



ST ALOYSIUS
CATHOLIC COLLEGE

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COLLEGE
HUNTINGFIELD CAMPUS

PARENT INFORMATION
BOOKLET
2017

Grade 7/8

Welcome to the Grade 7 /8 Learning Centre. Generally known as L.C.1. This booklet will provide you with useful information for 2017. There have been a number of updates.

Staff in Learning Centre 1

Mr Martin McManus - Learning Centre Pastoral Care Co-ordinator

martin.mcmanus@catholic.tas.edu.au

Ms Samantha Crust - 7CG Homeroom Teacher

samantha.crust@catholic.tas.edu.au

Mr Brian Green - 7CG Homeroom Teacher

brian.green@catholic.tas.edu.au

Mrs Sally Broadribb – 7BM Homeroom Teacher

sally.broadribb@catholic.tas.edu.au

Ms Ann Menezies – 7BM Homeroom Teacher (Wednesdays)

ann.menezies@catholic.tas.edu.au

Mr James Wright – 7W Homeroom Teacher

james.wright@catholic.tas.edu.au

Mrs Kate Bridge – 8B Homeroom Teacher

Kate.bridge@catholic.tas.edu.au

Mrs Sari Gaddam– 8G Homeroom Teacher

sari.gaddam@catholic.tas.edu.au

Mr James Hickey – 8H Homeroom Teacher

james.hickey@catholic.tas.edu.au

Catholic Identity

St Aloysius Catholic College is first and foremost a Catholic school and aims to provide a caring and supportive environment where students are encouraged to grow in faith within a Catholic community and develop their potential. At the Huntingfield Campus, Religious Education continues to play an important role in the daily life of us all.

The Religious Education program is central to who we are as a faith community. The program is based on the Archdiocesan Curriculum and focuses on students' growth in knowledge, skills and attitudes.

Throughout the College Year, our Grade 7 / 8 students will participate in and organise a range of liturgies. Many take place at the Huntingfield Chapel. Participation in many Liturgical celebrations throughout the year will also take place to celebrate Feast Days, the Church's Liturgical Calendar and important College events. These liturgical celebrations are an opportunity for the children to

deepen their understanding of God, to appreciate the significance of Christ in their lives and build on their faith life fostered in families.

A climate of prayer is encouraged and the symbols of prayer form an important part of our school culture. A variety of prayer forms are used. Traditional prayers are explored and used, as well as opportunities for the students to create their own prayers for special occasions and needs. Students also have the opportunity to participate in Christian Meditation and other reflection activities.

Through the experiences we offer, we aim to provide a Christ-centered community, model Christian behaviour, attitudes and values and provide a high quality balanced education.

As members of the faith community we believe pastoral care to be integral to the daily life of the College, acknowledging the dignity of all and nurturing the growth of each person, drawing inspiration from the person and life of Jesus. Pastoral care is an expression of the philosophy and vision of St Aloysius Catholic College. We endeavour to demonstrate this care in all aspects of College life.

Learning Centre House - Keeping

Arrival in LC1

Students are to be ready to enter their homeroom by 8.30am and organise themselves for the day.

Monday Briefing (Bugs and Bees Briefing)

On Monday mornings we meet as a whole Learning Centre in the studio. Students in this learning centre take responsibility for organising and leading these meetings.

Phone Policy

Students are allowed to use their phone at recess and lunch. Students are not permitted to phone parents during the school day. If parent communication is required, this is to be done through the school office. Phones should normally remain turned off and located in the student's bag at all other times.

Absences/Illnesses

If you know your child will be absent from school or your child is ill, please inform the office staff, or their homeroom teacher before 9.00am. If you need to pick up your child throughout the school day, please fill in a form at the office before collecting your child. Please encourage your child to seek assistance from a staff member if they are unwell.

Student Support

The first point of contact begins with your child's Homeroom / subject teacher(s). For more serious matters, contact with either the the Learning Centre Coordinators and, if considered necessary the College Counselor.

- If your child experiences any problems or difficulties socially or academically, they will be encouraged to speak to their relevant teacher (s) in an endeavour to resolve the issue within the learning centre context..

