexually explicit or sexually suggestive material or correspondence.
• False or defamatory information about a person or organisation.
• The school name or crest without the written permission of the Principal.

Interaction with school staff on social media sites is only to occur in the context of a formal learning exercise approved by the Principal.

Students need to be aware that all use of internet and email services can be monitored and traced to the accounts of specific users.

The misuse of school services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.
**PARENT AGREEMENT**

I/we have discussed this policy with my/our child and we agree to uphold the expectations of the College in relation to the use of electronic devices and services both at school and, where relevant, outside of school. We understand that a breach of this policy will incur consequences according to the College’s Pastoral Care Policy and that we will be responsible for replacing or repairing a school issued laptop computer that may be damaged, lost or stolen.

Parent/s or Caregiver/s Name: (Please Print) _________________________________

Signed_________________________________________ Date ________________
(Parent/s or Caregiver/s)

**STUDENT AGREEMENT**

I have read and discussed this policy with my parent/carer and I agree to be a cybersafe student and always uphold these rules both within and outside of school.

Student Name: (Please Print) _________________________________

Signed_________________________________________ Date ________________
(Student)

This agreement will be signed in the College Planner at the commencement of the year.
**PARENT PERMISSION TO PARTICIPATE IN E-LEARNING ACROSS ALL CURRICULUM AREAS**

Teachers may incorporate the use of online web 2.0 tools and sites during the course of supervised learning activity. Parents are requested to give permission for students to register for these sites by completing the form in the CEO Policy Staff use of Social Media in Sydney Catholic Schools.

As Parent/s, Caregiver/s, I/we give permission for ________________________________:

(First name of child)

- [ ] Access the internet for information relating to class work.
- [ ] To publish work created by students, credited by students’ first name only.
- [ ] Communicate and collaborate with others within the school, and organisations outside of the school, with approval from teachers.
- [ ] Use of a variety of websites, including registration and the use of personal usernames and passwords, for educational purposes.

Please note that the students will access the internet using a username and password. Please indicate your permission by ticking the appropriate boxes above. The preferred option would be for all boxes to be ticked so that students are able to make optimum use of the technology and actively participate in all lessons.

Signed: ________________________________________________

(Parent/s or Caregiver/s)

Printed Name of Parent: _____________________________________

Date: ___________________________________________
PERSONAL ELECTRONIC DEVICES POLICY

Bethany College acknowledges that the use of personal electronic devices (e.g. mobile, phones, mp3s, iPods, iPads, etc) is widely accepted in today’s society. Furthermore, Bethany College is committed to educationally sound uses of mobile technology in the classroom and to preventing this technology from becoming disruptive to the teaching and learning environment. It is the College’s intention to promote the responsible use of mobile technology.

Conditions of Use

- Personal electronic devices are to be switched off between 8.40am – 3.15pm and not accessed for any reason. However, during class time a teacher may give permission to use any of these devices as part of a lesson.
- The use of mobile technology at Bethany College is subject to the Student Acceptable Use Agreement.
- Personal electronic devices are not to be brought into examinations or assessment tasks.
- No responsibility for the loss or damage of mobile devices will be accepted by the College. For this reason we recommend that students keep their mobile device locked in their locker.
- If a student needs to contact a parent/guardian during school hours, they are to seek teacher permission to go to Student Services. This will only be allowed in emergency situations.

Students in breach of any of the above conditions will be placed on Level 2 of the Act Justly Student Management Plan. They will incur a one hour detention and have their mobile device confiscated until 3.15pm that day. Subsequent breaches will be dealt with according to the Act Justly Student Management Plan.

JUNIOR STUDENT ASSESSMENT PROCEDURES YEARS 7, 8 & 9

Please see Appendix A (attached) for a copy of this assessment policy. It is expected that all students read and understand this policy, as it will be enforced by teachers and coordinators when deciding about assessment matters.
‘ACT JUSTLY’ STUDENT MANAGEMENT STRUCTURE

It is the belief at Bethany College that each student’s personal worth and self-esteem is valued and fostered by all staff. The College staff operate using the principles of restorative practice, encouraging relationships based on respect. To achieve this goal we have developed a system that involves students learning to make good choices about their behaviour and acknowledging the consequences that poor choices bring. This student management system is a merit/demerit (Years 7-9) and a notification/commendation (Years 10-12) system designed to assist students to shape their behaviour in a fair and just way and is part of the College’s Pastoral Care Policy.

Merits/Demerits (Years 7 – 9) or commendations/notifications (Years 10-12) will be used in conjunction with the Student Management Plan and are awarded for the following:

- Classwork
- Homework
- Behaviour
- Uniform
- Contribution to the community life of the College.

A. The Merit Award System

The merit system has been implemented to recognise the many hard working, cooperative, high achieving and generous students at our school. Our purpose is to acknowledge students who consistently demonstrate exemplary behaviour, in all aspects of College life.

These awards are highly prestigious and should be valued by students throughout their time at Bethany. The wider community, particularly employers, recognises the importance of these awards.

