



ST ALOYSIUS
CATHOLIC COLLEGE

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COLLEGE
HUNTINGFIELD CAMPUS

PARENT INFORMATION
BOOKLET
2017

Grade 9/10

Welcome to the Senior School Year 9/10 Learning Centre. This booklet will provide you with information you may need to know during 2017.

Staff in Learning Centre 3

Mr Gerard Cronly - 9/10 Learning Centre Pastoral Care Co-ordinator
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Mr Anthony Peck – Head of Teaching and Learning (HC), Science and Maths Co-ordinator + G10 Homeroom Teacher
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Ms Bree Crocker – Arts and Technology Co-ordinator + G10 Homeroom Teacher
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Ms Natasha Harris – Aboriginal Student Support Teacher, VET Co-ordinator + G9 Homeroom Teacher
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Mr Simon Lyon – G9 Homeroom Teacher
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Ms Jacqui Freeman– G9 Homeroom Teacher
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Ms Angie Mitchell – Humanities Co-ordinator, G10 Homeroom Teacher
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Mr Russell Joyce – G9 Homeroom Teacher
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Mrs Marcelle Ottaway – G9 Homeroom Teacher + SATIS Co-ordinator
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Religious Education

St Aloysius Catholic College is first and foremost a Catholic College 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 plays an important role in the daily life of our students and the Religious Education Program is central to our ethos as a faith community. The program is based on the Archdiocesan Curriculum *Good News for Living* that focuses on students' growth in knowledge, skills and attitudes.

Throughout the College year, our Grade 9/10 students will participate in and organise Masses that take place at the Huntingfield Chapel and will also celebrate whole College Masses in our Multi-Purpose Centre. These include our Opening School Mass, College Feast Day and End of Year Mass. Participation in many Liturgical celebrations throughout the year will also take place to celebrate Feast Days, the Church's Liturgical Calendar and important events. These liturgical celebrations are an opportunity for the students to deepen their understanding of God, to appreciate the significance of Christ in their lives and build on their faith life fostered in families.

At the Huntingfield Campus, a climate of prayer is encouraged and the symbols of prayer form a focal point in all classrooms. Students use a variety of prayer forms at the commencement of the school day. Traditional prayers are learnt and used, as well as opportunities for the children to create spontaneous prayers for special occasions and needs. Students also have the opportunity to participate in Christian Meditation under the guidance of their classroom teacher or the Pastoral Associate, Mrs Leanne Prichard.

Through the experiences we offer, we aim to provide a Christ-centred community, model Christian behaviour, attitudes and values and provide a high quality balanced education. As members of the faith community of St Aloysius Catholic College, 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 pastoral care in all aspects of College life.

Learning Centre House Keeping

Arrival in LC3

Students are required to arrive at the College by 8.30am. Students are not to enter the Learning Centre until there is a teacher on duty. We begin the day with quiet reading before prayer and the daily arrangements.

Homeroom Time

During homeroom time, students will participate in prayer, breaking news stories, be informed of daily College news and events, any changes to recess and lunch access and the meeting of groups such as Chess Club, St Vincent De Paul (Vinnies) and Environmental Committees.

Monday Briefing (Bugs and Bees Briefing)

On Monday mornings we meet as a whole Learning Centre in the studio. The students who participate in outside school events are encouraged to share their successes as we as a whole centre congratulate them. Students may also be rewarded with house points for various reasons. These include wearing uniforms correctly, keeping organised, using their diaries, being a great senior leader and maintaining a tidy learning centre environment.

Learning Centre Assemblies

Learning Centre assemblies take place every month on a Thursday pastoral time at 9.40am. All students in LC3 take responsibility for organising and leading the assemblies on a rotational basis. All assemblies commence with a Prayer Service that the students organise and run.

Notice Boards

All notices that are sent home are also available in duplicate in our Learning Centre on the notice board tables. The notice boards are filled with all information available for our students to read. These are upcoming events, weekly briefings, cafe specials and special opportunities available for students.

Prayer Table

We have a LC3 Prayer place for us to gather for our briefings and assemblies.

Classrooms

Students stay in their classrooms for the majority of their core lessons. They are encouraged to stay organised and be well prepared.

Phone Policy

Students are allowed to use their phone at lunch only to check for communication from parents or carers. Phones should remain switched off 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 Campus office staff 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.

Student Support

Student support begins with your child's Class teacher(s), then the Learning Centre Coordinators and, if appropriate, our College Counsellor, Ms Bec Woolley.

If your child experiences any problems or difficulties socially or academically, they are encouraged to speak to us in an endeavour to resolve the issue within the classroom.

