

The Mission Statement of the College

Our mission is to create a caring environment that promotes inclusivity through the context of student's education, where individual excellence and success is pursued within the Catholic tradition in the spirit of Blessed Edmund Rice.

Vision Statement

Our vision is to be a Christ centred learning environment that provides a liberating education for all as lifelong learners.

St Dominic's College Learning Statement

Learners at St Dominic's strive to achieve their personal best, self-directed in leading their own life-long learning. We are a connected learning community that focuses on the promotion of higher order thinking. Personalised needs are authentically served in a blended learning environment. The College provides a liberating education, creating opportunities for all its members to be engaged and empowered by learning.

The College Crest

The St Dominic's College Crest was created to symbolise:
Knowledge, Purity, History and Christ our Lord





St Dominic's College - A Catholic School in the Edmund Rice tradition

54-94 Gascoigne Street, Kingswood NSW 2747

PO Box 156, Kingswood NSW 2747

Telephone: (02) 4731 1933

Email: info@stdominics.nsw.edu.au, Website: www.stdominics.nsw.edu.au

Student Diary 2023

Personal Information

Name: Year: Homeroom:

Pastoral Coordinator: House Coordinator:.....

Pastoral Teacher:

Home Address:

..... Postcode:

Home Telephone Number:

In the event of loss, please return this diary to either the owner or the College Front Office.



College Bell Times

Monday, Tuesday & Friday		Wednesday		Thursday	
Move to Homeroom	8:30	Move to Meeting Area	8:30	Move to Homeroom	8:30
Homeroom	8:35 – 8:50	Waterford Program	8:35 – 9:15	Homeroom	8:35 – 8:49
Period 1	8:50 – 9:52	Period 1	9:15 – 10:12	Period 1	8:49 – 9:46
Period 2	9:52 – 10:54	Period 2	10:12 – 11:09	Period 2	9:46 – 10:43
Recess	10:54 – 11:24	Recess	11:09 – 11:39	Recess	10:43 – 11:08
Period 3	11:24 – 12:26	Period 3	11:39 – 12:36	Period 3	11:08 – 12:05
Period 4	12:26 – 1:28	Period 4	12:36 – 1:33	Lunch	12:05 – 12:35
Lunch	1:28 – 1:58	Lunch	1:33 – 2:03	Sport	12:35 – 2:35
Period 5	1:58 – 3:00	Period 5	2:03 – 3:00		

College Terms 2023

		Commences	Finishes
Term 1	Staff Development Day	27th January	30th January
	Years 7, 11 and 12	31st January	6th April
	Years 8, 9, and 10	1st February	6th April
	School Holidays	7th April	25th April
Term 2	Staff Development Day	24th April	24th April
	ANZAC Day	25th April	25th April
	All Students Return	26th April	30th June
	School Holidays	1st July	17th July
Term 3	Staff Development Day	17th July	17th July
	All Students Return	18th July	22nd September
	School Holidays	23rd September	8th October
Term 4	All Students Return	9th October	5th December
	College Annual Awards	5th December	



This Year 2023

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4	30						1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	30	31					1							
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7			1	2	3	4		31					1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

Next Year 2024

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	31					1	2		1	2	3	4	5	6
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30	28	29	30				

May							June							July							August							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	4	30					1		1	2	3	4	5	6						1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4	5					1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				



A Brief History of St Dominic's

Established in temporary facilities at St Nicholas' Primary School in 1959, under founding Principal Br Brian Jeffers, St Dominic's College moved to its present Parker Street campus in 1960 under the direction of Br M D Surawski (Principal until 1965). Unlike other Catholic schools in the district, St Dominic's was governed by the Trustees of the Christian Brothers. In 2007, the College, along with other schools conducted by the Christian Brothers in Australia, came under the governance of Edmund Rice Education Australia (EREA).

The College enrolled Primary and Secondary students to the Leaving Certificate, and later to the Higher School Certificate. Primary classes were discontinued in 1980 so that more secondary students could be enrolled. For eight years (1978-1985) co-education was present in Years 11 and 12. With the establishment of McCarthy Senior Catholic High School at Emu Plains, the senior years were withdrawn so that more students could be enrolled in Years 7-10. In 1999, Year 11 was re-introduced and the College then became a Year 7-12 students all boys high school. The first HSC class graduated in 2000.

Identity

Blessed Edmund Ignatius Rice



Born in Callan, Ireland, in 1762, Edmund came to the bustling city port of Waterford as a young man. He was talented and energetic and soon became a very wealthy man. 1789 saw the tragic death of his wife and the birth of his daughter. Deeply saddened by the loss of his wife, Edmund entered a time of mourning. His daughter continued to open the depths of his love. At the same time his relationship with God deepened. In his own brokenness, he was moved with compassion to recognise the brokenness of those around him. He entered more deeply into their struggle and found in the story of Jesus the call to liberation that is at the heart of what Jesus preached and in which his church is engaged. In 1802 he set up a free school for poor young students. Edmund promoted an education that recognised the dignity of each individual and thus he sought to liberate them from their ignorance both of God and the richness of their Catholic Faith while

empowering them with an education which enabled them to rise from their demeaning poverty and sense of hopelessness. Thus Edmund sought to liberate individuals and his society from all that oppressed their lives

Christian Brothers

Other men were drawn to Edmund and his work of justice for those made poor. They lived together in community and were professed as Brothers, along with Edmund, in 1808. By 1825 Edmund Rice and his 30 Christian Brothers were educating free of charge 5,500 students in 12 different towns and cities. Many students were also being clothed and fed. 1825 also marked the expansion of the Brothers' response to God's call to provide a liberating education for the poor in other countries, beginning with England. Brothers, and others inspired by Edmund's charism, are now working in over 30 countries across the globe.



EDMUND RICE EDUCATION AUSTRALIA

Edmund Rice Education Australia

One particular legacy of this work, Edmund Rice Education Australia, was established by the Christian Brothers in 2007. EREA is charged with the responsibility for the governance of the Christian Brothers' schools throughout Australia, ensuring that Edmund's charism lives on in this work at a time when brothers are being called to new directions within a shared vision.

Touchstones of Catholic Schools in the Edmund Rice Tradition



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.



Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.



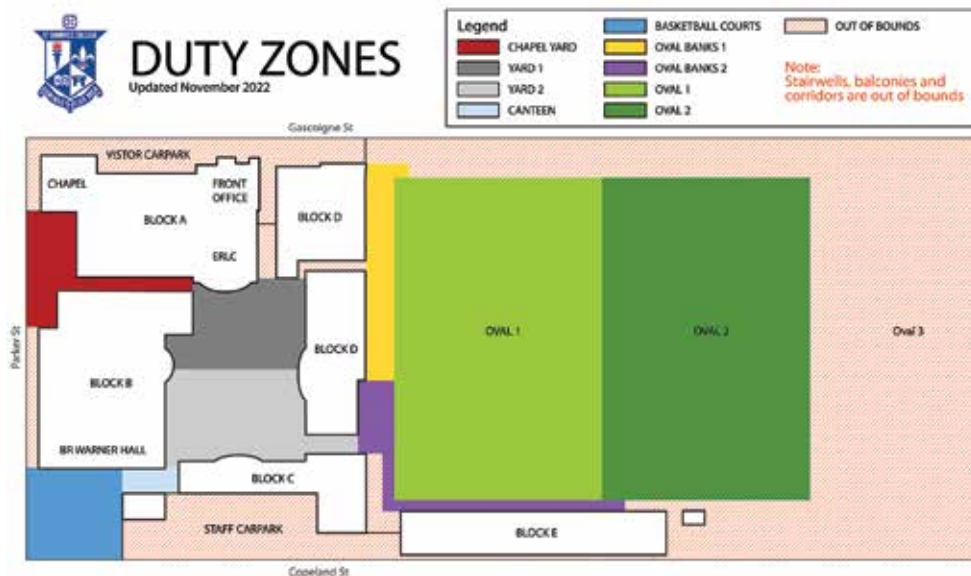
College Supervised Areas and Out of Bounds

College Opening Times

Gascoigne Street – from 7:00am

Copeland Street – from 7:45am

Whilst access to the College is from 7:00am, yard supervision will not commence until 8:05am.



Before School, Recess and Lunch Student Boundaries

ERLC	Open for students from 8:05am Open at recess and Lunch for students Open until 4pm for students after school.	
Yard	No student should be on any first floor area before school, during recess and lunch or after school; except the ERLC. During wet weather only will the second floor verandahs be accessible for students. Students are not permitted to gather in any stairwells or corridors (internal or external).	
Basketball Courts	Students are not permitted to be on the basketball courts prior to 8:05am unless under the direct supervision of a staff member. Students are not permitted on the basketball courts after school unless under the direct supervision of a staff member.	
College Hall	No student should be in any part of the Br Warner Hall before school, during recess and lunch or after school without the direct supervision of a teacher.	
Designated Out of Bounds Areas Before school	<ul style="list-style-type: none"> Oval Banks Ovals E Block 	<ul style="list-style-type: none"> Chapel Yard Level 2 verandahs College Hall, all classrooms and buildings other the ERLC.
Designated Out of Bounds Areas during recess and lunch	<ul style="list-style-type: none"> Oval 3 E Block verandahs Level 2 verandahs 	<ul style="list-style-type: none"> College Hall, all classrooms and buildings other the ERLC.



St Dominic's College

Policies & Procedures



Guidelines on the Use of this Diary

For Students

1. This diary is an essential item of your personal equipment as a student at St Dominic's College. It should be treated with respect.
2. Your personal daily activities of set home study, learning intentions, project and assignment work, additional study and revision are required to be entered lesson by lesson.
3. You must write the Learning Intention, or home study or classwork from each lesson daily.
4. You must have this diary with you at all classes and whenever out of class, and must produce it when requested.
5. Your diary is to be signed by your Pastoral Teacher and Parent/Guardian each Tuesday, weekly.
6. You are personally responsible for obtaining your parent's signature in your diary at the end of the week.
7. Your diary is to be used as a form of communication between teachers and parents.
8. The scribbling on any page, defacing or changing the appearance of the cover, the tearing out of any page or section is not permitted other than the Social Justice record. Students who engage in any or all of these activities will be required to purchase a new diary and make good all the information that was contained in the old diary and see that it is transferred to the new diary.
9. The loss of the diary should be brought to the immediate attention of the Pastoral Coordinator.

Student Signature

For Parents

1. This diary should be an effective form of communication between parents and teachers regarding their son.
2. Please check your son's diary to see that his home study, learning intentions and associated tasks are being regularly done and to note comments that teachers may have recorded in the diary.
3. You, as Parents/Guardians, are required to sign the diary each Monday for the previous week.
4. Please sign on the space provided below so that teachers can have ready reference to the parents' signature should the need arise.

Parent/Guardian Signature

Pastoral Teacher Signature

Acceptable Use Policy for Information Communication Technology

a) St Dominic's College wishes to encourage the use of Information Communication Technology (ICT) in learning across a range of devices (personal/College owned).

