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St Clare's Catholic High School

Hassall Grove

18 April, 2018



Praise God by Your Life

To provide excellence in education:

- through quality teaching and learning
- by providing a safe and creative learning environment
- by challenging students to strive for academic excellence
- by being a place where faith and values are enriched and shared within the Catholic tradition.

Our daily Reading from Gospel, John 6:35-40

Jesus answered them: I am the bread of life. No one who comes to me will ever hunger; no one who believes in me will ever thirst. **36** But, as I have told you, you can see me and still you do not believe. **37** Everyone whom the Father gives me will come to me; I will certainly not reject anyone who comes to me, **38** because I have come from heaven, not to do my own will, but to do the will of him who sent me. **39** Now the will of him who sent me is that I should lose nothing of all that he has given to me, but that I should raise it up on the last day. **40** It is my Father's will that whoever sees the Son and believes in him should have eternal life, and that I should raise that person up on the last day.

SCHOOL RESUMES MONDAY, 30TH APRIL

MAY - IMPORTANT DATES

Tuesday, 1st May School photos - students are to be in full winter uniform including blazers

Wednesday, 9th May Year 11, 2019 Information Session 1 at 6.30pm-7.30pm

Tuesday, 15 May- Thursday 17 May NAPLAN Testing - Year 7 & 9 only

Tuesday, 22nd May Year 11, 2019 Subject Selection Information at 6.30pm-8.00pm

Wednesday, 23rd May Year 10 Careers Market Day

Thursday, 24th May Year 7 Immunisations



St Clare's Catholic High School

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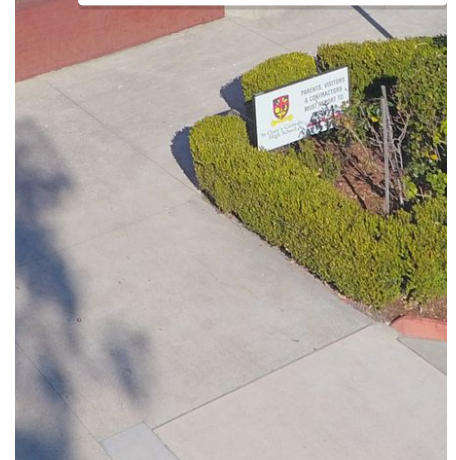
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Dear St Clare's community,

I hope this holiday newsletter finds everyone safe, relaxed and enjoying much deserved quality time with family and friends. Term 1 has certainly been a busy term for everyone.

In particular I would like to congratulate all students who made it to school on our last day of term. As we say everyday is an opportunity to learn. It was disappointing however, that some of our Year 9 and 10 students were not present last Friday. We missed the opportunity to thank and acknowledge students who were absent for their contribution to the school term as they may have participated in PDSSSC competitions, Social Justice initiatives and Diocesan events. I would encourage parents to insist that your son and daughter attends school, especially at the conclusion of each term. Thank you for your ongoing support.

The term finished with each Leader of Year conducting pastoral meetings and to award students who achieved Merit Certificates and or Principals' Awards. One Year 7 student came up to me and said *"I told you I was going to get a Principals' Award Mr Morris"*. This is why we do what we do, ensuring each student has the opportunity to celebrate success and achieve their personal goals in their own way.

ENROLMENTS FOR 2019

Years 8, 9 and 10 for 2019

New families wishing to enrol their son or daughter at St Clare's in 2019 are encouraged to contact the school and complete an Enrolment Application. An interview with myself will then be scheduled. Please see our website for further details of how to enrol.

Year 7, 2019

Enrolments for Year 7, 2019 have been coming in rapidly. I would like to remind all parents all enrolment applications need to be returned to the School Office as soon as possible. It is critical that all enrolments are finalised so I can arrange interviews with each student and parent/s. This year we will be holding Year 7, 2019 interviews on a Saturday in early June. A date and time will be finalised early in term 2.