Appointments

Please remember that we are unable to meet with parents to discuss any issues in the mornings. We are more than happy for you to make appointments to meet us at mutually agreeable times.

If there is an issue with your child, the protocol for our College is as follows:

1. Contact the homeroom teacher first, if the issue still remains unresolved...
2. Contact the Learning Centre Co-ordinator Mr Martin McManus.
3. Should the matter still be of concern then contact
4. Pastoral Coordinator - Mr. Peter Kay - and if it needs to be take further then
5. Co-Principals - Mr Joseph Sandric and Mr Brendan Gill

Committees/ Clubs/ Groups/ Student Leadership

The students in Middle School are provided with many opportunities to be involved in College Committees, groups and clubs and can nominate for positions within these groups for roles within the committees.

Morning Tea and Lunch

Students are encouraged to keep drink containers in the classroom. These must contain water only. Students are encouraged to bring fresh fruit or vegetables to eat at school. The cafe is available for the students to purchase morning tea and lunch Monday, Tuesday, Thursday and Friday. To register log onto: <http://mykidslunchbox.com.au/> Please make sure that class details are up to date.

Uniform

Blazers: At the Huntingfield Campus, students are to wear their blazers to and from school and when students are in public places while in school uniform, (e.g. shopping after school). The full, correct uniform must be worn at all times. The College sports jacket is only to be worn to and from school only with the Physical Education uniform. The College sports jacket may be worn at school during the day from the end of morning homeroom until the start of afternoon hoomroom instead of the Blazer.

Jewellery

Our policy for earrings is: one set of plain gold or silver stud earrings, which are worn in the lower earlobes. Long, dangly earrings are not suitable for school wear

for safety reasons. Coloured earrings are not acceptable. Other piercings are not permitted at school. One watch and one Christian symbol worn around the neck e.g. a cross or medal are acceptable pieces of jewellery.

To minimise WHS issues, it has been determined that students are not permitted to wear bracelets or rings. Coloured promotional bands are permitted to be worn only during the week of the promotion of a particular cause e.g. Cancer Council, Beyond Blue.

Hair:

Ribbons, bands and clips are to be of college colours of navy blue, lime green or white. Hair bands in school fabric are available from the College Uniform Shop. Extreme haircuts, hair colours or overt multi-colouring are not acceptable. Students who dye their hair a natural colour, which is in contrast to their own colour, will be expected to ensure that there is no regrowth.

Makeup: The following items are not permitted: nail polish, unnecessary makeup, including mascara and eyeliner.

Shoes: Sports shoes are not to be worn to and from school unless part of the Physical Education uniform. Skate shoes, fluoro coloured shoes, canvas gym shoes and volleys are not acceptable as sport shoes. Students are not permitted to wear sports shoes during MDT classes for safety reasons.

Socks: To be the approved style. Grey for boys in formal uniform. White "turn down style" for girls.

Hats: Students are to wear approved College sun hats during Terms 1 and 4. Students at the Huntingfield Campus may wear the College bucket hat or cap. Wearing the College bucket hat is strongly encouraged at the Huntingfield Campus.

Scarves: Neck scarves are permitted during cold weather, but they must be plain navy blue in colour.

Positive Behaviour Support (PBS)

At St Aloysius Catholic College Huntingfield Campus, behaviour support is an opportunity for valuable social learning as well as a means of maximising the success of academic educational programs. Preserving and building student self esteem and image as well as encouraging self-monitoring of behavior are fundamental components of our positive approach to behaviour support.

Our shared expectations for student behaviour are plain to everyone, and allow all to work together to create and maintain a positive and productive learning and teaching environment, where all Campus community members have clear and consistent expectations and understandings of their role in the educational process.

SACC and our Learning Centre will have a consistent approach to positive behaviour support, based on building and restoring relationships. We follow the Restorative Practice Model which is based on based on building and restoring relationships.