It is therefore expected that students will use ICT in a responsible, efficient, ethical and legal manner. This Acceptable Use Policy applies to the use of technology:

- Personally owned and/or College owned
- while onsite at the College
- associated to College Systems
- in relation to all members (students, teachers and community members). Policies are available via the College website.

b) **STUDENTS ARE RESPONSIBLE FOR ALL ACTIONS UNDERTAKEN VIA THEIR ACCOUNT AND/OR DEVICE.**

c) **THE USE OF TECHNOLOGY AT THE COLLEGE IS ALWAYS TO BE DONE SO UNDER THE INSTRUCTION OF THE STAFF.**

d) Unacceptable use of ICT includes (See full policy published on College Website):

- Accessing the internet or alternate devices outside College channels (WiFi, Canvas, O365).
No hot spotting.
- Capturing, publishing and/or sharing images, videos or defamatory material in relation to a member of the College community. *No student and/or staff member is to have their image published outside authorised College media.*
- Searching the Internet for obscene material
- Retrieving, displaying, printing or transferring such material e.g. Pornography
- Vandalising the data/equipment of another user, including users within the College
- Degrading or disrupting equipment, software or system performance
- Using the network for any illegal activity, including violation of copyright, or other contracts and any Local, State and Federal Law
- Using an account owned by another user
- Using unacceptable language/images in any communication to and/or in relation to College members.
- Non educational Internet use during lesson time

e) Students should remain mindful to use their device in a safe and responsible manner, and be equally considerate of their peers' equipment.

Any breach of the policy listed above is managed via the College Pastoral Care and Discipline Policy and Procedures

We acknowledge and have completed the ICT Use Policy Agreement (Online Form – See College Website).

We have discussed and are aware of the requirements for safe and acceptable use of ICT at St Dominic's College.

Parent/Guardian Signature

Student Signature



Emergency Evacuation Response For Staff and Students



WHEN EVACUATION SIGNAL IS HEARD PROCEED IMMEDIATELY TO EMERGENCY ASSEMBLY AREAS ON OVALS.

DO NOT RETURN TO AN EVACUATED BUILDING UNDER ANY CIRCUMSTANCES
THE CHIEF WARDEN WILL ANNOUNCE THE "ALL CLEAR" – FOLLOW ALL INSTRUCTIONS.

DO NOT USE THE LIFT.

DO NOT USE YOUR MOBILE PHONE AT ANY TIME.

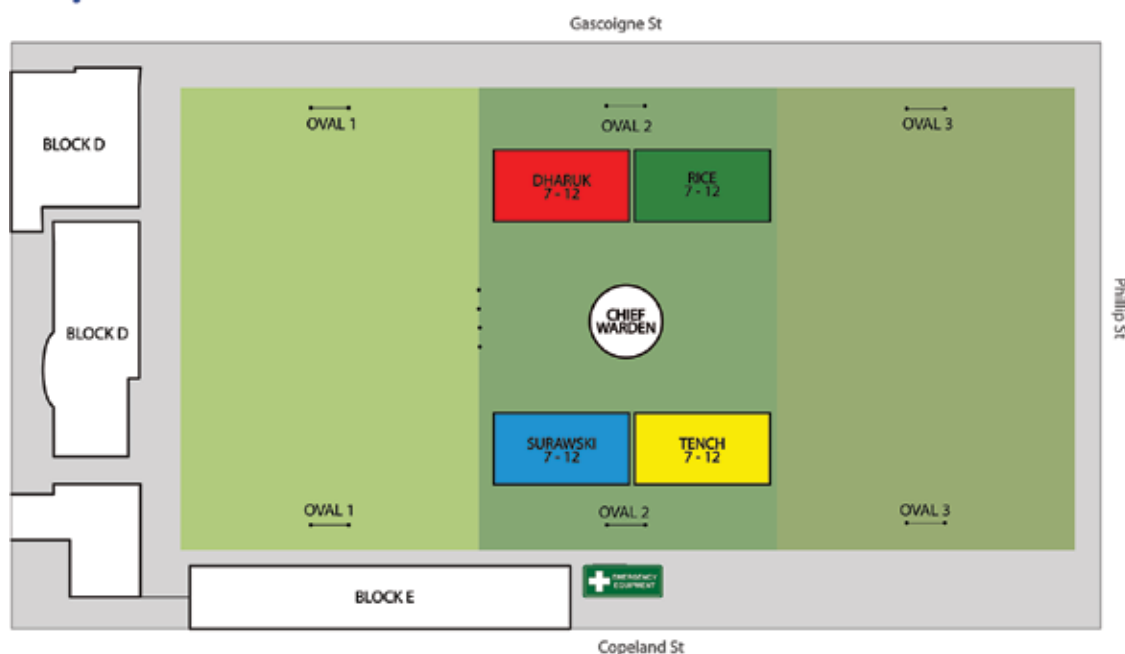
The College Evacuation Plan is designed to cover a variety of emergencies including fire, gas leaks and power outages. Follow your teacher's instruction to evacuate safely to the Ovals.

- When evacuating stay calm, leave your bags in the classroom and exit in an orderly manner.
- Once on the Ovals, proceed to your house area as shown on the map above and have your name marked off by your Pastoral Teacher.
- Remain with them until the "ALL CLEAR" is given to re-enter the buildings.



Emergency Evacuation Point

Updated November 2022



Full Lockdown Procedures



A CLEAR AUDIBLE SIGNAL OR ANNOUNCEMENT WILL BE GIVEN.

Where to go?

If danger is imminent, move immediately to the nearest room you feel is safe, unlocked and summon as many persons as possible to join you. Direct all students to move to the nearest unlocked room.

If *SAFE TO DO SO* and occurrence is during:

Recess or Lunchtime

Move immediately to the nearest unlocked classroom or Br Warner Hall. Whichever is the closest to you and you feel safe to do so.

Before or After School

Move immediately to the nearest unlocked classroom or Br Warner Hall. Whichever is the closest to you and you feel safe to do so.

Assembly in Br Warner Hall

Remain in the assembly area. You will be informed of where to go if evacuation from the Br Warner Hall is considered necessary.

Class time

- All outdoor classes are to cease immediately and move to the nearest room you feel is safe.
- If on the ovals, oval banks or nearest unlocked room areas you are to go directly to the Gym or Oval rooms.
- Students in hallways or going to the toilet, etc. are to seek shelter in the nearest occupied classroom.
- If in classrooms, ERLC etc., remain where you are.

What if the Fire Alarm also sounds?

Remain calm in your lockdown secure area (if it is safe to do so). DO NOT respond normally to bells or fire alarm during a lockdown, it may be a ploy by an intruder.

Dependent on the circumstances, it may be necessary to give alternate instructions - listen for announcements.

In case of fire, there will be announcement confirming this, then follow Fire Evacuation procedures.

Secure an area

1. All doors will be locked, windows secured and covered with blinds (if possible) and lights turned off.
2. Remain calm, keep together in your area and remain quiet at all times.
3. Keep back from windows and doors; remain seated below window level, and out of sight (this may require sitting on the floor).
4. Turn off all mobile phones, except to communicate vital emergency information to the Chief Warden. Instruct all students they are NOT to use their mobile phones.
5. Stay in the room until you are cleared to leave. No one should leave a secure area during a lockdown order.

Check Roll

Keep a record of all persons in your area/class (incl. any additional students or staff present). Report any suspected missing persons asap.



AN "ALL CLEAR" ANNOUNCEMENT WILL SIGNAL THE CONCLUSION OF THE LOCKDOWN.



Pastoral Care

Acceptance of enrolment at the College also includes acceptance of, and compliance with, the College Pastoral Care Policy and Procedures. The following information clearly sets out the expectations of the College for all students.

The following information on *students' rights and responsibilities* also explains the levels of support that apply at St Dominic's College.

For the students, this system requires them to make decisions about their behaviour.

It introduces more consistency into disciplinary procedures by linking various unacceptable types of behaviour with specific consequences which have been outlined, however, in exceptional circumstances, these may be varied.

This system is not meant to detract from, nor replace, the individual teacher's classroom discipline. It is meant to support the individual teacher and the departmental policy on discipline.

All students and teachers have the responsibility to respect the rights of other students and teachers.

When all rights are respected and responsibilities carried out, our College will run smoothly and create an atmosphere of self-discipline and self-respect where students are encouraged to develop fully.

Responsibilities	Rights
It is <i>my responsibility</i> to respect the rights of others. It is <i>my responsibility</i> to treat others with understanding, not to laugh at others, tease others, don't hurt their feelings.	I have a <i>right</i> to be happy at school and to be treated with understanding.
It is <i>my responsibility</i> to treat others politely and with respect. It is <i>my responsibility</i> to respect the authority of the school staff. It is <i>my responsibility</i> to be truthful and to treat others fairly.	I have a <i>right</i> to be treated respectfully and fairly.
It is <i>my responsibility</i> not to do anything which may threaten or cause danger to myself or others. It is <i>my responsibility</i> to tell teachers if there is any danger around my classroom or in the playing area.	I have a <i>right</i> to be safe.
It is <i>my responsibility</i> not to steal, damage nor destroy the property of others. It is <i>my responsibility</i> to ask permission before using the goods of someone else. It is <i>my responsibility</i> to take proper care of school property.	I have a <i>right</i> to expect my property to be safe.
It is <i>my responsibility</i> to be well-behaved in class and not disturb others. It is <i>my responsibility</i> to keep up to date with work in class and also with home study. It is <i>my responsibility</i> to attend school regularly and to be punctual.	I have a <i>right</i> to receive a good education at my school.
It is <i>my responsibility</i> , as a member of the school, not to smoke, take alcoholic drinks or drugs or influence other students to do so.	I have a <i>right</i> to be protected against threats to my health.
It is <i>my responsibility</i> to behave so that the community will respect my school. It is <i>my responsibility</i> to wear the school uniform neatly and correctly.	I have a <i>right</i> to benefit from the good name of the College.
It is <i>my responsibility</i> to make sensible decisions and to face the consequences of my decisions.	I have the <i>right</i> to make decisions for myself.
It is <i>my responsibility</i> to represent my school in any sporting and cultural activities I am chosen to represent in.	I have the <i>right</i> to a good education.

Pastoral Care (cont)

Behavioural Expectations

- It is our endeavour to create a harmonious and peaceful environment where every student feels safe and secure. Students are challenged to be accountable for their actions, therefore self-discipline is an essential part of the College's discipline policy.
- Fundamental to all behavioural expectations is keeping the "HANDS OFF" rule. It is expected that students' behaviour towards peers and staff is courteous, respectful and co-operative at all times.
- The College has policies in place which address the issue of "Bullying". This form of behaviour will not be tolerated and if parents are concerned that their son may be a 'victim', please inform the Pastoral Coordinator so that action can be taken without fear of reprisal.
- If there are behavioural concerns that you have about your son at St Dominic's College, you should initially contact the Pastoral Coordinator.
- Where you consider that the matters are serious, you should contact the Director of Pastoral Care then the Deputy Principal.