<table>
<thead>
<tr>
<th>MC</th>
<th>MERIT CERTIFICATE FOR CLASSWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outstanding effort with a task and or consistent effort within the class.</td>
</tr>
<tr>
<td></td>
<td>This award could be for oral contributions, assignment work, group work, performance, practical and so on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MH</th>
<th>MERIT CERTIFICATE FOR HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outstanding effort with a homework task and or consistent high standard of homework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MB</th>
<th>MERIT CERTIFICATE FOR BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently outstanding behaviour or outstanding effort to modify behaviour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU</th>
<th>MERIT CERTIFICATE FOR UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently wearing correct full school uniform as per uniform regulations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MCS</th>
<th>MERIT CERTIFICATE FOR COMMUNITY SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contribution to the community life of the College.</td>
</tr>
<tr>
<td></td>
<td>Examples: care of school environment, participation in or contribution to special school events, assistance with homeroom.</td>
</tr>
</tbody>
</table>
The Merit/Commendation System operates as follows:

36 merit signatures = Bronze merit certificate distributed by Year Coordinator in Homeroom classes
72 merit signatures = Silver merit certificate distributed by Year Coordinator at Year assemblies
108 merit signatures = Gold merit certificate and Student of Excellence Badge distributed by Principal/Assistant Principal at school assembly.

A student who receives multiple gold awards will receive special recognition in their final year of school.

*(Signatures to be accumulated in one calendar year)*

**B. The Demerit System**

The Demerit System clearly states behaviours that are unacceptable at Bethany College and the consequences for such behaviours. It is designed to help students clearly identify behaviour that impacts negatively on themselves and others. We would hope that this system will assist students in shaping their future actions. Please note that further consequences will apply depending on the severity of the misbehaviour or where a student is repeatedly being given a demerit for the same unacceptable behaviour.

<table>
<thead>
<tr>
<th>DC</th>
<th>DEMERIT CLASSWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lateness to class, failure to bring necessary requirements essential for participation in that subject, general lack of application to class work, non-participation in group tasks and so on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DH</th>
<th>DEMERIT HOMEWORK</th>
</tr>
</thead>
</table>
|     | Non completion of homework  
|     | Homework not completed to a satisfactory level. |

<table>
<thead>
<tr>
<th>DB</th>
<th>DEMERIT BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Moderate disrespectful behaviour that does not warrant First Level intervention, failure to attend detention or yard duties, use of mobile phone during school time (confiscation still applies as well), using technology not as directed by the teacher, chewing gum and sound players etc., littering the school environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DU</th>
<th>DEMERIT UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Breach of uniform/ mufti code.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DCS</th>
<th>DEMERIT COMMUNITY SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inappropriate behaviour/language outside of school, on excursions or at school functions.</td>
</tr>
</tbody>
</table>

The Demerit/Notification System operates as follows:

3 demerits/notifications in 1 (one) week = 1 hour after school detention on Tuesday between 3.20pm – 4.20pm.

Any further demerits/notifications in 1 week or the student shows a pattern of demerits, the student will be referred to their Year Coordinator who will implement the Act Justly Student Management Plan.
<table>
<thead>
<tr>
<th>LEVELS (of offence)</th>
<th>TYPES OF BEHAVIOUR</th>
<th>STAFF MEMBERS INVOLVED</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| LEVEL 1             | • In class, e.g., non-compliance of homework, classwork  
|                     | • Lack of application in class  
|                     | • Not bringing equipment, laptop or notes  
|                     | • Not having College Planner at all times.  
|                     | • Failure to charge/maintain laptop.  
|                     | • Out of class/out of bounds  
|                     | • Littering  
|                     | • Inappropriate language.  
|                     | • Lateness (to school or class) – 3 lates in a cycle  
|                     | • Inappropriate use of electronic equipment.  
|                     | • Uniform infringements/jewellery, makeup, hair style and colouring, acrylic nails, nail polish  
|                     | • Misuse of College Planner | Teacher  
|                     | Student Services  
|                     | Year Coordinator | • Conversation with student to identify the reasons for poor behavior and strategies to prevent poor behaviour.  
|                     | | | • Demerit/notification  
|                     | | | • Recorded on Student Welfare Package |

**NOTE:** After 3 demerits or notifications in a week, students automatically move to LEVEL 2.

| LEVEL 2             | Failure to comply with LEVEL 1.  
|                     | Offensive language/insolence/anti-social behavior/disobedience  
|                     | Chewing gum  
|                     | Inappropriate images on Laptop, breach of copyright.  
|                     | Failure to secure laptop in locker  
|                     | Pattern of lateness  
|                     | Inappropriate behavior at Mass/Liturgy/Assembly  
|                     | Incorrect PE uniform on 3 occasions.  
|                     | Inappropriate use of phone/iPod/personal electronic devices during school hours | Teacher  
|                     | KLA Coordinator  
|                     | Year Coordinator | • Student spoken to and recorded on Student Welfare Package AND  
|                     | | | • Tuesday afternoon detention from 3.20pm-4.20pm |