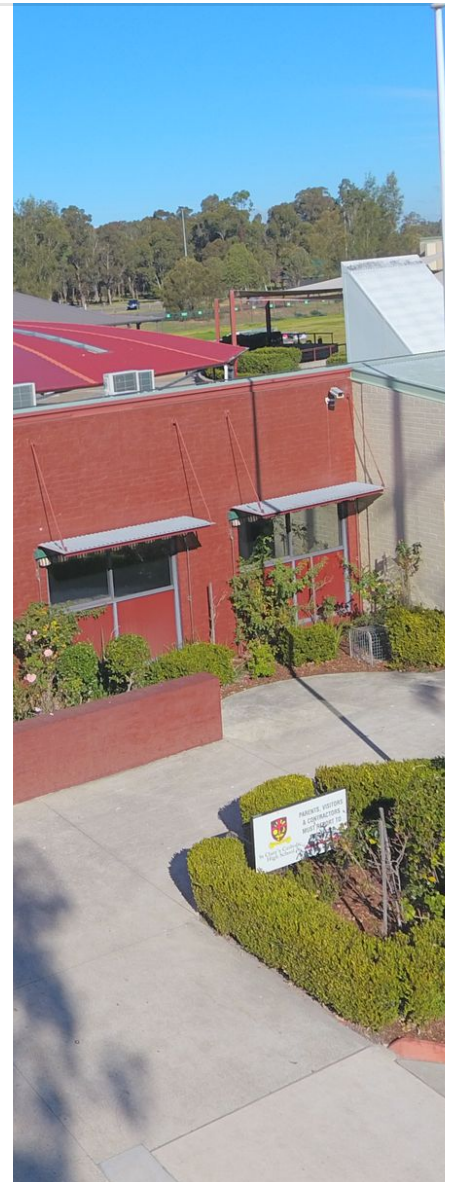
Year 11, 2019

As previously mentioned, Year 10 students currently attending St Clare's, will be automatically enrolled for Year 11, 2019. A majority of students have already indicated they will be joining our first Year 11 cohort for 2019. We have also had significant interest and commitment from families wishing to enrol their son or daughter from outside the school. This is an exciting time for both students and teachers.

To make this decision easier for families I will be releasing courses that we will be offering for selection in week 1 term 2. I would like families to know that we are committed to ensuring students have access to a range of courses both at a school and system level, offering different modes of access across the system. It is critical that we keep learning opportunities mobile and accessible for each student dependant on their pathway.

However, should you wish to opt out of this process, parents will be asked to complete a Google form indicating that your son or daughter will be pursuing another school or destination in 2019. We are required to collect this information as part of our reporting to government, particularly if a student is under 17 years of age. This form will be sent to your son's/daughter's email account. This will enable your son or daughter to assist you in completing the form, if required. Please take the time to discuss this decision and step as a family. This form will be sent out during the week beginning 21st May.

I will be writing to you personally and I look forward to seeing Year 10 families on Wednesday, 9th May as we continue to shape together what 2019 will look like for our students and community.





Assistant Principal - Teaching & Learning - Mr Hulme

Term 2 commences on Monday, 30th April. **It will be Day 6 (Week B) of the School timetable.**

Students are required to attend school in full winter uniform. This uniform is required throughout terms 2 and 3. Your support in regards to the winter uniform and grooming is greatly appreciated.

Correct school uniform leads to more accountability and ultimately students respect for themselves and respect for the School.

Blazers are to be worn to and from school each day. The school jumper can be worn under the blazer on colder days. It is NOT a substitute for the blazer. Students are only permitted to wear school jumpers.

The School sports uniform, jacket and jumper can be worn every Thursday. The sports jacket is NOT a substitute for the School blazer or jumper. Please do not substitute the sports uniform for the normal school uniform.

Students are expected to meet the school's grooming expectations on their return to school for the start of term 2. Part of the condition of enrolment at St Clare's is that students follow the guidelines set out in relation to hairstyle, grooming, jewellery and mobile phone use.