Detention

The College conducts the following detentions:

1. **Recess or lunchtime Teacher Detentions.** Students may be placed on a recess or lunchtime Teacher Detention for the following reasons:
 - a. Not completing home study;
 - b. Misbehaviour;
 - c. Not completing assessment tasks;
 - d. Incorrect uniform.
2. **Classroom Teacher Detentions.** Students may be placed on a Classroom Teacher Detention (after school) for the following reasons:
 - a. Non completed home study;
 - b. Misbehaviour in class;
 - c. Not completing assessment tasks;
 - d. If a student does not attend the Classroom Teacher Detentions, then the student is placed on two College Detentions.
3. **College Detention.** Students may be placed on a College Detention for the following reasons:
 - a. Failure to attend a classroom teacher's detention.
 - b. Misbehaviour, disrespectful behaviour, inappropriate language, mis-use of technology and phones;
 - c. Lateness to the College on three unexplained occasions a term;
 - d. Failure to attend College Detentions may result in a student being suspended from the College.

The practice of 'detention' is seen as a time out for students to reflect the appropriate behaviour rather than the punishment. It is sometimes difficult for parents to understand the incidents that might be considered trivial at home are treated so differently at College.

It is not our intention to punish the parents who are often placed at a disadvantage by their son's inappropriate behaviour. Detentions may occur at recess, lunch times or after College hours.



Pastoral Care (cont)

Transport - Code of Conduct on Buses

Students will:

- behave safely at all times
- respect the needs and comfort of other passengers
- respect bus property by not marking nor damaging it
- always follow instructions about safety on the bus
- tap on/off their OPAL card each time when boarding or departing.

Students will not:

- distract the driver, except in an emergency
- eat or drink on the bus
- allow any part of their body to protrude from the bus
- fight, spit, use offensive language, nor place feet on seats
- throw anything inside or outside the bus
- break hands off within the bus with any passengers
- alter, deface, misuse or fraudulently obtain a bus pass
- give, lend or transfer their bus pass to another student.

All OPAL Card applications are online at transportnsw.info/school-students.

In the event of misbehaviour on public transport, the Director of Pastoral Care will enforce the following consequences:

- First offence:** College detention
Second offence: College suspension
Further offences: Enrolment reviewed by the Principal

For all serious misbehaviours, the Director of Pastoral Care may issue a College suspension.

College Level System

The College Level System is designed to acknowledge and reward student achievements in all areas of the College whilst also making students accountable for unacceptable behaviour.

Focus Areas:

Students in Year 7, 9 and 11 begin each academic year on Level 4. Students in Years 8, 10 and 12 remain on the Level they achieved in the previous year.

- **Academic performance** – reports and assessment task results.
- **Extra-curricular activities** – music, drama, chess.
- **Social Justice** – completion of hours (juniors) or activities (seniors).
- **Sporting contribution** – PDSSSC/CCC/All-Schools, participation in sports carnivals.
- **College community involvement** – assembly, mass, College event days, open day, parent information nights.
- **Attitude and conduct** – effort applied in the classroom shown by DSE Reports.

Note:

- Consequences for each level are at the discretion of the Coordinator responsible.
- Students must be consistently compliant in regards to uniform, grooming and maintenance of the diary to be eligible to move up a level.

Students can be progressed in their Level with exceptional DSE scores, i.e. Level 4 to Level 3, Level 3 to Level 2. However, students cannot progress from Level 2 to Level 1 purely on their DSE scores alone.

Level System

Level	Level Description
1.	<ul style="list-style-type: none"> Evidence of substantial contributions in 5-6 focus areas Minimum of 8 KLA Awards to be achieved <p>Rewards:</p> <ul style="list-style-type: none"> Eligible for nomination as a College Prefect or SRC member Extra privileges
2.	<ul style="list-style-type: none"> Evidence of substantial contributions in 3-4 focus areas Minimum of 5 KLA Awards to be achieved <p>Rewards:</p> <ul style="list-style-type: none"> Eligible for nomination as a College Prefect or SRC member Minimum level that must have been achieved for students to apply for Prefect.
3.	<ul style="list-style-type: none"> Evidence of substantial contributions in 1-2 focus areas Minimum of 2 KLA Awards to be achieved <p>Rewards:</p> <ul style="list-style-type: none"> Certificate of achievement awarded by Pastoral Coordinator
4.	<ul style="list-style-type: none"> Entry level for all students who enrol at St Dominic's College
5.	<p>Causing concern in a subject via unacceptable behaviour or a lack of sustained effort.</p> <ul style="list-style-type: none"> Monitored daily by classroom teacher <p>Possible Consequences:</p> <ul style="list-style-type: none"> Feedback for each period recorded based on conduct and work Detention Parent interview Monitoring card for minimum of 1 cycle (2 weeks)
6.	<p>Causing concern in two or more subject areas or unacceptable behaviour such as:</p> <ul style="list-style-type: none"> Ongoing misbehaviour/ disobedience Bullying Use of prohibited items Breaking the hands off policy Damaging school property Truancy Inappropriate use of technology Ongoing issues concerning uniform and grooming <p>Possible Consequences:</p> <ul style="list-style-type: none"> Detention Parent interview Monitored daily by Pastoral Coordinator Feedback for each period recorded based on conduct and work Monitoring card for a minimum of 1 cycle (2 weeks)
7.	<p>No improvement in behaviour/attitude and conduct on Level 6 or a serious incident such as bringing the student or College into disrepute.</p> <p>Possible Consequences:</p> <ul style="list-style-type: none"> Suspension Parent interview Monitored daily by Director of Pastoral Care Feedback for each period recorded based on conduct and work Student cannot leave the College during school hours for any reason If student demonstrates a lack of progress, he will be monitored by the Deputy Principal and his enrolment at the College will be reviewed Student cannot represent the school in any sporting or extra-curricular areas



Bullying Prevention & Intervention

We are an inclusive community which is accepting and welcoming, fostering right relationships and committed to the common good. (EREA Touchstone – Inclusive Community)

St Dominic's College is committed to a culture of 'zero tolerance' for harm to young people in any form. We promote a culture that prioritises the safety and wellbeing of all young people and continue to respond positively and proactively to emerging issues.

All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships. (Australian Student Wellbeing Framework, 2018)

Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully (perpetrator), the person being bullied (victim) and bystanders.

Bullying can take many forms including:

Physical bullying which involves physical actions such as hitting, pushing, obstructing to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.

Psychological bullying is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.

Indirect bullying is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.

Cyber bullying is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

St Dominic's College Responsibility

St Dominic's College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity are respected and accepted.

Bullying is not tolerated at St Dominic's College. In all circumstances the College:

- Takes bullying incidents seriously.
- Provides assurance to the victim that they are not at fault and their confidentiality will be respected
- Takes time to properly investigate the facts including discussing the incident with the victim, the perpetrator and any bystanders.
- Takes time to understand any concerns of individuals involved.
- Maintains records of reported bullying incidents.
- Will escalate its response when dealing with persistent perpetrators and/or severe incidents.
- Bullying prevention strategies will be implemented within the College on a continuous basis with a focus on teaching age appropriate skills and strategies to empower all to recognise bullying and respond appropriately.

Shared Responsibility

Bystanders (Students who witness bullying or know about it). Student bystanders can be divided into several categories:

Encouraged:

- Students who defend or support the student who is being bullied by intervening, getting teacher support or comforting them.

Discouraged:

- Students who assist the students who are bullying and actively join in.
- Students who encourage and give silent approval to the students who are bullying.
- Students who watch the bullying (or hear about it) but are passive and do nothing.

Bullying Prevention & Intervention (cont)

What To Do If You Are Being Bullied

Ways of dealing with bullying can vary depending on the person and situation. You can;

- Decide not to retaliate.
- Be assertive and tell the person what they are doing, and that you want them to stop.
- Talk it over with someone you trust.
- Report the incident. It is OK to let someone know what is happening. You are not alone and you have the right to feel safe.

Role of Students:

- Acting justly and sincerely to maintain quality relationships with peers and staff.
- Following College guidelines so that bullying in any form is not supported.
- Refuse to be involved in any bullying situation.
- Report the bullying to a Teachers, Counsellors, Pastoral Coordinators or Director of Pastoral Care immediately.
- Have the courage to speak out against bullying.

Role of Parents/Guardians:

- Work in partnership with the College to support a safe and inclusive school.
- Being alert to the sign that your son may be a victim of bullying.
- Being alert to the sign that your son may be the perpetrator of bullying.
- Advising your son to seek assistance from the relevant staff member if he is being bullied.
- Contact your son's Pastoral Coordinator if you are aware of incidents of bullying.

Procedures To Follow

Initial Bullying Incident

- Report bullying to Teachers, Counsellors, Pastoral Coordinators and Parents/Carers immediately
- Both parties may be involved in mediation conducted by individual Pastoral Coordinator/s.
- Parents of perpetrator and victim are contacted and informed of outcome of mediation.
- The perpetrator and victim student/s are monitored by the Pastoral Coordinator/s.
- A report of incident is kept with appropriate Pastoral Coordinator/s.

Repeated Bullying Incidences

- Report bullying to Teachers, Counsellors, Pastoral Coordinators and Parents/Carers immediately.
- Both parties (victim and perpetrator) may be involved in mediation conducted by individual Pastoral Coordinators and Director of Pastoral Care.
- Parents of victim and perpetrator are contacted and informed of outcome of mediation.
- Interview may be conducted by Pastoral Coordinator/s with parents/carers involved.
- A record of incident is kept with appropriate Pastoral Coordinator/s and Director of Pastoral Care.
- The victim and perpetrator are monitored by the Pastoral Coordinator/s.
- Possible consequences: College Detentions/Suspensions/Placed on Level 6.

Further Repeated or Serious Acts of Bullying Incidences

- Report bullying to Teachers, Counsellors, Pastoral Coordinators and Parents/Carers immediately.
- Both parties (victim and perpetrator) may be involved in mediation conducted by individual Pastoral Coordinators and Director of Pastoral Care.
- College Deputy Principal and College Principal informed of incident.
- Parents of victim and perpetrator are contacted and informed of outcome of mediation.
- Interview conducted by Pastoral Coordinator/s, Deputy of Pastoral Care or Deputy Principal with parents/carers involved.
- A record of incident is kept with appropriate Pastoral Coordinator/s and Director of Pastoral Care.
- The victim and perpetrator are monitored by the Director of Pastoral Care.
- Possible consequences: Suspensions/Placed on Level 7, review of enrolment at the College.



Restorative Practice Flowchart

- Focus on specific behaviours without blaming.
- Use relational questions to draw out who was affected and how they were affected.
- Direct questions towards problem solving; what needs to be done to make things right?

Questions for when something has gone wrong for a student:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Follow-up Questions

- A. If the same situation happens again, how could you behave differently?
- B. This meeting in itself is a consequence of the decision that was made.
- C. What consequence would you expect if this behaviour were to occur again?
- D. What support do you need? Who can you go to for support?