**NOTE:** Phone, iPod, personal electronic device confiscated until 3.15pm for the first offence. After two (2) afternoon detentions, students automatically move to LEVEL 3.
| LEVEL 3 | Continued non-compliance from LEVEL 2  
|        | Truancy from class  
|        | Low level cyber-bullying  
|        | Inappropriate behavior on excursion, camp, retreat, off site activities.  
|        | Habitual absenteeism.  
|        | Breach of mufti expectations  
|        | Forgery, e.g. signature or note  
| Teacher KLA Coordinator | Coordinator and teacher speak to student to identify the underlying problem and recorded on Student Welfare Package.  
| Year Coordinator | Phone call and/or letter to parents and/or interview with student and parents to discuss learning strategies and management.  
| Assistant Principal | Learning contract/conduct sheet to address the specific needs.  
|        | Tuesday afternoon detention from 3.20pm – 4.20pm.  
|        | Internal suspension  
|        | Loss of privileges  
|        | Referral to school counselor  
| LEVEL 4 | Student behavior fails to improve from LEVEL 3 or deteriorates further.  
|        | More than 3 detentions  
|        | Truancy from school  
|        | Cheating/plagiarism  
| KLA Coordinator | Student and parents interviewed in an attempt to identify the area causing concern and clarify College expectations and recorded on Student Welfare Package  
| Year Coordinator | Contract drawn up  
| Leader of Learning | Withdrawal from classes  
| Assistant Principal consulted | Internal suspension  
|        | Referral to school counsellor  
|        | Outside agency referral  
| LEVEL 5 | Issues from LEVEL 4 not resolved  
|        | Inappropriate use of internet  
|        | Possession of inappropriate digital images of a critical nature  
|        | Cyber-bullying  
|        | Major incident, e.g. bullying or physical assault  
|        | Graffiti  
|        | Vandalism  
|        | Smoking  
|        | Theft of property  
| Year Coordinator | Student’s file history assessed.  
| Assistant Principal | Recorded on Student Welfare Package  
| Principal | Student and parents interviewed  
|        | Individual behavior plan implemented  
|        | Suspension (internal/external)  
|        | Student counseled to return to normal schooling  
|        | Possible Police notification
| LEVEL 6 | • Issues from LEVEL 5 not resolved  
• Prohibited weapons  
• Possession/sale or use of illegal drugs  
• Unlawful use of internet  
• Serious infringements that impact on the rights of others  
• Any breach of sufficient gravity as determined by the College |
| --- | --- |
| Principal Assistant Principal | • Review of student’s educational history and future  
• Recorded on Student Welfare Package  
• Student and parents interviewed  
• Police contacted  
• Regional Consultant contacted  
• Possible expulsion |
COMMONWEALTH PRIVACY AMENDMENT (PRIVATE SECTOR) ACT, 2000

Standard Collection Notice – This statement is provided to you by the school and specifically itemises the reasons for collecting information about students and their families and the way in which that information will be used by the school. Please refer to the parent Information Brochure for further explanation.

1. This school (and the Catholic Education Office, Sydney) collects personal information, including sensitive information about students and parents or guardians before and during the course of a student’s enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your daughter.

2. Some of the information we collect is to satisfy the School’s legal obligations, particularly to enable the School to discharge its duty of care.

3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and Child Protection laws.

4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We may ask you to provide medical reports about students from time to time.

5. The school from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes disclosure to other schools, government departments, Catholic Education Office, Sydney, the Catholic Education Commission, NSW, your local diocese and the parish, schools within other Dioceses/other Diocesan offices, medical practitioners, and people providing services to the school, including specialist visiting teachers, coaches, volunteers and counsellors.

6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your daughter.

7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in School newsletters, magazines and on our website.

8. Parents may seek access to personal information collected about them and their daughter by contacting the school. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School’s duty of care to the student, or where students have provided information in confidence.

9. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

10. We may include your contact details in a class list and School directory (where, in general, access is limited to school staff).

11. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.
THE USE OF STUDENT IMAGES FOR SCHOOL USE AND PROMOTION

Dear Parent/Caregiver,

From time to time the College takes photos of the students for displays, newsletters, electronic websites, newspaper articles or advertisements for educational and promotional reasons. The photos or video images of the students from the school highlight the positive aspects of the learning environments at Bethany College as students engage in various educational and extra-curricular activities and contribute to our very positive image in the community and to prospective enrolments.

These images can be used to enhance articles in print and media.

In all instances, the College will adhere to the Commonwealth Privacy Act 2000 (page IV School Planner). The College will only:

- Use images that are positive, including students in groups and/or as individuals,
- Use the student’s name(s) and their achievement only where appropriate.

Additional authority will be sought from you in each instance where the image is used for the direct marketing of the school in the public domain. The specific publication will be named in the authority.

If you have any concerns about the use of your daughter’s image or you do not wish your daughter’s image to be used, would you kindly notify the school office in writing by the end of Week 3, Term 1.

If you have any concerns about the use of your daughter’s image, I ask that you email; info@bethanyhurstville.catholic.edu.au

Yours faithfully,

Vicki Lavorato
Principal
GENERAL INFORMATION
STARTING SECONDARY SCHOOL

Students entering secondary school have to cope with major changes. They find themselves in a larger school, with more students and more teachers. They have several different teachers and have to find their way to some different classrooms. They also have to learn to read a timetable and use a planner. Then there’s the homework, which seems to be much more than they had in Year 6, at least at first.

Whilst most Year 7 students settle in quite well to their new schools, the first few months can be a big adjustment. Our orientation days, Year 7 camp and Big Sister Little Sister program help with the settling in process and make students feel welcome.

For some students the settling in can sometimes takes longer. Patience and consistent belief in the students’ ability to cope and lots of support from home and school are essential. Good communication between parents and staff and setting up strategies to overcome difficulties resolve these issues. Your daughter’s homeroom teacher and Year Co-ordinator are a good place to start.

It is important to listen to feelings about school and friendships. Organising to have “new” friends to your house also can help make the transition smoother.