UNIFORM / HAIR

- Boys must have their shirts tucked in before and after school and when entering a classroom.
- Earrings for boys are not part of the school uniform and are not permitted.
- Facial jewellery is also not part of our school uniform and is not permitted.
- Girls should have their hair tied back, skirts to knee height, have no nail polish or false finger nails and only one pair of earrings (a small/fine sleeper or stud in the lower ear lobe only).
- Haircuts must be in accordance with the School Policy, as indicated in the diary/website.
- Chewing gum is not allowed at the School.

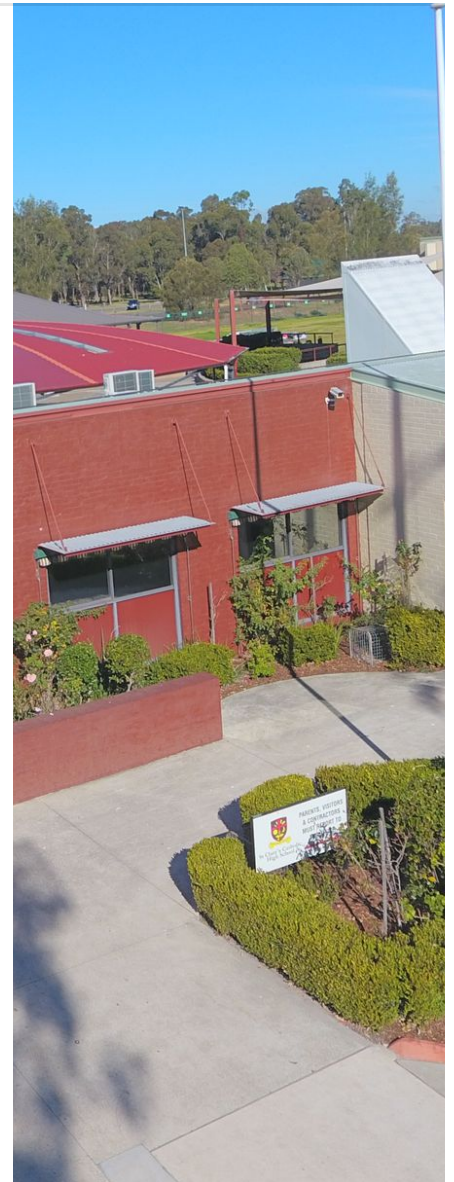
There will be thorough grooming and uniform checks on the first day of term 2. It is important that we 'get the little things right'.

MOBILE PHONES

Smartphones may be used to listen to music outside of school time or as instructed by teachers. However, no device is to be used for photographing and sound or visual recording at school without teacher permission.

- Speakers are not allowed to be used at school.
- Students may use their phone during recess and lunch for important communications. For example, contacting parents, work or confirming medical appointments. Students are not to be using phones while walking around the school grounds. As a matter of courtesy, please ask a teacher prior to using your phone during these times.
- Students should not be using their phones to contact family members during school hours to be picked up. If students are feeling unwell they must first speak with Office staff or their Leader of Year. The School office staff will then make arrangements with your family.
- Recess and lunch is an opportunity to build friendships and relationships with your peers and teachers, a time to eat, and for some to take part in physical activities. It is not a time to spend on your phone.
- Phones are not to be used for communicating on snapchat or other social media sites during school hours.
- Students are not to use or have earphones protruding from their clothing during school hours.

YEARS 7 - 10 PROGRESS REPORTS





data issues to protect data. Unfortunately, this has delayed the printing/release of these reports. Emailing is not currently available.

These reports provide an additional opportunity for parents/caregivers and students to receive feedback about their son's/daughter's own learning. The progress reports provide feedback on three categories; Effort, Behaviour and Passion for Learning. The descriptors

- Working above expectations
- Working at expectations
- Working below expectations

are designed **to be INDIVIDUALISED** for each student and are **NOT DETERMINED by either marks or rank order**. This means that if a student who is extremely capable is currently working below expectations, then they could expect to receive this descriptor for one or all of the Effort, Behaviour and Progress categories.

Progress reports differ from Semester and Yearly reports as these report on students against other students in their cohort, by allocating an overall grade, while Progress Reports do not rank students against each other in this manner.