Car Park and Student Transport

Many students catch various buses to and from the College. The students must ensure they understand the school bus expectations when of using this facility. Parents are not to use the bus lane for the drop off and pick up of their child. Parent are also reminded that you are NOT to park on the side of the road adjacent to the College and must also NOT drive through and block up the driveways to the College car park. If you are collecting students from the college in a personal vehicle, the vehicle is to be parked in the car park before any attempt is made for the student to be collected. Under no circumstances should students be collected in any designated NO STANDING area. This is a real WPHS issue and has become incredibly dangerous to our students.

The Australian Curriculum

At St Aloysius Catholic College, we have been actively involved in the development of the Australian Curriculum since its inception in 2009.

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. The Australian Curriculum can be viewed at

<http://www.australiancurriculum.edu.au/resources-and-support/parent-information/introduction>

Mathematics

Mathematics ensures that the links between the various components of Mathematics, as well as the relationship between Mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems in which students apply beyond the mathematics classroom. In Science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In Geography, interpretation of data underpins the study of human populations and their physical environments. In History, students need to be able to imagine timelines and time frames to reconcile related events. In English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

Mathematics Teachers:

Mr Martin McManus, Mrs Kate Bridge, Ms Alison Young and Mr Anthony Peck

English

In English, the focus is on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning

to create literary analyses and transformations of texts.

English Teachers:

Mrs Sally Broadribb, Ms Samantha Crust, Mrs Sari Gaddam, Mrs Angie Mitchell, Mr James Wright.

History

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History Teachers:

Mrs Sari Gaddam, Mrs Samantha Crust, Mrs Angie Mitchell

Geography

Geography is also an inquiry-based subject that promotes students' geographical understanding and knowledge. Students will develop their inquiry skills based on the focus of the Australian Curriculum for their year group. Our aim is to make the curriculum local and relevant by using current local and international issues.

The process of historical and geographical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perceptions; develop and substantiate interpretations, and communicate effectively.

Geography Teachers:

Mrs Sally Broadribb, Mr James Wright, Mrs Angie Mitchell.

Science

Science provides opportunities for students to develop an understanding of important Scientific concepts and processes. The practices used to develop scientific knowledge, of Science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in Science-related careers.

Science Teachers:

Mr Martin McManus, Ms Alison Young

Religion

As a subject, Religious Education follows the *Good News for Living* curriculum. Core units include Belonging, Prayer, Jesus' Heroes, Parables, Judaism, History of the Catholic Church, Islam, Ethics and Radical Reformers. Students are encouraged to think critically about real life issues and to develop meaningful relationships with God, themselves and those around them.

Religion Teachers:

Mrs Sari Gaddam, Mrs Sally Broadribb, Mr James Wright

ELECTIVE SUBJECTS AND TEACHERS

ART/MEDIA - Ms Ann Menezies

FOOD STUDIES- Mr Brian Green

FRENCH – Mrs Sari Gaddam

Digital Technologies – Mrs Kate Bridge

MDT – Mr Russell Joyce

DRAMA – Ms Bree Crocker

MUSIC - Mr John Barnes

HEALTH & PHYSICAL EDUCATION- Mr James Hickey/Mr Peter Kay/ Mrs Marcelle Ottaway/Mr James Wright

Homework

Homework is an integral part of Middle School. Grade 7/8 students will be regularly engaged in tasks outside of school hours. Most occasions will not require more than an average of 20-30 minutes weeknights. Extended tasks are sometimes set and may require time on the weekend. to complete appropriately. Student assignment work and other home tasks will also be listed on the students' learning portal Fides.

1. Students are expected to allocate sufficient time at home to complete unfinished class work, to complete research for projects and to practise their literacy and numeracy skills.
2. Reading daily is considered to be one of the most important homework elements for all students.
3. Homework will not be set for weekends or over holiday periods.
4. Students are expected to do their best in all work including tasks completed as homework. This should be completed within the time frame set.
5. Students are encouraged to seek assistance from teachers and parents/guardians when difficulties arise. Homework expectations try to take into account the student's' home responsibilities, family arrangements and extra-curricular activities such as clubs, sport and part-time employment.

I.C.T

Students are expected to have an approved laptop at school, charged and ready for use every day.

Students should not bring their chargers to school as a back-up because the school is required to have all electrical cords tested and tagged before being considered safe for use.