HANDY HINTS FOR SECONDARY SCHOOL

- Label clearly all your daughter’s clothing and possessions. This is extremely important as we get a large amount of lost property throughout the year, much of which goes unclaimed.

- Purchase a large pencil case that contains pens, calculator, pencils, rubber and ruler. Have a separate pencil case for coloured pencils, textas, etc.

- Have a distinguishing object on your daughter’s bag (for example a coloured ribbon) so that your daughter can easily find her bag.

- Messages will be sent home via the school planner, so please check each day. Please feel free to write in the planner as well.

- It is a good idea to colour code the timetable when your daughter brings it home, e.g. Blue for Maths, Red for English. It you think it will make life easier, you could also colour code the books to match the subject. NB. It is a good idea to make a copy of the timetable to keep at home.

- Encourage your daughter to go through her timetable each night to make sure she has got everything for the next day. With your help she will gradually become responsible for doing it herself.

- Encourage your daughter to develop her independence wherever possible.
• The school newsletter is available on the College website once a fortnight, usually on a Friday, Day 10. This is a great source of information and lets you know all about the events that are taking place in the school. You will be sent a reminder email if you wish. Copies of letters to parents will be available on the parent page.

• The Skoolbag App is another form of communication we use to send out reminders for newsletters, any new alerts and exciting announcements. This App can be installed through the App Store on iPhones and Google Play on Androids. Simply search for Bethany College Hurstville and install.

• Your daughter will be provided with a combination lock for her locker. Please ensure she is familiar with the lock, and that she keeps the combination private.

• Keep in mind that your daughter is going to find the beginning of next year tiring and she may be anxious about the changes that are taking place in her life. These feelings could manifest into different behaviours that are out of the ‘norm’ for your daughter. You may need to have a little patience until she has settled in.

• Finally, it is important that you let us know if you have any problems or concerns. The earlier you let us know, the more quickly we can work towards finding a solution. We realize that the beginning of high school is an exciting time and can often be a little stressful as well. We hope that these hints will be helpful to you and your daughter.

**HOMEWORK**

For most parents and their children, their biggest concern in Year 7 is the increase in homework and study.

The key to coping with the increased workload is to get organised. Parents can help their daughters get organised by setting up a good study area at home that is only theirs. It is very difficult for students in chaos – if you want them to take their study seriously, you have to provide a proper study area.

It is also good for students to have a regular study routine, so that they spend some time every night working on their homework or assignments. Parents can also help them with planning by marking in extra-curricular activities and dates when big projects are due on the family calendar.

**ASSESSMENT**

Your daughter will receive two College Reports each year, one at the end of each semester. On this, your daughter will be graded on outcomes, be given an overall grade and a semester mark. This information is gathered from assessment tasks, class work and homework. The teacher will use this information to determine your daughters overall A to E grade for the semester.
**TIMETABLE CYCLE**

Bethany College operates on a 10 day cycle with 6 periods of approximately 50 minutes per day. The day commences with Homeroom at 8.40am and students are dismissed at 3.15 pm. The exception to this is Thursday (Week 1 & Week 2) when there are only 5 shorter periods before lunch with sport and recreational activities in the afternoon concluding at 2.55pm.

On Thursday Week 2, the students will attend a College or Year level Assembly from 10.10am – 10.50am.

**HOUSES**

All girls at Bethany College are placed into one of four Houses. These are Franklin, Kellerman, Melba and Oodgeroo. Each House competes for the House Cup, which is awarded at the Year 12 Graduation Assembly at the end of Term 3. Girls obtain points for their House by participating in the College swimming and athletic carnivals, representative sport and assisting with various events at the College. New girls are allocated a House randomly but family members are always kept in the same House.

**REPORTS**

Reports are issued twice a year and are a comprehensive account of student achievement of outcomes. Where necessary the Homeroom Teacher, Year Coordinator or Teaching and Learning Coordinator will make contact with a Parent to discuss a student's progress. As well, parents are encouraged to make immediate contact with their daughter's Homeroom Teacher, Year Coordinator or Subject Teacher, if they have any concerns.

**PARENT-STUDENT-TEACHER INTERVIEWS**

Compulsory Parent/Student/Teacher interviews are conducted in the first semester. These interviews operate according to an appointment system and they provide an opportunity for Teachers, Parents and students to meet in support of the student. An opportunity is provided after each semester report is sent home, for parents to discuss their daughter's report with staff, at follow up interviews in July and in December.

**PARENT INVOLVEMENT**

At Bethany College we encourage a partnership between Parents and the school. Mindful of the many pressing demands made on our Parents we organise meetings based on Year group and curriculum needs at times. An open invitation is extended to our Parents to join with us in the many co-curricular events in the College calendar.

Each fortnight the "Bethany Newsletter" is available on the College website. It is a vehicle for reporting on significant events in the life of the College and for keeping Parents informed of all that is happening.

The College has a very active Parents and Friends Association which meets once per term. Parents are encouraged to attend.

The Bethany Advisory Council also includes two or three parent representatives.
ABSENCES FROM SCHOOL

If a student is absent from the College, Parents / Guardians of students who are marked as absent will be sent an automatic SMS. Parents may reply to the SMS with a reason for the absence, such as “at home sick” or provide a written note for the students to hand into the homeroom teacher on their first day of return to the College. Year Coordinators and/or homeroom teachers will follow up on any unexplained absences after two consecutive days. Students are encouraged to obtain Doctor’s Certificates at all times. Absence from whole school functions e.g. carnivals will be followed up and recorded on student files.