Questions for when someone has been hurt:

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Follow-up Questions

- A. If the same situation happens again, how would you react?
- B. This meeting in itself is a chance to restore.
- C. What would you expect to happen if this situation was to happen again?
- D. What support do you need? Who can you go to for support?

Effective questioning is reflective dialogue, which is respectful, promotes learning, develops autonomy, builds resilience, emotional literacy, empathy, self-esteem and self-image.

All of which are key ingredients for enhancing wellbeing.

Procedures to Follow at St Dominic's College

1. If You Are Absent From the College

- (a) You may explain your absence through the **College Website/My SDC/Absentee Note**. Should you be away from school for more than two days, your parent/guardian telephones the College and sends a note to the Front Office on your return.
- (b) If you require extended leave for other than illness beyond a few days, you must apply through the **College Website/College APP/MySDC/Application For Leave**, a.s.a.p.

2. If You Are Late To the College

If you arrive after 8.35am, you are required to report immediately to the Front Office to obtain a late slip.

3. If You Have an Appointment During School Hours

You present a note to your Pastoral Coordinator for approval before Homeroom. Report to the Front Office, with the note, prior to your departure. Appointments **will not** be accepted during Thursday sport time. The Front Office will not send a note to your class unless it is an emergency.

4. If You Feel Sick or are Injured at School

Advise your class teacher, seek permission to report to your Pastoral Coordinator and then go to the Front Office. If necessary, send to the Front Office for assistance. Under no circumstances are you to contact your parents on your mobile without reporting to the Front Office.

5. If, For Some Exceptional Reason, You Are Unable to Wear The College Uniform

Bring a note from your parent/guardian to explain the situation and give it to your Pastoral Coordinator before Homeroom who will initial and date the note. You must retain this note and produce it if requested. Students who present themselves out of uniform without a note will receive a lunchtime detention. On sports days, students who are unable to wear the full sports uniform must wear the normal College uniform and get changed during sport time.

6. If You Lose Some Property

Report the loss to your Pastoral Teacher and Pastoral Coordinator immediately and enquire at the Director of Pastoral Care's office.

7. If You Find Some Property

Take it to the Director of Pastoral Care or the front office.

8. If You Are Unable to Take Part in PDHPE/Sport

You must present a note from your parent/guardian to the teacher concerned or to the Sports Coordinator.

9. If You Change Your Address, Telephone Number, Etc.

Your parent/guardian should notify the College, in writing, as soon as possible. Change of details forms are available from the Front Office. You may also update your details through the College website/MySDC/Update Your Details.

10. If You Require Leave During the School Term

You must apply through the College Website/MySDC/Application For Leave, a.s.a.p.

11. If You Have Material That Needs to be Photocopied

The College has photocopiers through the school for student use. There is a cost involved in photocopying.

12. If You Break Something or Find Something Broken or Out of Order

Report the breakage to the Director of Pastoral Care or Deputy Principal.

13. If You Need Assistance with Personal Problems

Make an appointment to see your Pastoral Coordinator or, if necessary, one of the College Counsellors.

14. If You Lose Your OPAL Card

Contact OPAL website and report details.

15. If You Leave the Room During School Class Time

You must have your diary signed by your teacher, and carry it with you around the College.



Procedures to Follow at St Dominic's College (cont)

College Counsellors

At the College, parents and students can avail themselves of the support of our counsellors. Students may be referred by Pastoral Coordinators or students may see Counsellors themselves. Parents may also seek advice. Our counsellors are also able to liaise with many outside welfare organisations to support families in need.

Afternoon Study

At St Dominic's College, students can avail themselves extra support. Our staff look after the afternoon study classes with the help of ex-students who provide after school study programmes for students who experience difficulties, or for those students who want to improve their grades. This takes place after school each afternoon from 3.15 till 4.00pm.

College Routines

- Students must arrive to class on time.
- Students must wait outside the classroom in orderly lines until the teacher invites them to enter the room.
- Students are to patiently wait in bus lines and canteen lines.

College Hours and Supervision of Students

- The College grounds are open for students' entry from 7.00am each morning.
- Students are encouraged to utilize the ERLC facilities from 8.00am.
- Supervision is only provided from 8.00am until the last bus departs at approximately 3.30pm.
- The grounds are closed from approx. 4.30pm, after home study and training.
- At all times outside the period from 7.00am to 3.30pm on Monday to Fridays, the College grounds and buildings are out of bounds to all students unless they are required to remain for disciplinary reasons or teacher supervised co-curricula activities.
- It is therefore the case that while normal supervision of students by the College will be undertaken between 8.00am and 3.30pm on Mondays to Fridays, no supervision will be provided other than between these hours.
- Parents are requested to assist the school in the interest of the students safety by ensuring that their son(s) does not attend or remain in the precincts of the College outside the hours of 8.00am to 3.30pm on Mondays to Fridays.
- If any parent or guardian has difficulty in meeting these requirements, they should contact the College in order to discuss what special arrangements might be made for that child.
- If students are picked up outside the hours mentioned above, the College requests they wait in the front office.
- The College will not be responsible for supervising or caring for students outside the College premises unless the students are engaged in a College sponsored activity eg. an excursion, attendance required for disciplinary purposes, a sporting event or other co-curricular activities.
- The College will not be responsible for supervising students at bus stops or train stations away from the College property either on the way to the College or on their way home from the College
- Each student's journey to and from the College shall be the responsibility of each student's parent or guardian.
- Special arrangements will be made in relation to authorized school activities which require the attendance of students at the College outside these hours such as sport commitments on Thursdays.
- All students catching buses are to remain within the College grounds.

Procedures to Follow at St Dominic's College (cont)

Canteen

The College Canteen is run by outside contractors. They offer a good range of nutritious, tasty foods at reasonable prices.

Student conduct at the canteen should be characterised by "Please", "Thank You" and patience.

Sick Bay

The Support Staff supervise our sick bay. Parents are requested not to send their child to the College if he is not well enough to attend classes. The function of the sick bay is to treat students so as to assist them, where possible, to get through their school day. No student will be sent home from the College to an empty home. Arrangements will be made with the parent/guardian for a sick student to be collected.

In the event of an ambulance being required, the College is a member of the Ambulance Contribution Fund which covers the costs involved.

Students needing to take special medication at the College must provide a note from home, label it correctly and store it with the Front Office.

Edmund Rice Learning Centre (ERLC)

The ERLC aims to provide all members of the College community with equal access to information and resources, in an environment that promotes teaching and learning.

The ERLC is open from 8.05 am to 4.00 pm on College days and students are encouraged to use the ERLC services during these times. ERLC staff members are pleased to be able to help you with finding information, selecting books or other resources and using the ERLC technologies.

When using the ERLC, remember that other students and staff are also there to read quietly, work on assignments or find information that is of interest to them. Please be considerate of others by keeping discussion and noise at a low level and not creating distractions. This technology is provided as a tool to help you in your learning, but you must make an effort to complete set tasks, not take others work as your own.

All resources that have been borrowed from the ERLC should be returned by the date due. If you have overdue items, you will not be allowed to borrow. Lost or damaged items will have to be paid for by the borrower.

Insurance

The College provides 24 hour accident/disability insurance cover for all its students at no cost to the parents. This insurance covers every student anywhere in the world, 24 hours a day, 365 days a year, including work experience and non-professional sport. Parents with claims should contact the office for more information.

Driving to the College

Year 12 students who wish to drive to and from College may do so only with the permission of the Principal. Formal application must be sought by completing a Permission to Drive form. Under no circumstances is any student who is not authorized to travel in a vehicle with a particular Year 12 student to do so.

Notification that Year 12 students may drive cars will be given by the Principal. Students should not seek permission until such notification is given.

Under no circumstances is any student from any year group other than Year 12 (with Principal's approval), permitted to drive to or from school.



Procedures to Follow at St Dominic's College (cont)

Uniform

Uniform is to be worn correctly coming to, at, and going from the College. Incorrect uniform may be confiscated by teachers, Pastoral Coordinators or members of the College Leadership Team. Students who do not comply to the College's uniform policy may be placed on a College detention. All articles of clothing should be clearly labelled.

All visible forms of jewellery are not permitted including earrings, clear plugs, necklaces, rings, bracelets and any types of piercings. Airpods, earphones or headphones are not part of the uniform and are not to be worn, unless directed in class by your classroom teacher.

Only College caps are to be worn for all outdoor activities. College bag is to be used daily and to be kept free of graffiti and markings.

The College Sports uniform is to be worn to school only on Thursdays or special College nominated event days.

Tattoos are not allowed at the College. Any student who possesses a tattoo or wishes to get a tattoo for cultural reasons, must apply to the Principal for an exemption. A skin coloured bandage must be worn to cover tattoos.

Summer Uniform (Terms 1 and 4)

- College grey trousers; Grey College shorts (optional)
- College shirt (grey - junior); (white - senior)
- Black leather belt
- Grey, long socks (College colours on top)
- If trousers are worn, grey or black short socks are acceptable (not ankle style);
- Clean polishable, lace up black hard leather shoes (not 'jogger' style)

Winter Uniform (Terms 2 and 3)

- College blazer
- College shirt (grey - junior); (white - senior)
- College tie
- College grey trousers
- Black leather belt
- When trousers are worn, grey or black short socks are acceptable (not ankle style);
- College midnight blue knitted woollen jumper may be worn in addition to the blazer (not instead of)
- Clean polishable, lace up black hard leather shoes (not 'jogger' style).

College Uniform

St Dominic's College uniforms can be purchased at **Back to Basics Schoolwear** in Kingswood.

Address: 52 Cox Avenue, Kingswood 2747

Phone: 4721 7422

Opening hours: Monday to Friday 8:00am - 4:30pm & Saturdays 9:00am - 12:00pm

Procedures to Follow at St Dominic's College (cont)

College Grooming Policy

Students are asked to ensure that their hairstyle and grooming meets the following criteria:

- Students are expected to be clean shaven at all times.
- Hair should be evenly cut and blended in and needs to be maintained in a neat and tidy fashion.
- Hair shorter than a Level 2 on the barber's clippers is unacceptable.
- Hair must be blended and the same length at the back and sides of head.
- Lines are not to be shaven into student's hair or eyebrows.
- Long hair is unacceptable, it needs to be above the shirt collar, not covering the ears and fringes are not to extend past the eye line.
- Side burns are not to extend beyond the ear lobes.
- Hair should not be overly styled by the use of excessive hair products.
- Hair is not to be tinted or coloured.

Where a breach of the above expectations occur, students may be asked to remain at home until the issue is rectified. Students may receive a letter from the Pastoral Coordinator outlining the grooming concern.

The definition of a breach is at all times at the discretion of the Director of Pastoral Care.

Drugs

The College has a strict no drug policy. Any student in possession of illegal substances or dealing in illicit substances may be suspended pending investigation. Termination of enrolment may result if the College is satisfied that the student was in possession of, or was in any way involved in, the supply or distribution of illegal drugs.