SAMPLE PROGRESS REPORT SCENARIOS

Scenario 1: A student who achieved one of the highest marks in a class for an assessment task, but who is extremely capable academically (who did not extend themselves) and who **did not** submit any **practice responses and/or complete homework tasks, would NOT receive Working above expectations**.

Scenario 2: A student who has previously tested as one who struggles academically, but who has taken every educational opportunity offered and who has shown initiative and perseverance that has resulted in a learning gain, might achieve **Working above expectations** in one or more categories.

CURRICULUM MATTERS

Assessment Tasks

As we reach the end of the assessment cycle for the first term, it might be useful to consider a few important parts of the process and look forward to term 2. There are often a range of questions students and parents ask about assessments so we will consider a few Frequently Asked Questions.

Why have assessments?

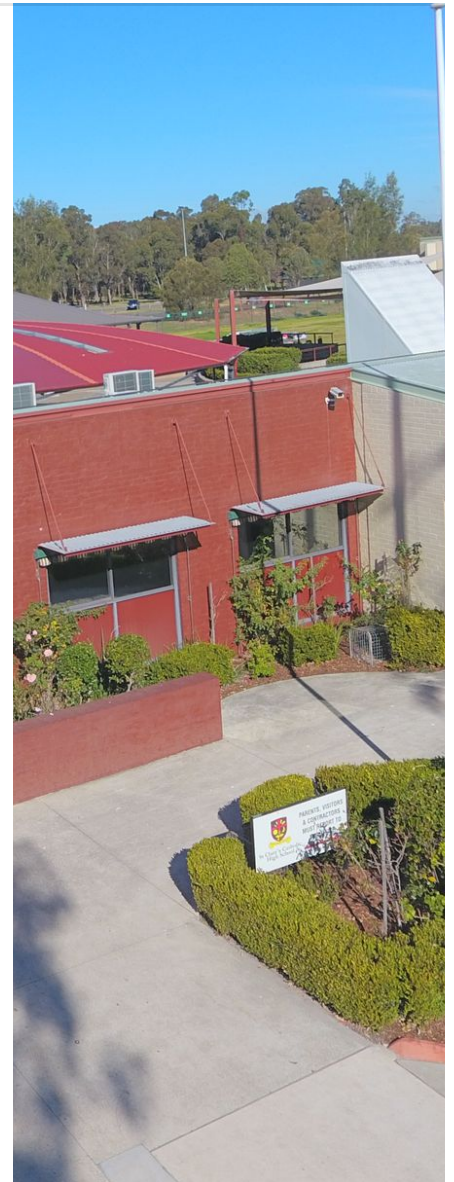
This is quite a popular question (sometimes expressed by students as they enter the exam room) but an understanding of why we have Assessments is actually essential in the whole learning process. Assessments are important because they give students the opportunity to test the skills they have learned. In assessments, students can showcase their improvements and are acknowledged for their effort and hard work. Descriptive feedback provided by teachers, allows students to see where their strengths are and how they can improve for next time. Assessments are a chance for students to crystallise their understanding. Assessments also give teachers a chance to evaluate student strengths and weaknesses so that they can adjust their teaching to ensure students are improving.

What is the process if I am away for an assessment?

The process is slightly different for the Junior years (Years 7 - 9) and the Senior years (10 and soon 11/12).

In Years 7 - 9, if a student misses an assessment through illness or misadventure, they should bring a note from their parent/caregiver that clearly explains the illness or misadventure. This note should be given to the subject teacher on their first day back at school. If you know that you will be away before the task is due, bring in a note at your earliest opportunity. **We would always suggest an original/genuine Doctor's certificate**

Years 10-12 processes are slightly more involved because students are completing external credentials such as the Record of School Achievement and the HSC. If a student misses a task due to illness or misadventure they will need to complete an Illness/Misadventure Appeal Form. This form includes a statement that needs to be completed by a parent. Submit the form on your first day back or as soon as you know you will miss the task. The verdict of the appeal will be emailed to relevant teachers,





certificate must be submitted for illness appeals.