Students who are late to school MUST report to Student Services to obtain a late slip for entry into their classes. A note or a phone call by the parent/guardian will validate their reason for lateness. Unexplained lateness will be recorded by the homeroom teacher and followed up by the Year Coordinator. Three instances of lateness in a 10 day cycle will incur an hour after school detention on Friday between 3.15pm – 4.15pm.

Students who need to leave school early due to an appointment must bring in a note for the Year Coordinator, signed by their parent, prior to the absence. This note is to be given to the Year Coordinator during morning homeroom, for their signature. The student must then present the signed note to Student Services before moving to class.

Students requiring extended leave from school (e.g. travelling overseas) must complete Certificate of Exemption, which can be found on the website, and forwarded to the Principal as soon as possible.

BETHANY COLLEGE COUNSELLING SERVICE

The College Counsellor is available to provide counselling support to the students of Bethany College. There are a number of issues for which students seek counselling, some of which include: anxiety and stress, relationship problems with family and friends, self-esteem and identifying strengths, depression, managing feelings such as anger, body image issues, decision making, bullying, assertiveness, grief, developing useful study habits, traumatic experiences and obtaining information on services within the community.

Referrals can be made by students, parents and staff. Typically referrals go via the Year Coordinator. Once the referral has been received, an initial appointment will be offered upon availability. Important matters are discussed in the initial meetings such as confidentiality and ascertaining counselling goals. In certain circumstances, a referral will need to be made to an external agency.

For further information on the counselling service, please contact Katerina Stratilas on 8566 0711 or at counsellor@bethanyhurstville.catholic.edu.au. The service is available everyday.

SCHOOL UNIFORM EXCHANGE

www.schoolxchange.com.au is an online marketplace where parents and students can sell or buy local, good quality second hand school uniforms, school and university text books, sporting equipment or musical instruments. Bethany College is registered with this site.

Whether it's school uniforms, musical instruments, text books or sporting gear it's free to browse and buy at any time.
For a small listing fee, you can sell unwanted school items to buyers looking to purchase items at a substantially lower cost. Generally, this will be within our local school community which means no postage and packaging costs.

Just type in Bethany’s name in the ‘find your school option’ or choose the buy or search options to view all the items listed in a particular category.

**STUDENT TRAVEL AND PARENT PARKING INFORMATION**

**SUBSIDISED TRAVEL**

To be eligible for the subsidised travel for students, you must live outside a 2.9km from school to your home.

To check the transport route that would be right for you, information is available via the websites listed below:

- Transdev Transport:  [www.transdev.com/](http://www.transdev.com/)
- Trip Planner:  [www.transportnsw.info/](http://www.transportnsw.info/)

**TRAVELLING BY BUS**

Students should board the first available bus when travelling to school. Waiting for later services will lead to overcrowding. It is expected that students using services open to the general public will vacate their seat if required.

**Bus stop locations for pick-up from Bethany:**

► travelling to **Hurstville**
- Bus stop on Croydon Road, located North of St. Michael’s Church.
- Students wait within the College grounds and are directed to the bus by the supervising teacher once it has arrived. Students are not to wait on the footpath of Croydon Road for the afternoon services.

► travelling to **Rockdale**
- Bus stop on Forest Road in front of the Caritas building, Bethany.
- Students wait within the College grounds and are directed to the bus by the supervising teacher once it has arrived. Students are not to wait on the footpath of Forest Road for the afternoon services.

**Bus Stop locations for drop-off at Bethany:**

► travelling from **Hurstville** (route 452/453/455) Pick up bus from Hurstville Bus Interchange.

- Bus stop on Forest Road in front of the Caritas building, Bethany

► travelling from **Rockdale** (route 452/453/455)
Bus stop on Forest Road in front of Sydney Technical High School
Students cross at the junction of Croydon and Forest Roads.

**TRAVELLING BY CAR**

The drop-off and pick-up zone is located in Waratah Street, near the pedestrian crossing. The signage for NO PARKING allows for drop off only. Parking officers regularly patrol Waratah Street and issue fines for double parking, stopping on a crossing and parking in the NO PARKING zone.

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**The Croydon Road entrance is not available for morning or afternoon pick-up or drop-off.**

This area is used for students moving to and from buses.

**PARKING WITHIN AND AROUND BETHANY**

Bethany College is committed to providing a safe environment for all members of our community. All staff, students and their families are asked to access and exit the school grounds via the routes listed below. These guidelines have been developed to ensure safety and efficiency for all. The College welcomes feedback on traffic and pedestrian management.

Parking on school grounds is limited to staff only.
Parking is available in Waratah Street, linked by a laneway to the College, open at the beginning and end of the school day. The gate closes at 8.40a.m. and re-opens at 2.30p.m.
Alternatively parking is available in Westbourne Street (off Waratah), Anderson Street (off Forest) and Crosby Street (no through road off Croydon).

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*During school hours, the Croydon Road entrance can be used to pick up sick or early leaving students or for parents requiring assistance from the College office e.g. paying school fees.*

**PEDESTRIAN ACCESS**

Access to the College at the commencement and conclusion of the school day is via Forest Road, Croydon Road and Waratah Street.