Smoking/Vaping/Alcohol

Use of these substances by students is considered a serious breach of College regulations. No student may engage in these activities at the College whilst in school uniform or attending official school functions. A very strict line will be taken with students who breach these regulations. Students may be suspended from the College or have their enrolment reviewed by the Principal. St Dominic's is a smoke free environment.

Chewing Gum, All Forms of Liquid Paper and Permanent Markers

These items are prohibited at the College. Students may be placed on detention if they are found in breach of using or having these items.



Parramatta Diocesan Secondary Schools Sports Council – Code of Conduct

The College is part of the Parramatta Diocesan Secondary Schools Sports Council. Any student representing the College is bound to the following Code of Conduct:

Players Code

1. All players will show respect for their opposition.
2. Players will not applaud opposition mistakes or use unwarranted noises during pressure times, eg. Free throws in basketball or goal kicks in football.
3. Illegal tactics used for unfair advantage will not be tolerated. Players can expect to be removed by their coaches as well as referees, if such tactics are employed.
4. Care should be taken to support the referees or umpires in the exercise of their duties regardless of whether they are adults or students.
5. Where interpretation of a decision is required, a respectful request to the referee or umpire by the captain or coach is permissible, if it is believed that this approach may eliminate any misunderstanding with regard to implementation of rules.
6. Congratulations and thanks or cheers appropriate to the game by the captain and players, will take place at the end of the match.
7. All competitors will be bound by their initial commitment which demands a standard of behaviour equal to that of their representative status. Serious breaches of conduct codes may result in suspension from representative sport after consultation with the supervising staff and the Principal. They include:
 - excessive misbehaviour in transit or at venues;
 - calling out of buses;
 - refusal to follow instructions;
 - damage to buses;
 - abuse and/or aggressive language or behaviour towards staff, students, referees, umpires, spectators or members of the public.
8. Assistance for opponents when it is obviously necessary should be given promptly and in a good spirit.

Spectators Code

The following guidelines outline what is expected of spectators so that they may do justice to the College they represent.

1. Good play by either side should be acknowledged by spectators in an appropriate manner. Tactless or fanatical barracking or booing will not be condoned.
2. Mistakes and poor play will not be ridiculed.
3. Students should be on their best behaviour and not use bad language or harass players, coaches or officials before, during or after the game.
4. Referees and umpires will not be approached by spectators either before or during a match. While it may be desirable for spectators to congratulate and thank a referee or umpire, they will not confront them over issues of contention.
5. At all times, the supporters (as well as participants) of sports and other activities are expected to ensure that their assigned area is tidy and free of rubbish before leaving the venue.
6. Supporters should wear full College uniform to any College sporting event held during school time.

PDHPE Equipment and Uniform Policy

For all **practical lessons** students are required to have their full Physical Education uniform which includes:

- **College house shirt**
- **College blue sports shorts** (not rugby league or soccer shorts)
- **College white sports socks**
- **College cap** is to be worn for **all** outdoor lessons for the entire year
- In Terms 2 and 3 the **College Tracksuit** may be worn (the blue jumper may be worn under the College tracksuit top).

Students are to change into their practical uniform as quickly as possible and not waste time. When changing for lessons on the ovals, students MUST use the change-rooms and leave their bags and belongings in that area. The change rooms will be locked prior to commencement of the lesson. In the Warner Hall students shall also use the change rooms and leave all belongings there.

If a student fails to have any piece of equipment i.e. **Physical Education uniform**, when required, the following procedures are to be followed:

- **1st Offence** — Student name is to be recorded and communication with parents through the student diary.
- **2nd Offence** — A phone call will be made home and further consequences arranged with parents. These consequences may include an afternoon detention at the teachers' discretion.

If a student does not have any part of his equipment for practical lessons he is not permitted to participate in the practical component of the lesson. Instead, his work for the lesson shall be of a theoretical nature, i.e. to complete an essay or lines given to him by his teacher. This also includes students who have notes from parents, as this is their work for the lesson.

IF YOU CANNOT PARTICIPATE IN PRACTICAL LESSONS A NOTE MUST BE PROVIDED BY YOUR PARENTS/ GUARDIAN EXPLAINING THE REASON FOR YOUR NON-PARTICIPATION.

The College cap is part of the PDHPE uniform and no excuses will be tolerated. NO HAT NO PLAY. A comment will be noted in the students diary. It is not acceptable to go to a classroom once the lesson has started to ask another student for a hat. You must be organized and prepared.

The College sports socks are to be worn with the normal College sports uniform and are to be changed after each practical class.



DHARUK HOUSE CREST

Dharuk house recognises the Dharuk nation, on whose traditional land the College is built. The College prides itself on the place we have made for the Aboriginal Culture in our students education.



The Torch represents the light of knowledge, connecting Dharuk house with the St Dominic's crest. Fire is an important aspect of Indigenous culture and is used in many ceremonial ways to pay respect to country.



The Christian Brothers Celtic Cross represents the link between St Dominic's College and the Christian Brothers. The symbol of faith connects Dharuk house with the touchstone of 'Inclusive Community'.



'The Flaming Phoenix' is a representation of our house motto, 'Strong and Free'. The flame of the phoenix is associated with strength, while freedom is represented through the bird itself.



The 'meeting place' is the Aboriginal symbol for coming together and meeting as a community. Dharuk House is a welcoming community, where we meet together to participate in the culture and life of the College.



RICE HOUSE CREST

Rice house recognises Blessed Edmund Rice, the founder of the Christian Brothers. His values of justice and equality are the foundations of every aspect of the College and the community that exists within its walls.



The Circular Crest
is a symbol of the Rice house motto Ad Majorem Dei Goriam - 'For the greater glory of God' - and represents the connection of Rice house to their faith.



The Lily
represents integrity and being true and faithful to one's principles, and connects Rice house with the St Dominic's crest. It symbolises the light and glory of God.



The Celtic Horn
symbolises the strength, dignity and glory present within the Rice house.



Christian Brothers Celtic Cross
represents the link between St Dominic's College and the Christian Brothers. The symbol of faith connects Rice house with the touchstone of 'Gospel Spirituality'.



SURAWSKI HOUSE CREST

Surawski house recognises Br Surawski, who was a founding Principal and leader of the College through its first building program. He is responsible for many of the traditions of the College, including the famous blue and white of the St Dominic's Uniform.



The Alpha and Omega reminds us that Christ is our Beginning and End, and connects Surawski house with the St Dominic's College. It symbolises the importance of education, connecting our house to Br Surawski, founding Principal of the College.



The Lion represents the Surawski house motto of pride and honour. The lion also represents courage and bravery.



The Christian Brothers Celtic Cross represents the link between St Dominic's College and the Christian Brothers. The symbol of faith connects Surawski house with the touchstone of 'Justice and Solidarity'.



The Celtic Rings symbolise the Father, the Son, and the Holy Spirit, as well as the equality and unity within the Surawski house.



TENCH HOUSE CREST

Tench house recognises Watkin Tench: the famous historian of the First Fleet and discoverer of the Nepean Basin. It was Tench who was responsible for bringing the European culture to the place we call home.



The Christian Brothers Celtic Cross
represents the link between St Dominic's College and the Christian Brothers. The symbol of faith connects Tench house with the touchstone of 'Liberating Education'.



The Compass
represents the Tench house trait of exploration, as well as providing direction to the discovery of the extraordinary.



The Stars
are a representation of the Tench house motto, symbolising excellence, exploration and guidance.



The Bridge
represents the College's location and history. The bridge also connects Tench house with the St Dominic's crest. It symbolises our connection to the local area discovered by Watkin Tench.



Br. Jeff Regan House Cup

Points Allocation



Co-Curricula

House Based Competitions

1st	100
2nd	75
3rd	50
4th	25
Debating/Mock Trial/Public Speaking . . .	20
Literacy/Numeracy Challenge Winners . .	25
Public Speaking	20
Competition Winners (House/Academic) .	15
College Events (During School Hours) . . .	10
College Choir/Band/Performance	2

Sport

Whole College Carnivals (Athletics/Swimming Carnival)

1st	1000
2nd	750
3rd	500
4th	250
National Representative	100
NSW All Schools Team Representative . . .	75
CCC Team Representative	50
College Carnival Age Champions	50
PDSSSC Team Representative	25
College Team Representative	10
PDSSSC Best & Fairest	10
Carnival Event Winner	5
Carnival Participation	1
PDSSSC Trials	1

Academic

1st in Course	50
College Principal's Award	50
Academic Commitment Award	25
Academic Improvement Award	25
KLA Award	10

Competitions

High Distinction	25
Distinction	20
Credit	15
Participation	5

Identity & Social Justice

Whole College Campaigns

1st	1000
2nd	750
3rd	500
4th	250
Waterford Award (100 Hours)	100
Blessed Edmund Rice Award (50 Hours) . .	50
St Dominic Savio Award (25 Hours)	25
Winter Sleepout	15
Relay For Life	10
Completion of SJ hours, Backyard Sleepout, Clean Up Australia Day, Backpack Challenge & Others	5

Pastoral Care

Level 1	100
Level 2	75
Level 3	50
DSE Letters of Commendation	15
College Diary Check (Per Term)	10

Disclaimer: Points may be allocated towards the Br. Jeff Regan House Cup from the Director of Pastoral Care for participation/achievements from additional activities/events where necessary.

Assessment & Reporting Guidelines - Student Advice

In developing and selecting assessment activities for the purpose of determining student grades (Informed by the Course Performance Descriptors) for Half Yearly and Yearly Reports, teachers will use Common Assessment Tasks and a range of different class tasks. During the course teachers will collect information on the achievement of each student.