By sending the letter, your teacher can organise a different time for you to complete the task when they know that there is an official reason why the task was not submitted. If a student is to be absent for an extended period of time, they should seek a Principal's Approved Leave form from the front office.

What should I do when I receive an assessment back?

The most important thing is to use the feedback to help you improve. It would be a good idea that you spend some time making goals on how you can improve. Share these goals with your Learning Advisor. It is also a good idea for parents to see the assessment so that they know early on how their child is progressing. All returned assessment **MUST** be kept in a secure location in the event of an appeal of Grade or mark. Failure to produce on request will not support the appeal process.

What happens if I do not submit a task or there is Malpractice?

If a student does not submit an assessment task, they will receive a Warning Letter in Years 7 - 9. If the student receives a number of these Warning Letters in a subject or across subjects, a meeting will be required with parents.

In Years 10 - 12, the student will receive an N-Award Warning Letter. After two warning letters in a course in which the issue is not addressed, the student may not be eligible to progress into the next year or may not be eligible to gain their HSC or an ATAR. N-Award Warning Letters may also be issued for incomplete coursework.

Malpractice involves plagiarism (using the intellectual material of another author), collusion (when the student's work is the product of assistance by other people), cheating in a task, or other issues outlined in the student's Assessment Handbook (available at the school website).

All my assessments seem to happen at around the same time. How do I manage this?

Like many other schools, our school has assessment windows when students will complete a number of tasks. This means that students can focus on learning during other times and on assessments during these assessment windows.

A key idea is setting up a study timetable and using the School Diary to break down each task into manageable sections.

Where do I go for further information?

If you require further information on assessments, please refer to the School's Assessment Policy located on the school website.

The Assessment Schedule Calendar has the dates of all assessments for each year group. This calendar lists the assessments for each class so, although it might look like there are many assessments happening on the same day, it is usually just the one assessment listed for each class. This way each student knows when their class will complete the assessment.

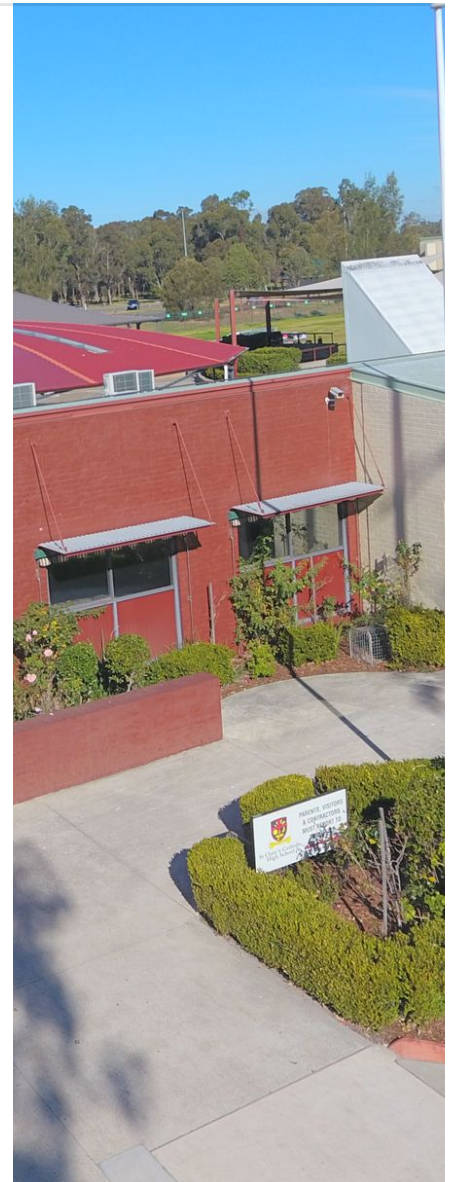
Assessments in Term 2

Weeks 3 to 6 in Term 2 are often a busy time for assessments, particularly for Year 9 and 10 students.