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 you are not happy with the results then
2. Contact the Learning Centre Co-ordinator, Mr Gerard Cronly, if need be. After this you can then contact
3. College Director of Pastoral Care - Mr Peter Kay and if the issue needs to be taken further then
4. Co-Principals - Mr Brendan Gill and Mr Joseph Sandric

Committees/ Clubs/ Groups/ Student Leadership

The students in Senior 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. As part of our Move Well, Eat Well Program, students are encouraged to bring fruit or vegetables to eat during a food break we have after lunch. The cafe is available for the senior school students to purchase morning tea and lunch Monday, Tuesday, Thursday and Friday. To register log onto: <http://mykidslunchbox.com.au/>

Grade 9 Special Events

The Grade 9 students will be heading on a school camp. The details for this will be given when we finalise dates and venue. They will also be participating in the Try A Skill workshops, University workshops and community service programs.

Grade 10 special events

The Grade 10 students will be participating in a spiritual retreat which will be organised by the RE Team. Details on this will be available shortly. The Grade 10 students will also be heading to the RYDA program, participating in community service and information sessions at GYC for their transition in 2017 and compulsory work experience. There will also be a Grade 10 Celebration dinner, which will be held later in the year. Students will be provided with further information as it is available. We do stress that this is NOT a Leavers Dinner but a celebration of the students' time at St Aloysius Catholic College.

Uniform (Taken from our College Uniform Policy)

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 may 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 homeroom 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 also 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, 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, canvas gym shoes and volleys are not acceptable as sport shoes.

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 behaviour 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 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/>

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, 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.

English

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

History

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. 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, as a discipline, has its own methods and procedures, which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Science

Science provides opportunities for students to develop an understanding of important science 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.

Work Studies

The curriculum helps young people plan for and shape their future and make a contribution to the wider community by providing them with the essential knowledge,

understanding and skills for participation in the rapidly changing world of work.

Students begin preparation for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They learn to understand what work is, how and why it is changing and what this means for their future in working for others or themselves. They engage with the career management processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects.

ELECTIVE SUBJECTS AND TEACHERS

Art/Media - Ms Ann Menezies

Food Studies - Mr Brian Green

Drama - Ms Bree Crocker

Sports Science/ Health/Duke - Mr James Hickey, Mr Peter Kay and Mrs Marcelle Ottaway

VET Hospitality – Mrs Natasha Harris

English Extended - Ms Bree Crocker

Psychology – Ms Maria DiTommaso

Maths Extended – Mr Anthony Peck

Science Extended – Ms Anne Boyle

Digital Technology – Ms Kate Bridge

Design in Wood/MDT – Mr Russell Joyce, Mr Simon Eade

Health and Physical Education (HPE)

The students participate in a range of activities and have the opportunity to represent the College in SATIS swimming, athletics and cross-country. There are also other out of school sports available. There is further information available from Mrs Rachael Adams in the Campus Office.

VET - Vocational Education and Training

Students currently studying the units in Certificate I Hospitality will be working at industry level and required to complete all tasks at industry level. They will be completing several different assessment tasks, working at College functions and some will be completing a work placement. The students will also visit several venues to gain an understanding of the Hospitality and Tourism industries. Students must keep up with all set tasks as the workload for this course is quite significant. If there is anything the students cannot understand or complete, then email Mrs Harris and she will make a time to go through it individually.

Late Submission of Work

Parents will be notified if work is submitted late and penalties will apply.

Homework

Homework is a compulsory part of Senior School. All Grade 9 students should be completing at least 1.5 hours of homework five days a week. The Grade 10 expectation is at least 2 hours of homework five days a week. If students have extended tasks such as projects they should consider spending some time on these during weekends so that they are not leaving them till the last minute to complete.

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. Each class has an SchoolBox / Fides page where assignments will be distributed and submitted. Parents and Guardians can track their children's assignments throughout the year for all their classes.
4. Students are expected to demonstrate pride in their homework by completing the work to a high standard and returning it within the given time frame.
5. Students are encouraged to seek assistance from teachers and parents/guardians when difficulties arise, including the amount of time spent on homework. Homework setting takes into account the students' home responsibilities, family arrangements and extra-curricular activities such as clubs, sport and part-time employment.

Subject Tutoring

At various times during the week, teachers run advertised tutoring sessions for students to address specific questions. The students who feel they need some assistance with any of their subjects are more than welcome to stay.

We are very pleased to have your children in our Learning Centre. The Learning Centre has a wonderful team of teachers who are working hard to provide your child with the best possible outcomes. This is however, a team effort, and to ensure that we are all supporting your children, we encourage you to follow up with your child on any homework and to build a relationship with your child's homeroom teacher and Learning Centre Co-ordinator so we can all work together to assist your child in a successful 2017.