Student Assessment Procedures - Outline

Years 7 to 9

Due Date:	<ul style="list-style-type: none"> All Assessment Tasks are to be submitted to the teacher by the due date
Foreseeable Absence:	<ul style="list-style-type: none"> The following compulsory steps are to be followed for a student who is absent prior to the due date of the Assessment Task: <ul style="list-style-type: none"> Step 1 - Student to inform the classroom teacher and KLA Coordinator in written form to make alternative arrangements for the submission date or exam date Step 2 - Student to complete an Illness and Misadventure Form with appropriate documentation and provide to the teacher prior to absence
Unforeseeable Absence:	<ul style="list-style-type: none"> The following compulsory steps are to be followed for a student who is absent due to illness and personal family reasons: <ul style="list-style-type: none"> Step 1 - Parent to call the front office by 8:30am to inform the classroom teacher of absence Step 2 - Student to complete an Illness and Misadventure Form which must be submitted to the classroom teacher on the first day they return (i.e. attend) to the College Step 3 - Student to submit Hand-In Assessment Task on the first day they return (i.e. attend) to College OR complete In-Class Assessment task (i.e. exam) at the designated time arranged by the classroom teacher Approved Personal and Family reasons are clearly outlined on the SDC Curriculum Canvas Page
Breach Actions:	<ul style="list-style-type: none"> The following actions by students are deemed to be in breach of Assessment Submission Policy: <ul style="list-style-type: none"> Non-Submission Absence without Illness and Misadventure Documentation Non-Serious Attempt Plagiarism Misconduct during exam or test conditions The above actions will result in official College Warning Procedures as well as College consequences for students. These Procedures as well as College consequences are outlined on the SDC Curriculum Canvas Page
Technical Difficulties:	<ul style="list-style-type: none"> Technological difficulties is not seen as sufficient grounds for non-submission of Assessment Tasks

NOTE:

- The SDC Curriculum Canvas Page will provide students with a:
 - Detailed overview of Year 7 to 9 Student Assessment Procedures
 - Illness and Misadventure download form for students with absences requiring appropriate documentation regarding Assessment Tasks
- College Warning Procedures and College consequences will be applied for any student who does not follow the Student Assessment Procedures shown on this page. College warning procedures and consequences are clearly outlined in the SDC Curriculum Canvas Page



Student Assessment Procedures - Outline (cont)

Years 10 to 12

Due Date:	<ul style="list-style-type: none">• All Assessment Tasks are to be submitted to the teacher by the due date
Foreseeable Absence:	<ul style="list-style-type: none">• The following compulsory steps are to be followed for a student who is absent prior to the due date of the Assessment Task:• Step 1 - Student to inform the classroom teacher and KLA Coordinator in written form to make alternative arrangements for the submission date or exam date• Step 2 - Student to complete an Illness and Misadventure Form with appropriate documentation (i.e. illness – medical certificate) and provide to the teacher prior to absence
Unforeseeable Absence:	<ul style="list-style-type: none">• The following compulsory steps are to be followed for a student who is absent due to illness and personal family reasons:• Step 1 - Parent to call the front office by 8:30am to inform the classroom teacher of absence• Step 2 - Student to complete an Illness and Misadventure Form with appropriate documentation (i.e. illness – medical certificate) which must be submitted to classroom teacher on the first day they return (i.e. attend) to the College• Step 3 - Student to submit Hand-In Assessment Task on the first day they return (i.e. attend) to College OR complete In-Class Assessment task (i.e. exam) at the designated time arranged by the classroom teacher• Personal and Family reasons are clearly outlined on the SDC Curriculum Canvas Page
Breach Actions:	<ul style="list-style-type: none">• The following actions by students are deemed to be in breach of Assessment Submission Policy:• Non-Submission• Absence without Illness and Misadventure Documentation• Non-Serious Attempt• Plagiarism• Misconduct during exam or test conditions• The above actions will result in official NESA Warning Procedures as well as College consequences for students. These Warning Procedures as well as College consequences are outlined on the SDC Curriculum Canvas Page• Students who engage in malpractice in Assessment Tasks will be recorded on the NESA malpractice register
Technical Difficulties:	<ul style="list-style-type: none">• Technological difficulties is not seen as sufficient grounds for non-submission of Assessment Tasks

NOTE:

1. The SDC Curriculum Canvas Page and Student Assessment Handbooks will provide students with a:
 - Detailed overview of Year 10 to 12 Student Assessment Procedures
 - Illness and Misadventure form
2. NESA and College Warning Procedures and consequences will be applied for any student who does not follow the Student Assessment Procedures shown on this page. College warning procedures and consequences are clearly outlined in the SDC Curriculum Canvas Page and Student Assessment Task Handbook.

Diligence and Sustained Effort (DSE)

The Diligence and Sustained Effort (DSE) Score is a unique report that encourages student improvement. The DSE provides an indication of a student's approach and commitment to their learning assessed in all areas of study by their teachers. This report is published at the end of each term for students and parents. The criteria elements which constitute the Diligence and Sustained Effort Score are located on the Canvas Curriculum Page.

College Writing Scaffolds – Years 7 to 9

Years 7 to 9 Writing Scaffold – TEEEC Paragraph Structure

- TEEEEC is a paragraph writing structure that advises students on how to construct a detailed paragraph within written responses. All Students in Years 7 to 9 will be expected to use the TEEEC paragraph structure across all Key Learning Areas. When using TEEEC, paragraphs should contain a minimum of five sentences.
- Extended written responses should contain an **introduction**, three TEEEC paragraphs and a **conclusion**.

Topic Sentence	Introduces the topic of the paragraph. Use key words from the question to form a topic sentence.
Expand	Expand on the topic sentence and provide more details to support your topic sentence. Define any key terms.
Example	Provide evidence or examples to support your idea/concept with quotes, evidence or an example.
Evaluate/ Effect	Explain or evaluate the evidence/example used in the previous sentence. What is the outcome/consequence of this example?
Conclusion	Connect back to the question by using key words from the question.

Mathematics – KFC Problem Solving Technique

THE KFC Problem Solving Technique is useful for students who are answering mathematical questions.

K: KNOW	What do I KNOW that is provided within the question? What do I KNOW from my prior knowledge?
F: FIND	What am I trying to FIND? How can I FIND out this information?
C: CALCULATE	What are my CALCULATIONS? What CONCLUSIONS can I make from the calculations?



College Writing Scaffolds – Years 10 to 12

Additional to TEEEC the following are a range of writing scaffolds available to students in Years 10 to 12. These writing scaffolds can be used for a variety of subjects to assist with constructing written responses.

SEEL Paragraph Writing

This scaffold will assist students with a writing structure for extended response writing.

S: STATEMENT	Write a statement at the start of each paragraph, clearly stating the main point/topic/subject matter on what the paragraph is going to be about.
E: EXPAND or EXPLAIN	Provide more details about the main point in the topic sentence and a strong link to what the question is asking.
E: EVIDENCE or EXAMPLES	What proof, events, quotations, facts or information do you have to support the statement sentence.
L: LINK	Provide a sentence that links back to the main point in the statement sentence and the question.

ALARM - A Learning and Responding Matrix

Topic or introductory sentence	Introduces the topic of the response. Use key words from the question to form a topic or introductory sentence.
Describe	Provide details of the main features or characteristics of the topic, event, character etc. <i>Key terms - outline, describe, recall</i>
Name and Define	Identify or provide the meaning of the main ideas or concepts being discussed. <i>Key terms - identify, classify & define</i>
Explain Significance	Describe in detail why each subject being discussed is relevant to the topic or question. <i>Key terms – account, clarify, construct, demonstrate and summarise</i>
Critically Analyse	Explain how and why or provide positives and negatives for the topic or subject. <i>Key terms: - discuss, interpret, synthesise</i>
Analyse	Explain how and why each subject being addressed is attempting to carry out its purpose. <i>Key terms - apply, calculate, compare, distinguish, examine, extract, how and investigate</i>
Evaluate and then conclude	Make a judgement or provide a personal responses to the whole topic or question. Review the judgement or personal response in the conclusion. <i>Key terms: appreciate, assess, deduce, justify, predict, propose, to what extent</i>

Mathematics – KFC Problem Solving Technique

THE KFC Problem Solving Technique is useful for students who are answering mathematical questions.

K: KNOW	What do I KNOW that is provided within the question? What do I KNOW from my prior knowledge?
F: FIND	What am I trying to FIND? How can I FIND out this information?
C: CALCULATE	What are my CALCULATIONS? What CONCLUSIONS can I make from the calculations?

Home Study Policy

Home Study includes all learning tasks to be completed, whether it be in or outside the specific classroom in our blended learning environment.

The College assesses each student's commitment to their overall learning approach and Home Study each term as part of their Diligence and Sustained Effort (DSE) reports.

Home Study may consist of: completing class activities, contributing to discussions, collaborating, revising previous work or assignments and/or pre-reading in preparation for the following lesson.

The need for a balance between learning, family commitments and leisure time is acknowledged. A student is expected to engage in regular study each and every day but not exceeding the indicative hours.

Year 7 & 8: 1hr 15 min Year 9 & 10: 1hr 30 min Year 11 & 12: 2 hrs

Having a clear time management program would assist students and parents in finding the balance between learning and family commitments. (Refer to Study/Home Study Timetable and other resources within your College Diary to assist).

Processes

The Teacher is to:

- Provide quality feedback on student progress during the unit of learning. (Canvas, Student books, DSE Grades).
- Document student failure (either through CANVAS and/or Synergetic) to complete assigned learning and provide associated support in ensuring these outcomes are achieved.
- Ensure that Home Study is consistent with the teaching and learning program currently being undertaken.
- Ensure the College student diary is being completed and signed appropriately.

The student is to:

- Complete entries in student diary, each and every lesson, detailing Learning Intention and/or any further home study.
- Establish an effective home study routine in quiet surroundings conducive to effective study.
- Use his diary and Canvas calendar to plan his time in order to complete tasks before or by the due date.
- Maintain appropriate notification settings in Canvas to ensure all communication, reminders and feedback are known.
- Request help/direction from teachers when needed.
- Enquire about learning missed during absence immediately on his return to school.
- Complete tasks to the best of his ability, seeking teacher/peer feedback.
- Ensure that all work completed is his own work.
- Accept consequences for failure to complete assigned tasks.

The parent/carers are to:

- Promote the importance of completion of learning and revision, through the encouragement of the development of effective home study patterns.
- Assist their son in prioritising his commitments to enhance academic performance.
- Be aware of their son's learning commitments and results by accessing Canvas.
- Checking and signing the College diary on a weekly basis preferably during the weekend.
- Establish an appropriate space for their son to adequately fulfil his learning requirements.
- Encourage their son to communicate regularly with his teachers should the need arise.
- Provide explanation, in writing when unforeseen or unusual events prevent the student from completing set work.

Study options include:

- Extension research on a topic via the internet, journals, books and magazines.
- Reading books of interest and pleasure in the form of newspapers and magazines. This is especially relevant to senior students who must keep abreast of current affairs issues.
- Revision of the day's/week's work.
- Extra revision questions to work on writing skills and exam technique.
- Past exams.
- Summary notes.
- Practical subject activities, e.g. music performance, artwork and TAS projects.

Resources available at St Dominic's College:

- All courses are led through our Learning Management System 'Canvas'.
- The Edmund Rice Learning Centre is open both before and after school.
- Afternoon study classes.
- Maths/Science Help on designated afternoons.
- CAPA and TAS spaces are provided to assist students in preparation of practical work.