Year 7 and 9 students will have NAPLAN tests in Week 3 (15-17 May). If students miss any of the NAPLAN tests, there will be catch-up opportunities on Friday. **A Doctor's certificate MUST be obtained for illness.** Further details will be forwarded to students in Week 1.

Year 9 and 10 students will have Semester 1 Exams in Week 5. Students will receive a timetable of these exams in the first weeks back in Term 2. This will also be available on the School Website.

CHECKING DEVICES



opportunity for parents/caregivers to inspect these personally owned devices. Could we ask parents/caregivers to remove any unwanted games and videos. The devices are meant to be an educational tool.



If a teacher suspects a student device has undesirable material or content, the device will be taken from the student and left in the School Office for parent collection. We would ask all parents to please delete/remove unwanted content so students are not distracted in the classroom.

As a general rule we would suggest no more than 2 games on a device.

ROAD SAFETY MANAGEMENT PLAN

Safety of students as they travel to and from school each day is important. It is expected that parents/carers, grandparents and family members will support the school through role modelling safe road use behaviours.

- These include:
- Using designated footpaths or walking in areas away from the road
- Holding the children’s hand (for those up to 8 years of age) and actively supervising all children as they walk to and from school.
- Teaching children to Stop, Look, Listen and Think every time they cross the road
- Walking with children to cross roads (do not call children across the road)
- Crossing roads away from parked cars
- Parking correctly in designated areas
- Getting children in and out of the car on the footpath side
- Using seat belt restraints for all passengers prior to driving away
- Waiting safely at bus stops and waiting until the bus has gone and choosing a safe place to cross.
- Waiting to one side of the footpath, so other uses can still use pathways and don’t have to walk on the road
- Displaying safe practice and following all road rules when riding bikes