A supervised zebra pedestrian crossing is located in Waratah Street near the access laneway. During the school day from 8.40am – 3.15pm, access to and from the College is via Reception which can only be accessed from Croydon Road.
CAFÉ BETHANY

Café Bethany is the canteen at Bethany College. It follows the “Fresh Tastes at School NSW Healthy School Canteen Strategy”.

The strategy states that school canteens must offer students a range of healthy foods and drinks consistent with the Australian Dietary Guidelines.

It is open from 7.30am to 1.30pm daily for a wide range of healthy lunches, snacks and drinks.

On a couple of occasions per term a “treat” day is held for girls to purchase lollies, chocolate and soft drinks.
# Year 7, 2016

## Stationery and Course Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Stationery for All Students</strong></td>
<td>Blue pen, red pen, black pen, 4 x HB pencils, 2 x 2B pencils, coloured pencils, ruler, eraser, glue stick, stapler, pencil sharpener, small paper scissors, geometry set (protractor, compass, set square), in ear headphones (ear buds), 2 x 8GB USB memory sticks, clipboard for excursions, fineline felt tip markers (blue, black and red)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>A4 lecture booklet, exercise book (120 pages), CREATIVE WRITING JOURNAL (Small book).</td>
</tr>
<tr>
<td><strong>Technology (Mandatory)</strong></td>
<td>A4 Project book 96 page - each page ruled one side and blank on the other, A4 20 pocket display folder.</td>
</tr>
<tr>
<td><strong>History/Geog</strong></td>
<td>2 x 96 Page A4 Notebook.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>192 page A4 Grid Book (must be A4), Casio FX-82AU Scientific calculator, Geometry set (incl. compass and protractor).</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>A4 Music exercise book (with music stave), Display folder</td>
</tr>
<tr>
<td><strong>PDHPE</strong></td>
<td>96 page A4 Exercise Book (must be A4).</td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
<td>96 page A4 Exercise Book.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>192 page A4 exercise book.</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>A4 Visual Arts Diary</td>
</tr>
<tr>
<td><strong>CLE</strong></td>
<td>96 page A4 Exercise Book and plastic display folder.</td>
</tr>
</tbody>
</table>

Some subjects may also have special needs that will be advised next year.

Please do **not** purchase spiral bound books for **any** subject.

Liquid paper is not allowed in school.

It is **compulsory** that all items on the list be purchased for your daughter’s use in Year 7.
WHO TO CALL

It is really important that parents and teachers work closely together – in partnership. If there are any concerns or problems, then a solution is often not far away if we work on it together. If there are disruptions or stress at home, then it is VERY helpful for us to know as we can further support your daughter at school.

<table>
<thead>
<tr>
<th>If your daughter has problems with a particular subject</th>
<th>THEN</th>
<th>Please contact her teacher for that subject, FIRST</th>
</tr>
</thead>
<tbody>
<tr>
<td>If concerns continue in regard to a particular subject</td>
<td>THEN</td>
<td>The Teaching and Learning Coordinator for that subject should be contacted.</td>
</tr>
<tr>
<td>If you have any concerns about your daughter’s work progress over a number of subjects her lack of focus or motivation, peer relationships etc.</td>
<td>THEN</td>
<td>Please contact your daughter’s Year Coordinator, in the first instance. For issues like attendance, discipline, peer relationships, the Year Coordinator works with the Year Team to assist in your daughter’s overall development – academic, social, physical, spiritual.</td>
</tr>
<tr>
<td>If you have any concerns regarding any sport or activities</td>
<td>THEN</td>
<td>Please contact the relevant Sports Coordinator: Staples for Rep Sport, Mrs O’Hare for Recreational Sport.</td>
</tr>
<tr>
<td>If you have any concerns regarding fees charges</td>
<td>THEN</td>
<td>Please contact Mr Lachlan Skeen, Business Manager or Mrs Gail Ferrier, Fees Officer.</td>
</tr>
<tr>
<td>If you are having fee difficulties</td>
<td>THEN</td>
<td>Please contact Mrs Ann James to make an appointment with Mr Lachlan Skeen or Mrs Vicki Lavorato.</td>
</tr>
<tr>
<td>If you have concerns about train and bus passes or applications</td>
<td>THEN</td>
<td>Please contact the College Office, Student Services</td>
</tr>
<tr>
<td>For problems encountered with public transport or incidents which occur on your daughter’s way to school</td>
<td>THEN</td>
<td>Please contact the Assistant Principal. It is also very effective to take complaints to the bus or train authorities.</td>
</tr>
<tr>
<td>If your daughter is leaving Bethany</td>
<td>THEN</td>
<td>Please contact Mrs Vicki Lavorato for an interview. Following this, the school must be notified in writing. Students then must see their Year Coordinator to complete the sign-out process. This may take some time as all much be finalised and checked.</td>
</tr>
<tr>
<td>If planning an extended absence for your daughter</td>
<td>THEN</td>
<td>Please complete the “Application for Exemption from School” available on the home page of the College website and return to Mrs Vicki Lavorato.</td>
</tr>
<tr>
<td>If your daughter has a problem with her Laptop</td>
<td>THEN</td>
<td>Student to ask Homeroom or subject teacher if problem is accessing resources or using software. For hardware problems, student to complete Laptop repair form and have parent sign it, then bring completed form and Laptop to ICT Office at Recess or Second Half of Lunch.</td>
</tr>
</tbody>
</table>

For matters of a serious concern, the Principal, Vicki Lavorato or the Assistant Principal, Mrs Jacinta Russo, or the Year 7 Coordinator, Mrs Laura Rizzo, are available.
Please ring to make an appointment.
Ready for high school checklist
Tick each item when it has been done (not all tasks will apply to you).