Study/Home Study Timetable – Semester 1

Sunday							
Saturday							
Friday							
Thursday							
Wednesday							
Tuesday							
Monday							
Time							



Study/Home Study Timetable – Semester 2

Sunday						
Saturday						
Friday						
Thursday						
Wednesday						
Tuesday						
Monday						
Time						



A Glossary of Key Words

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

[illegible]



Term 1 Planner

	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	30 Jan	6 Feb	13 Feb	20 Feb	27 Feb
Tuesday	31 Jan	7 Feb	14 Feb	21 Feb	28 Feb
Wednesday	1 Feb	8 Feb	15 Feb	22 Feb	1 Mar
Thursday	2 Feb	9 Feb	16 Feb	23 Feb	2 Mar
Friday	3 Feb	10 Feb	17 Feb	24 Feb	3 Mar
Saturday	4 Feb	11 Feb	18 Feb	25 Feb	4 Mar
Sunday	5 Feb	12 Feb	19 Feb	26 Feb	5 Mar



Week 6	Week 7	Week 8	Week 9	Week 10
6 Mar	13 Mar	20 Mar	27 Mar	3 Apr
7 Mar	14 Mar	21 Mar	28 Mar	4 Apr
8 Mar	15 Mar	22 Mar	29 Mar	5 Apr
9 Mar	16 Mar	23 Mar	30 Mar	6 Apr
10 Mar	17 Mar	24 Mar	31 Mar	7 Apr Good Friday
11 Mar	18 Mar	25 Mar	1 Apr	8 Apr Easter Saturday
12 Mar	19 Mar	26 Mar	2 Apr	9 Apr Easter Sunday

Term 1 Week 1

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 30	Homeroom	
	1	
	2	
	3	
Tuesday 31 DAY 2 Years 7, 11 & 12 Students Commence	Homeroom	
	1	
	2	
	3	
Wednesday 1 DAY 3 Years 8, 9 & 10 Students Commence	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 2 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 3 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 2

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 6 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 7 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 8 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 9 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 10 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
 Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 3

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 13 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 14 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 15 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 16 DAY 4	Homeroom	
	1	
	2	
	3	
Friday 17 DAY 5		
	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 4

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 20 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 21 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 22 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 23 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 24 DAY 10	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 5

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 27 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 28 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 1 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 2 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 3 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 6

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 6 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 7 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 8 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 9 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 10 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 7

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 13 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 14 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 15 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 16 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 17 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 8

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 20 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 21 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 22 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 23 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 24 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 9

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 27 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 28 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 29 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 30 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 31 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 1 Week 10

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 3 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 4 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 5 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 6 DAY 9 Term 1 Concludes	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 7 Good Friday	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term Holidays

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 10 Easter Monday	Homeroom	
	1	
	2	
	3	
Tuesday 11		
	Homeroom	
	1	
	2	
Wednesday 12	3	
	4	
	5	
	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 13	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 14	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term Holidays

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 17	Homeroom	
	1	
	2	
	3	
Tuesday 18	Homeroom	
	1	
	2	
	3	
Wednesday 19	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 20	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 21	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:



Term 2 Planner

	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	24 Apr	1 May	8 May	15 May	22 May
Tuesday	25 Apr ANZAC Day	2 May	9 May	16 May	23 May
Wednesday	26 Apr	3 May	10 May	17 May	24 May
Thursday	27 Apr	4 May	11 May	18 May	25 May
Friday	28 Apr	5 May	12 May	19 May	26 May
Saturday	29 Apr	6 May	13 May	20 May	27 May
Sunday	30 Apr	7 May	14 May	21 May	28 May



Week 6	Week 7	Week 8	Week 9	Week 10
29 May	5 Jun	12 Jun King's Birthday	19 Jun	26 Jun
30 May	6 Jun	13 Jun	20 Jun	27 Jun
31 May	7 Jun	14 Jun	21 Jun	28 Jun
1 Jun	8 Jun	15 Jun	22 Jun	29 Jun
2 Jun	9 Jun	16 Jun	23 Jun	30 Jun
3 Jun	10 Jun	17 Jun	24 Jun	1 Jul
4 Jun	11 Jun	18 Jun	25 Jun	2 Jul

Term 2 Week 1

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 24 Staff Development Day	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 25 ANZAC Day	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 26 DAY 3 Term 2 Commences	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 27 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 28 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 2

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 1 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 2 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 3 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 4 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 5 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 3

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 8 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 9 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 10 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 11 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 12 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 4

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 15 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 16 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 17 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 18 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 19 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 5

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 22 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 23 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 24 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 25 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 26 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 6

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 29 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 30 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 31 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 1 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 2 DAY 10	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 7

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 5 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 6 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 7 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 8 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 9 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 8

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 12 King's Birthday	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 13 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 14 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 15 DAY 9	Homeroom	
	1	
	2	
	3	
Friday 16 DAY 10		
	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 9

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 19 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 20 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 21 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 22 DAY 4	Homeroom	
	1	
	2	
	3	
Friday 23 DAY 5		
	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 2 Week 10

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 26 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 27 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 28 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 29 DAY 9	Homeroom	
	1	
	2	
	3	
Friday 30 DAY 10 Term 2 Concludes		
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term Holidays

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 3	Homeroom	
	1	
	2	
	3	
Tuesday 4	Homeroom	
	1	
	2	
	3	
Wednesday 5	Homeroom	
	1	
	2	
	3	
	4	
	5	

SUBJECT		LEARNING INTENTIONS/HOME STUDY
Thursday 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term Holidays

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 10	Homeroom	
	1	
	2	
	3	
Tuesday 11	Homeroom	
	1	
	2	
	3	
Wednesday 12	Homeroom	
	1	
	2	
	3	
	4	
	5	

SUBJECT		LEARNING INTENTIONS/HOME STUDY
Thursday 13	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 14	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:



Term 3 Planner

	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	17 Jul	24 Jul	31 Jul	7 Aug	14 Aug
Tuesday	18 Jul	25 Jul	1 Aug	8 Aug	15 Aug
Wednesday	19 Jul	26 Jul	2 Aug	9 Aug	16 Aug
Thursday	20 Jul	27 Jul	3 Aug	10 Aug	17 Aug
Friday	21 Jul	28 Jul	4 Aug	11 Aug	18 Aug
Saturday	22 Jul	29 Jul	5 Aug	12 Aug	19 Aug
Sunday	23 Jul	30 Jul	6 Aug	13 Aug	20 Aug



Week 6	Week 7	Week 8	Week 9	Week 10
21 Aug	28 Aug	4 Sep	11 Sep	18 Sep
22 Aug	29 Aug	5 Sep	12 Sep	19 Sep
23 Aug	30 Aug	6 Sep	13 Sep	20 Sep
24 Aug	31 Aug	7 Sep	14 Sep	21 Sep
25 Aug	1 Sep	8 Sep	15 Sep	22 Sep
26 Aug	2 Sep	9 Sep	16 Sep	23 Sep
27 Aug	3 Sep	10 Sep	17 Sep	24 Sep

Term 3 Week 1

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 17 Staff Development Day	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 18 DAY 2 Term 3 Commences	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 19 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 20 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 21 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 2

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 24 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 25 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 26 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 27 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 28 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 3

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 31 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 1 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 2 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 3 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 4 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 4

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 7 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 8 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 9 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 10 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 11 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 5

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 14 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 15 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 16 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 17 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 18 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 6

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 21 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 22 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 23 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 24 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 25 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 7

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 28 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 29 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 30 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

SUBJECT

LEARNING INTENTIONS/HOME STUDY

Thursday 31 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 1 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 8

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 4 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 5 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 6 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 7 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 8 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 9

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 11 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 12 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 13 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 14 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 15 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 3 Week 10

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 18 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 19 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 20 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 21 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 22 DAY 10 Term 3 Concludes	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term Holidays

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 25	Homeroom	
	1	
	2	
	3	
Tuesday 26	Homeroom	
	1	
	2	
	3	
Wednesday 27	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 28	Homeroom	
	1	
	2	
	3	
Friday 29	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Comments	
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term Holidays

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 2 Labour Day	Homeroom	
	1	
	2	
	3	
Tuesday 3		
	Homeroom	
	1	
	2	
Wednesday 4	3	
	4	
	5	
	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:



Term 4 Planner

	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	9 Oct	16 Oct	23 Oct	30 Oct	6 Nov
Tuesday	10 Oct	17 Oct	24 Oct	31 Oct	7 Nov
Wednesday	11 Oct	18 Oct	25 Oct	1 Nov	8 Nov
Thursday	12 Oct	19 Oct	26 Oct	2 Nov	9 Nov
Friday	13 Oct	20 Oct	27 Oct	3 Nov	10 Nov
Saturday	14 Oct	21 Oct	28 Oct	4 Nov	11 Nov
Sunday	15 Oct	22 Oct	29 Oct	5 Nov	12 Nov



Week 6	Week 7	Week 8	Week 9
13 Nov	20 Nov	27 Nov	4 Dec
14 Nov	21 Nov	28 Nov	5 Dec
15 Nov	22 Nov	29 Nov	6 Dec
16 Nov	23 Nov	30 Nov	7 Dec
17 Nov	24 Nov	1 Dec	8 Dec
18 Nov	25 Nov	2 Dec	9 Dec
19 Nov	26 Nov	3 Dec	10 Dec

Term 4 Week 1

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 9 DAY 1 Term 4 Commences	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 10 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 11 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 12 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 13 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 2

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 16 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 17 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 18 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 19 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 20 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 3

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 23 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 24 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 25 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Thursday 26 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 27 DAY 5	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 4

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 30 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 31 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 1 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

SUBJECT

LEARNING INTENTIONS/HOME STUDY

Thursday 2 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
Friday 3 DAY 10	Homeroom	
	1	
	2	
	3	
	4	
	5	
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes

Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 5

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 6 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 7 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 8 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

Thursday 9 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 10 DAY 5	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 6

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 13 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 14 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 15 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

Thursday 16 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 17 DAY 10	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 7

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 20 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 21 DAY 2	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 22 DAY 3	Homeroom	
	1	
	2	
	3	
	4	
	5	

Thursday 23 DAY 4	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 24 DAY 5	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 8

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 27 DAY 6	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 28 DAY 7	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 29 DAY 8	Homeroom	
	1	
	2	
	3	
	4	
	5	

Thursday 30 DAY 9	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Friday 1 DAY 10	Homeroom
1		
2		
3		
4		
5		
Comments		
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

Term 4 Week 9

	SUBJECT	LEARNING INTENTIONS/HOME STUDY
Monday 4 DAY 1	Homeroom	
	1	
	2	
	3	
	4	
	5	
Tuesday 5 DAY 2 Term 4 Concludes	Homeroom	
	1	
	2	
	3	
	4	
	5	
Wednesday 6	Homeroom	
	1	
	2	
	3	
	4	
	5	

SUBJECTLEARNING INTENTIONS/HOME STUDY

Thursday 7	Homeroom	
	1	
	2	
	3	
Friday 8	Homeroom	
	1	
	2	
	3	
	4	
	5	
	Comments	
Parent/Teacher Communication		

Diary Checked: ☐ Yes
Signatures: Parent/Guardian: Pastoral Teacher:

[illegible]



St Dominic's College

Identity & Social Justice



Social Justice Outreach Program

Introduction to Mandatory Social Justice Outreach Program

In 1802, Blessed Edmund Rice established his first school to teach the poor students of Waterford, Ireland. Their poverty and that of their families was intense and the legal and social system of the time worked to keep them very poor. Blessed Edmund could have helped the poor by just providing their families with food, but he did more than that; he saw that education would empower those students to change their circumstances while respecting the dignity given them by God. The result was to make an enormous change to society in Waterford and, through the Christian Brothers, in Ireland and other parts of the world. Blessed Edmund recognised a need and, with God's grace, acted upon it.