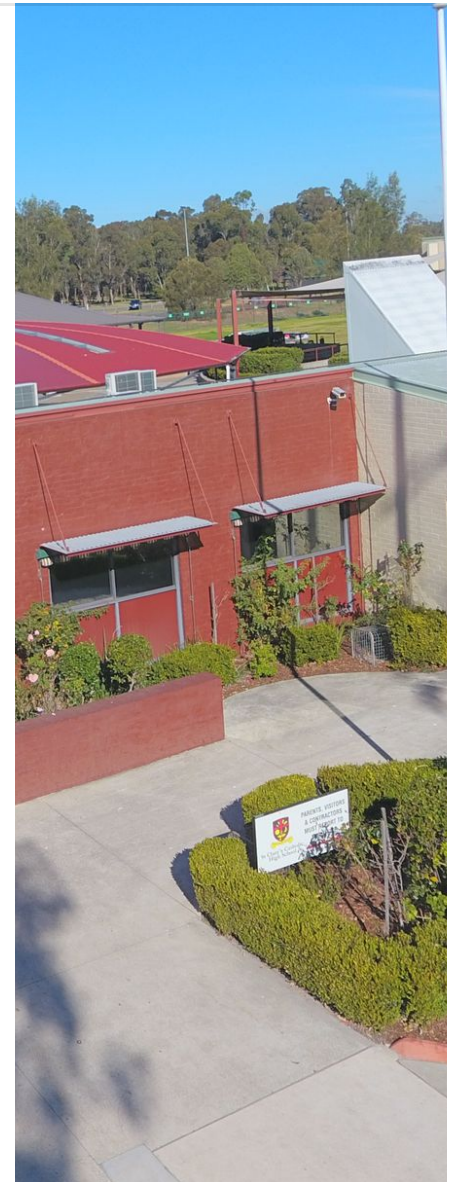


SCHOOL MANAGEMENT PRACTICES	
1. Arrival and Departure Procedures for Walkers	<p>Parent/carers and family members are encouraged to walk with their child to school to reduce traffic congestion around the school, to promote physical activity and to teach children about correct road use behaviours.</p> <p>Parents/carers, family members and students are expected to use the available pedestrian facilities around the school to cross the road. This includes both the constructed footpath and the pedestrian crossing on Buckwell Drive, directly out the front of school.</p> <p>Walk promptly and directly across the road.</p> <p>Students picking up younger siblings/family members from Hassall Grove Public School must wait in the Amphitheatre until 2.55pm before walking safely, and respectfully to collect their family member.</p>
2. General Afternoon Dismissal Procedures	<p>Students must travel directly to and from school, not stop/loiter at shops, parks, etc</p> <p>No child is to leave the school grounds unless they are accompanied by an adult, except children who walk/ride home with parental permission, or get picked up by their parents.</p> <p>No students are to leave school via the school car park.</p> <p>Students leaving the school on foot must always use the constructed footpaths and only cross the road safely, using the pedestrian crossing. Students must not congregate outside the front gate and must either walk home or to their parent’s car immediately, or wait inside the school gates.</p> <p>All pedestrians must stick to the left-hand side of the footpath and give way to other pedestrians, including parents, members of the Hassall Grove Public School community and members of the general community.</p> <p>Parents/carers are expected to ensure that their children are collected by 3:00pm.</p>



	and wait for the teacher on Bus Duty to take them out to the bus bay, after their bus has been called by the teacher on duty.
4. Arrival and Departure by Car Procedures	<p>Parents/carers, and family members that need to drive their children to school must adhere to the following:</p> <ul style="list-style-type: none"> • Do not use the staff car park as it causes unnecessary risk and congestion • Follow all road rules, only stopping/parking legally and turning around where it safe, reasonable and legal to do so • Ensure your child exits through the left side of the vehicle • Ensure your child crosses the road safely, using the pedestrian crossing. <p>The school is located in a 40km school zone where a 40km speed limit applies for the hours of 8.00-9.30am and 2.30-4.00pm on school days. The speed limit is lowered to 40km during these hours to increase the safety of the students arriving and departing the school. Drivers must abide by these speed regulations.</p> <p>Wet weather days are particularly hazardous for children as traffic increases, visibility of children is decreased and slippery roads make driving conditions more difficult. Reduce speed, park correctly and walk with your child from the school gate to your vehicle.</p>
5. Bike-rider Procedures	<p>Students who ride a bike to school must dismount their bike outside the front gate and walk their bike to the bike rack area (located out the front of the school office, along the path towards the car park). Students can lock up their bike for the duration of the school day and collect it after the final bell. Upon collection, students are to walk their bike to the front gates and are only to ride their bikes once they have exited the school.</p> <p>It is each individual student's responsibility to ensure their bike is locked up correctly. The school will not take responsibility for lost/damaged bikes.</p> <p>Skateboards and scooters are not to be ridden, in accordance with the school transport policy.</p>

6. School visitors and Parking	<p>There are allocated visitor parking spots available in the car park.</p> <p>The following parking instructions must be adhered to at all times:</p> <ul style="list-style-type: none"> • Follow all parking restriction signs, especially the bus and disabled parking areas • Enter and exit the car park cautiously and safely. Give way to all pedestrians. • Take care to respect our neighbours by not blocking their driveways. • Remember that the Police do patrol the area regularly.
7. Travel to and from venues for Sport and other excursions.	<p>When students travel to and from sporting venues by bus, safe bus travel procedures as above apply.</p> <p>A registered bus company is used and all instructions/directions from both school staff and bus drivers are followed.</p> <p>When walking to a venue around school, students are lead by a teacher. Footpaths and pedestrian rules are followed at all times. Students will be closely observed when crossing the road and the teacher will be the first and the last person on and off the road.</p> <p>See relevant 'Risk Assessment' for specific travel information for a particular excursion.</p>
8. Discretionary Basis	<p>The Principal has the right of discretion to make provision for departure from the plan or the application of the plan in the event of unforeseen and exceptional circumstances.</p>



Assistant Principal, Wellbeing & Learning - Ms Deschamps

INTRODUCING Positive Behaviour Support for Learning TERM 2 2018

Every student will commence on the **BRONZE** status day 1, term 2. Students maintaining a BRONZE status are tracking well in their learning. Students are asked to maintain this level at a minimum. However we are encouraging all students to aim for **SILVER, GOLD** and **PLATINUM** status. These levels highlight students who are committed to learning, leaders among their peers and advocates for the great learning community of St Clare's. As a staff we want to provide the opportunity for these students to have evidence and acknowledgement of their effort and commitment which they in turn will use to build excellence portfolios as they embark on future careers.