This year

☐ Allergies, medical condition or special needs? Talk to the high school principal early.
☐ Encourage your child to participate in any transition to high school program offered to them.
☐ Watch videos about high school at: www.schools.nsw.edu.au/highschool

AT HIGH SCHOOL ORIENTATION
Find out about:
☐ school uniforms (including sports uniform), where and when to buy them
☐ map of school
☐ school start and finish times
☐ transport to and from school – forms for travel pass or subsidy if applicable
☐ programs offered in the school
☐ book packs and school supplies lists
☐ ways to become involved in the school
☐ the name of the Year 7 adviser.

Next year

JANUARY

☐ Buy school uniforms, books, stationery, school bag, drink bottle, house key, etc.
☐ Label everything.
☐ Break in school shoes to make them more comfortable.
☐ Practise travelling to and from school with your child using the transport they will use. Let your child buy travel tickets, if applicable.
☐ Teach your child how to read the timetable for the bus, train or ferry as appropriate.

AT HOME

☐ Talk positively to your child about the move to high school.
☐ Ask them what’s exciting about high school. Does anything worry them?
☐ Make sure your child has a quiet work area and extra stationery supplies.
☐ Organise personal hygiene items in school bags.
☐ Decide what your child will do before and after school, and what time they need to be home.
☐ Discuss emergency and safety issues with your child.

Tips for the first week of high school

☐ Photocopy school timetables for school diaries, the inside of locker doors and on the fridge.
☐ Remind your child to note all assignments, homework and events in their diary.
☐ Check through the timetable each night while your child packs their bag – including sports uniform. Encourage your teen to eat healthy food and get a good night’s sleep.
☐ Give the school your current contact details.

THE FIRST DAY

☐ Help set your child’s alarm. Encourage them to get themselves ready on time.
☐ Provide your child with money in case of emergencies and your contact numbers.
☐ Make sure you have the school’s phone number with you.

For more information: www.schools.nsw.edu.au
www.schoolatoz.com.au

Watch videos about high school at:
www.schools.nsw.edu.au/highschool
# List of Teaching and Learning Coordinators

<table>
<thead>
<tr>
<th>Category</th>
<th>Coordinator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader of Learning</td>
<td>Mr Conroy</td>
</tr>
<tr>
<td>Leader of Pedagogy</td>
<td>Ms Katherine Maish</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Mrs Diane Kennaugh, Mr Brian Culleton</td>
</tr>
<tr>
<td>English</td>
<td>Mr Gillieatt, Miss Field</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr Bishop, Mr Weber</td>
</tr>
<tr>
<td>Science</td>
<td>Dr Trent, Mrs Janev</td>
</tr>
<tr>
<td>HSIE</td>
<td>Mrs Matthews, Mrs Kelly Smit</td>
</tr>
<tr>
<td>Languages</td>
<td>Mr Gianni</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Ms Charas</td>
</tr>
<tr>
<td>TAS</td>
<td>Mrs Rowland</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Mr Bernardo</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Mr McLean</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Mr Guthrie</td>
</tr>
<tr>
<td>Vocational Learning</td>
<td>Ms Gereige</td>
</tr>
</tbody>
</table>
APPENDIX A

SCHOOL-BASED ASSESSMENT

Assessment is designed to measure the students’ achievement relative to each other in a wider range of syllabus objectives. Assessment tasks provide a measure of your actual achievement or performance. You will be asked to complete a minimum of two assessment tasks across the year, in each of the subjects you study. The results in these tasks will be used to determine your semester mark and help form your grade. These tasks will vary according to the nature of the subject and may include research, written tasks, presentations, tests and oral assessment. You will also complete classwork and homework which may be used to determine grading on outcomes and your overall grade.

1. Responsibilities

- As a student it is your responsibility to be aware of the requirements of assessment tasks in all your courses.

- If you are absent from school when assessment information is given out it is your responsibility to check with your teacher when you return or to check Google drive or the faculty Google site to find a copy of the task.

- Your teacher will give you a copy of the task or an assessment notification at least 2 weeks prior to the due date for the task. This will set out:
  - the title of the task
  - a task outline, telling you what you have to do
  - the due date
  - the value of the task
  - details about how you are to submit the task
  - the marking criteria

- You must make a serious attempt for all assessment tasks.

2. Submission of Tasks

(a) Submission Requirements

- Generally you will hand your formal assessment task to your teacher in that subject, in class time on the due date.

- Your assessment task must be presented with a cover sheet that you have signed stating that the work presented has been created by you if you are handing in a printed document.

- If you are submitting an electronic document then you may be asked to submit the work to the Turnitin website to check its originality. Your teacher will explain how to do this. This means you will not need to sign a cover sheet.
(b) Submission Methods

- Check carefully the submission requirements regarding each task with your teacher.
- Teachers may ask you to submit into a google drive folder or directly using Turnitin.
- Your teacher will show you how to complete this electronic submission.
- Penalties may be applied for late submissions, refer to the penalties section below.