As an EREA school in the tradition of the Christian Brothers, we are called to action. In the spirit of Blessed Edmund Rice we are called to give generously to those around us who are in need. This is a fundamental characteristic of a Christian.

The value of Justice rises out of the spirit of Blessed Edmund Rice and requires of us a commitment to serve those in our community who are disadvantaged and marginalised.

Therefore, each student will complete an amount of hours of voluntary work committed to improving society through community service, social justice, charity, peace and advocacy.

It is hoped that students will become more aware of the needs of others in our community and explore ways of assisting these needs through a process that involves both a 'hands on' and a reflective component.

What do I have to do?

Below is an outline of the program that you must complete. It will be noted on your St Dominic's College Yearly Report. Your Social Justice hours in Year 7 to 10 must be completed by **Week 4 of Term 4**.

1. It involves you helping other people in your local community and keeping a record in your Student Diary of what you have done.
2. Your Pastoral Teacher will direct you to examples of activities that you could undertake.*

Each student must complete minimum mandatory hours to achieve their Social Justice Award:

7 Hours	Year 7	Due Week 4, Term 4
8 Hours	Year 8	Due Week 4, Term 4
9 Hours	Year 9	Due Week 4, Term 4
10 Hours	Year 10	Due Week 4, Term 4
12 Hours	Seniors	Due Week 1, Term 3

*The College holds a Certificate of Placement – Public and Products Liability provided by our insurer.

“Give to the poor in handfuls.” Blessed Edmund Rice

Once students have completed their mandatory **Social Justice Outreach Program** they can request a blue Advanced Social Justice Booklet from their Pastoral Teacher to record further hours and be eligible for the following awards, which will be presented at a major College celebration:

1. 25 hours St Dominic Savio Award for Social Justice
2. 50 hours Blessed Edmund Rice Leadership Award in Social Justice
3. 100 hours Waterford Award for Compassion
4. 200 hours Brother P.A. Treacy Award for Justice, Peace and Advocacy

Social Justice Outreach Program (cont)

Recording Process

Each time a student completes a Social Justice activity, they are to fill out the details in the **Social Justice Record of Service** which is located at the back of their Student Diary. They are to note down the activity, the organization, time spent on this activity and have the activity signed by a supervisor.

Reflection on Service

The Reflection is also at the back of the Student Diary. It is an important aspect of the **Social Justice Outreach Program**. It allows students to connect with their learnings and demonstrate this to the broader community. Students are to write a reflection on one of the activities, sign, date it and have their parents or guardians sign the Reflection.

Submission of Social Justice Record

Once you have met your mandatory hours, filled out the Record of Service, completed the Reflection on Service, you are to present this to your Pastoral Teacher.

Where to next?

Your Pastoral Teacher will sign that you have completed the Social Justice Outreach Program for the current year and enter this in the Social Justice record in Synergetic. This will then go on to your College Report.

The Pastoral Teacher will then place your Social Justice record in the **Social Justice Outreach Program** pigeon-hole and a Social Justice Award will be printed.

Once you have completed your mandatory hours you can ask your Pastoral Teacher for a blue Advanced Social Justice Booklet.



Edmund Rice Icon

House Points for the Social Justice Outreach Program

St Dominic's College is very proud of the Social Justice Outreach program and has attributed House points to further support students who are inspired by Blessed Edmund Rice and generously given their time for others.

1 point	Social Justice Records submitted
25 points	Awarded to any Homeroom that has all Social Justice Records submitted by the end of Term 2
25 points	St Dominic Savio Award for Social Justice (25 extra hours)
50 points	Blessed Edmund Rice Leadership Award in Social Justice (50 extra hours)
100 points	Waterford Award for Compassion (100 extra hours)
200 points	Brother P.A. Treacy Award for Justice, Peace and Advocacy (200 extra hours)



Prayers

1. The Angelus

The Angel of the Lord declared unto Mary.
And she conceived of the Holy Spirit.
Hail Mary, full of grace,
The Lord is with thee,
Blessed art thou among women
and Blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
Pray for us sinners now
And at the hour of our death.
Behold the handmaid of the Lord.
Be it done unto me according to thy word.
(Hail Mary...)
And the Word was made Flesh
And dwelt among us. (Hail Mary...)
Pray for us, O Holy Mother of God.
That we may be made worthy of the
promises of Christ.
LET US PRAY
Pour forth, we beseech Thee, O Lord, Thy
grace into our hearts; that, we to whom the
Incarnation of Christ, Thy Son, was made
known by the message of an Angel, may by
His Passion and Cross, be brought to the
glory of His Resurrection.
Through the same Christ our Lord.
Amen

2. Our Father

Our Father who art in heaven, hallowed be
thy name.
Thy kingdom come.
They will be done on earth, as it is in heaven.
Give us this day our daily bread.
And forgive us our trespasses, as we forgive
those who trespass against us.
And lead us not into temptation:
but deliver us from evil.
Amen

3. Glory be to the Father

Glory be to the Father,
and to the Son,
and to the Holy Spirit:
As it was in the beginning,
is now,
and ever shall be,
world without end.
Amen

4. Peace Prayer

Lord, make me an instrument of your peace.
Where there is hatred, let me sow love,
Where there is injury, pardon
Where there is doubt, faith,
Where there is despair, hope,
Where there is darkness, light,
Where there is sadness, joy.
O Divine Master, grant that I may not so
much seek to be consoled as to console,
not so much to be understood as to understand,
not so much to be loved, as to love;
for it is in giving that we receive,
it is in pardoning that we are pardoned,
it is in dying that we awake to eternal life.

5. Hail Mary

Hail Mary, full of grace, the Lord is with you.
Blessed are you among women
and blessed is the fruit of your womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners, now, and at the hour of our death.
Amen

6. Blessed Edmund Rice Prayer

O God, we thank you for the life of Blessed
Edmund Rice.
He opened his heart to Christ present in those
oppressed by poverty and injustice.
May we follow his example of faith and
generosity.
Grant us the courage and compassion of
Edmund as we seek to live lives of love and
service.
We ask this through Christ our Lord.
Amen.



Social Justice Outreach Program

Record of Service

Name: _____ Homeroom: _____

Pastoral Teacher(s): _____

No	Activity and Organisation	Hours	Supervisor's Signature and Comment
Total of Mandatory Hours			



Social Justice Outreach Program (cont)

Reflection on Service

Students are to complete the answers below in full sentences.

1) Why did you choose this activity and organisation?

2) What did you learn from undertaking this activity or working with this organisation?

3) What did you learn about the need for people to help others?

4) What did you learn about yourself from undertaking this activity or from the work of this organisation?

5) What would you tell other young people about the value of Social Justice?

Student Signature: _____ Parent/Guardian Signature: _____

Date submitted: _____

Pastoral Teacher Signature: _____ Entered in Synergetic: _____

Pastoral Teacher to place this form in Social Justice Pigeon hole. *Thank you!*



Merit Signatures

Once you are eligible for an award, take your diary to the relevant KLA Coordinator.

- 5 Signatures in a KLA - Receive a KLA Award

See your Pastoral Coordinator if:

- you have received 2 KLA Awards. You may be eligible to move up to Level 3.
- you have received 5 KLA Awards. You may be eligible to move up to Level 2.
- you have received 8 KLA Awards. You may be eligible to move up to Level 1.

Teacher Signature	KLA	Reason	Teacher Name/Date
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			



Merit Signatures (cont)

Teacher Signature	KLA	Reason	Teacher Name/Date
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			
1			
2			
3			
4			
5			



2023 Course Planner

Course	Goal/Implementation/Improvement Summary



Student Halfway Report Check

Course	Mark / Grade	Rank	DSE%	Student Actions / Support



St Dominic's College

Pastoral Care & Wellbeing



Short Term Goals

GOAL ONE	How will you achieve this?	Who can help me achieve this goal?
GOAL TWO	How will you achieve this?	Who can help me achieve this goal?

Reflection

1. How did you go with the **goals** set for this month?

2. What **character strength** did you use this month, and how?

3. What were the **three best things** for this month?

4. What are you **looking forward** to in the next month?

Smarter Goals

S _____

M _____

A _____

R _____

T _____

E _____

R _____



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S _____

M _____

A _____

R _____

T _____

E _____

R _____

Colouring Activity



Colouring Activity





Weekly Assessment Planner

	January	February	March	April	May	June
Sat				1		
Sun	1			2		
Mon	2			3	1	
Tues	3			4	2	
Wed	4	1	1	5	3	
Thu	5	2	2	6	4	1
Fri	6	3	3	7	5	2
Sat	7	4	4	8	6	3
Sun	8	5	5	9	7	4
Mon	9	6	6	10	8	5
Tues	10	7	7	11	9	6
Wed	11	8	8	12	10	7
Thu	12	9	9	13	11	8
Fri	13	10	10	14	12	9
Sat	14	11	11	15	13	10
Sun	15	12	12	16	14	11
Mon	16	13	13	17	15	12
Tues	17	14	14	18	16	13
Wed	18	15	15	19	17	14
Thu	19	16	16	20	18	15
Fri	20	17	17	21	19	16
Sat	21	18	18	22	20	17
Sun	22	19	19	23	21	18
Mon	23	20	20	24	22	19
Tues	24	21	21	25	23	20
Wed	25	22	22	26	24	21
Thu	26	23	23	27	25	22
Fri	27	24	24	28	26	23
Sat	28	25	25	29	27	24
Sun	29	26	26	30	28	25
Mon	30	27	27		29	26
Tues	31	28	28		30	27
Wed			29		31	28
Thu			30			29
Fri			31			30
Sat						
Sun						



Weekly Assessment Planner

	July	August	September	October	November	December
Sat	1					
Sun	2			1		
Mon	3			2		
Tues	4	1		3		
Wed	5	2		4	1	
Thu	6	3		5	2	
Fri	7	4	1	6	3	1
Sat	8	5	2	7	4	2
Sun	9	6	3	8	5	3
Mon	10	7	4	9	6	4
Tues	11	8	5	10	7	5
Wed	12	9	6	11	8	6
Thu	13	10	7	12	9	7
Fri	14	11	8	13	10	8
Sat	15	12	9	14	11	9
Sun	16	13	10	15	12	10
Mon	17	14	11	16	13	11
Tues	18	15	12	17	14	12
Wed	19	16	13	18	15	13
Thu	20	17	14	19	16	14
Fri	21	18	15	20	17	15
Sat	22	19	16	21	18	16
Sun	23	20	17	22	19	17
Mon	24	21	18	23	20	18
Tues	25	22	19	24	21	19
Wed	26	23	20	25	22	20
Thu	27	24	21	26	23	21
Fri	28	25	22	27	24	22
Sat	29	26	23	28	25	23
Sun	30	27	24	29	26	24
Mon	31	28	25	30	27	25
Tues		29	26	31	28	26
Wed		30	27		29	27
Thu		31	28		30	28
Fri			29			29
Sat			30			30
Sun						31

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This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook paper. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings on the page.



Permission To Be Out Of Class

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