ST ALOYSIUS CATHOLIC COLLEGE
HUNTINGFIELD CAMPUS

PARENT INFORMATION BOOKLET
2015

Senior School
Grade 9/10
Welcome to the Senior School Year 9/10 Learning Centre. This booklet will provide you with various details and information you may need to know during 2015.

**Staff in Learning Centre 3**

**Mr Peter Kay** - 9/10 Learning Centre Pastoral Care Co-ordinator  
[mailto:peter.kay@catholic.tas.edu.au](mailto:peter.kay@catholic.tas.edu.au)

**Mr Simon Eade** – Director of Teaching and Learning  
[mailto:simon.eade@catholic.tas.edu.au](mailto:simon.eade@catholic.tas.edu.au)

**Dr Brendon Gourlay** – Grade 9/10 Curriculum Coordinator + G9 Homeroom Teacher  
[mailto:brendon.gourlay@catholic.tas.edu.au](mailto:brendon.gourlay@catholic.tas.edu.au)

**Mrs Bree Crocker** – Arts and Technology Coordinator + G10 Homeroom Teacher  
[mailto:bree.crocker@catholic.tas.edu.au](mailto:bree.crocker@catholic.tas.edu.au)

**Mr James Hickey** – G10 Homeroom Teacher  
[mailto:james.hickey@catholic.tas.edu.au](mailto:james.hickey@catholic.tas.edu.au)

**Mr Nick Bakker** – G9 Homeroom Teacher  
[mailto:nicholas.bakker@catholic.tas.edu.au](mailto:nicholas.bakker@catholic.tas.edu.au)

**Mrs Anne Blythe-Cooper** – G9 Homeroom Teacher  
[mailto:anne.blythe@catholic.tas.edu.au](mailto:anne.blythe@catholic.tas.edu.au)

**Mr David Noble** – G10 Homeroom Teacher  
[mailto:david.noble@catholic.tas.edu.au](mailto:david.noble@catholic.tas.edu.au)

**Miss Angie Broadby** – G10 Homeroom Teacher  
[mailto:angie.broadby@catholic.tas.edu.au](mailto:angie.broadby@catholic.tas.edu.au)

**Mrs Natasha Harris** – G9 Homeroom Teacher  
[mailto:natasha.harris@catholic.tas.edu.au](mailto:natasha.harris@catholic.tas.edu.au)

**Mrs Anne Menzie** – G9 Homeroom Teacher  
[mailto:anne.menzie@catholic.tas.edu.au](mailto:anne.menzie@catholic.tas.edu.au)

**Mrs Briar Ayliffe** - Special Needs Teacher Assistant  
[mailto:briar.ayliffe@catholic.tas.edu.au](mailto:briar.ayliffe@catholic.tas.edu.au)
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, 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. During this time students bring their diaries to record any relevant information discussed during this time. The students who participate in outside school events are encouraged to share their successes as we, as a whole centre, congratulate them. During this time we also announce our four Learning Centre 'Be' Students. These students are 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 during Thursday Pastoral Care time at 10.25am. 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.

Diaries
Diaries are generally signed by the Homeroom Teacher an/or Learning Centre Co-ordinator on a weekly basis. Any information that needs to be shared from home should be recorded in your child’s diary. Any communication from your homeroom teacher or Learning Centre Co-ordinator will also be recorded in the diaries. Parents are encouraged to sign their child’s diary weekly so we know any information shared has been seen at home.

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, canteen specials and special opportunities available for students to participate in.

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 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**
This begins with your child’s Class teacher(s), then the Learning Centre Coordinators and, if appropriate, our College Counsellor, Matt Bain.

If your child experiences any problems or difficulties socially or academically, they will be 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. If you wish to make further contact:
2. Contact the Learning Centre Co-ordinator, Mr Peter Kay
3. From there, you may contact the Campus Director, Mr Joseph Sandric, or
4. The Principal, Mrs Elaine Doran.