(c) Referencing

- Include a bibliography unless you are told otherwise, at the end of your document. Refer to your diary, your teacher and the College Librarian for assistance.
- Some tasks may require a form of referencing in text. See your teacher to discuss this.
- You may consider uploading your work into the Turnitin website, before you submit so that it can be checked for plagiarism. [http://turnitin.com/en_us/home](http://turnitin.com/en_us/home)
- The main point to consider is that you are submitting work that you created and not the ideas of others claiming them as your own or completed by a tutor or other party.

3. Academic Misconduct

- A **zero mark** will be given for any cases of academic malpractice such as:
  - using another student’s work and claiming it as your own or supplying your work to another student.
  - taking notes into an exam,
  - plagiarism, including copying text from the internet or using the ideas of others and not acknowledging their source. Refer to your diary for other examples
  - the use of online translators (for languages)
  - taking your mobile phone into a test
  - using work completed by a tutor
  - or any other behaviour deemed to provide you with an unfair advantage.

- See your diary for further examples of Academic Malpractice

4. Assessment Variation: Late Submission or Student Absence from a task

(a) General

- On the first day of your return to school you must complete and have your parents/caregiver sign a ‘Junior Assessment Variation Form’ form which can be found on the student bethanet site and at the end of this document. [https://sites.google.com/a/syd.catholic.edu.au/student-bethanet/home](https://sites.google.com/a/syd.catholic.edu.au/student-bethanet/home)
You should then present this to the Teaching and Learning Coordinator responsible for your subject before the end of recess on the first day you return. If it is a hand-in task they will take the task from you, take the form from you and record the variation.

If you have missed an in-class assessment task, you will be required to sit that task at the first available opportunity to be arranged by your teacher or the Teaching and Learning Coordinator.

Computer mishaps are not considered acceptable reasons for lateness or failure to submit work.

(b) Practical and Group Tasks

In the case where a student is absent for their group task, the remaining group members must still perform. An opportunity will be given for the group to perform again once the absent student returns, this will be in consultation with the classroom teacher. Marks will be finalised no later than 5 school days after the scheduled task.

For extended absences the Teaching and Learning Coordinator may consider an estimate is awarded for the task. If the absence relates to travel you should read the section below about assessment and student travel.

(c) Evidence

Year 7 and 8

● A completed Junior Assessment Variation Form.

Year 9

● A completed Junior Assessment Variation Form.
● An attached Medical Certificate (in the case of illness) or another form of independent evidence. You cannot use a note from your parents as it is not independent evidence.

(d) Penalties

● Any late submission of Hand-In assessment tasks without supporting evidence, except in extraordinary circumstances, will incur a 50% penalty for the first day and a 100% penalty after 2 days. Parents will receive a letter stating any penalties if they are applied.

● If you are absent without a valid and acceptable reason on the day of an In-Class assessment task, you will incur a 100% penalty for that task.

(e) Exceptions

● Leave which has been granted in advance by the Principal
● An Assessment Variation Form has been approved in advance by the relevant Teaching and Learning Coordinator.
5. **Leave including travel**

- It is important that students are in classes as much as possible, so any periods of travel should, where possible, be limited to the 10 weeks of holiday time indicated by the sanctioned school year.

- All leave applications must be placed with the College Principal at an appropriate time before travelling. Normally, you would give two terms notice of leave. If you travel when assessment tasks are due, then you are required to either:
  - Complete and submit the task before travelling, or
  - Apply to the Leader of Learning, Mr Conroy for an official extension on a task.

- If you fail to complete either of these then you will score a zero for the task(s) (100% penalty).

- It is the student’s responsibility to submit tasks in early or seek an extension. The class teachers, Coordinators or Leader of Learning will not be chasing up any non-submitted tasks or paperwork.

- If travel arrangements need to be organized quickly because of family matters then at the College’s discretion an estimate may be awarded.

6. **Assessment Review**

- If you have concerns or questions about the outcome of a task then you should talk to your teacher.

- Should your concerns remain then you should talk to the Teaching and Learning Coordinator for that subject.
YEARS 7, 8 & 9

JUNIOR ASSESSMENT VARIATION FORM

This form is to be completed on the first day you return to school, before the end of recess. Your parent/caregiver must complete Part A and then you take this form to Student Services where the secretary will ring the relevant Teaching and Learning Coordinator to come and speak with you. You must complete a separate form for each task missed if multiple tasks are missed. Failure to complete this procedure correctly or within the time stated may result in a zero for this task.

- Year 7 and 8 student need only to complete this form.
- Year 9 Students must attach a doctors certificate or other independent evidence to this form.

PART A

Today's Date …………………

Name: …………………………………………………….. Year Group …….. Homeroom ……..

Subject …………………………………………. Date of missed task …………………

Class teacher ………………………………………..

Nature, value and type of task
……………………………………………………………………………………………………

Reason for Absence:
……………………………………………………………………………………………………

Parents/Guardians Signature …………………………………………….

Student Signature …………………………………………….

Teaching and Learning Coordinator ……………………………………………

________________________________________________________________________

Students do not fill in this section

PART B

Comments

…………………………………………………………………………………………

Teaching and Learning Coordinator’s Signature

…………………………………………………………………………………………

This form to be recorded on Sentral, and a hard copy to remain on file with the Teaching and Learning Coordinator.