**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 College.

**Morning Tea and Lunch**
Students are encouraged to keep drink containers in the classroom. These must contain water only. As part of our Eat Well, Move Well program, children 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/](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 2016, and compulsory work experience. There will also be a Grade 10 Celebration dinner, which will be held on Tuesday 20th October with the venue TBA. 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.

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 the 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.

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 a sport shoe.

Hats: Students are to wear approved College sun hats during Terms 1 and 3. 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, behavior 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 based on building and restoring relationships. In our classrooms we teach about the 3R’s that are respect for self, others and the environment.

**Car Park and Student Transport**
Many students catch various buses from our college to and from school. The students must ensure they have completed the school bus policy of they are using this facility. Parents are not to use the bus lane for the drop off and pick up of their child. Parents are also reminded that you are NOT to park on the side of the road leading up to the College (Nautilus Grove) and must also NOT drive through and block up the driveways to the College car park. If you are picking up your child from the College in a personal vehicle you must park in the car park provided and not be causing a blockage of the driveways. This is a real WHS issue and has become incredibly dangerous to our students.

**Religious Education**
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 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 gymnasium. 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 school celebrations. 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.

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.

**GRADE 9 WORK STUDIES (Formally Pathways Planning)**

Grade 9 students will take part in the Work Studies program stipulated by the Australian Curriculum. Students will investigate what it means to be a life long learner, and how this impacts on future decisions about their careers. They will develop and investigate the skills and personal qualities required for a variety of occupations and gain an understanding of the importance of teamwork and communication requirements for their chosen areas.

Students will also be given strategies that strengthen their individual learning skills, such as being able to research and analyse information and being able to collect and evaluate data and information to draw conclusions about changes to work conditions and arrangements.

**GRADE 10 WORK STUDIES**

Grade 10 students will take part in the Work Studies program stipulated by the Australian Curriculum. Students will investigate relationships between changing circumstances, learning and 21st century work opportunities while identifying what is required to manage these opportunities. Students will develop an understanding of the importance of growing self-awareness in improving their learning, identifying skill shortages and ways in which they can develop appropriate skills to make more informed decisions about their college/TAFE subject choices and career options. Students will also develop strategies to deal with conflict in the workplace, as well as researching and responding to recruitment tools used by different industries.

Students will partake in work experience that is scheduled for second term for a period of one week. On this placement, students will be able to investigate a job that may be suitable for them, and develop appropriate communication skills within the workplace.
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
The Australian Curriculum: 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; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

English
Curriculum: 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
The Australian Curriculum: 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.

ELECTIVE SUBJECTS AND TEACHERS

Art/Media - Ms Ann Menezies
Food Studies - Mrs Anne Menzie
Drama - Mrs Bree Crocker
Sports Science/Health/Duke - Mr James Hickey, Mr Peter Kay
VET Hospitality and Tourism – Mrs Natasha Harris
English Extended - Mrs Bree Crocker
Psychology – Miss Erin Graham
Maths Extended – Mr David Noble
Science Extended - Dr Brendon Gourlay
ISD – Mr Peter Freeman
CSYMA - Mrs Leanne Prichard

Health and Wellbeing
The students participate in a range of activities and have the opportunity to represent the College in SATIS swimming and athletics. 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/Tourism will be working at industry level and required to complete all tasks at industry level. They will be completing several different assessment tasks, working on school 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, to ensure they complete the course successfully as the workload for this course is quite significant. If there is anything the students cannot understand or complete, they are encouraged to email Mrs Harris and she will make a time to go through it individually.

Homework
Homework is a compulsory part of Senior School. All Year 9/10 students should be completing at least 1 hour 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 to 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 Edmodo page where assignments will be distributed and submitted. Parents and Guardians can create their own Edmodo profile which allows them to 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.

After School Tutoring
On Monday after school, Mr David Noble runs a Maths tutoring afternoon from 3:15 to 4:15, and on Tuesday after school, Miss Angie Broadby runs an English and Humanities tutoring afternoon from 3:15 to 4:15. Students who feel they need some assistance with subjects are more than welcome to stay.

Close
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 2015.