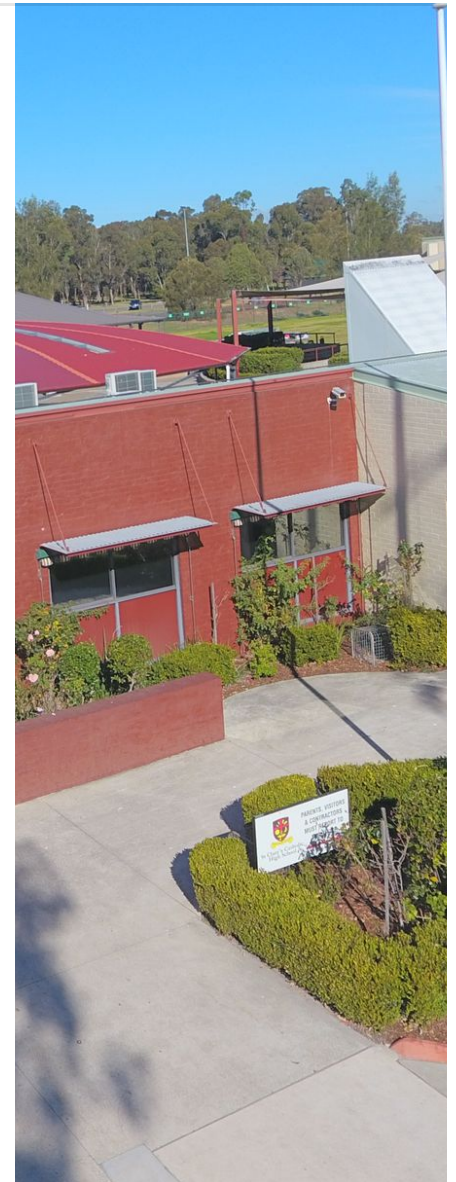
leaders, cooperative, work in teams, strive to succeed, dependable, consistent, enthusiastic, creative, work to improve their workplace, flexible, adaptable and problem solve. All of these are skills which all students can demonstrate in our student management policy.

Students will be provided with a variety of community service opportunities. It is wonderful to see how many students have already committed to or initiating work towards community service contributions.

We ask parents to continue conversations about our Positive Behaviour Support for Learning with your children. Your support will work alongside that of staff to ensure we set our students up for success for their futures.

Students who are involved in any of the behaviours below the **BRONZE** status, will receive the appropriate consequence aligned to the action. Each student will decrease one status at a time. It is the students responsibility to move back up to the appropriate status. The student will be able to make an application to move back up in status two weeks after the decrease in status.

Status	Possible Behaviours	Responses
Platinum	<p>I can make a substantial contribution to all areas of School life and make a difference to my peers & School community through my actions and my intentions. Passion for Learning, Pride, Peacemaker and Persistence are an important part of who I am and are demonstrated consistently through my leadership, words and actions.</p> <ul style="list-style-type: none"> Attain School Platinum Award through: <ul style="list-style-type: none"> 30 Community Service hours - substantial leadership (leading the initiative as a key person and contributor) in each of the four School Commitment areas 50 diary merits <p>To maintain Platinum status, students will need to submit an application by Week 8 each term.</p>	<ul style="list-style-type: none"> Platinum Award presented at assembly Commendation letter sent home Parent invitation to the assembly presentation A citation accompanies the award presentation Platinum Award Luncheon invitation Platinum Status rewards e.g. canteen fast pass If Platinum status is maintained by the end of the year: <ul style="list-style-type: none"> student is invited to day out student's name is engraved on Platinum Status Plaque student receives Platinum Status badge with year attained
Gold	<p>I can make a contribution to all areas of School life and make a difference to my peers & School community through my actions and my intentions. Passion for Learning, Pride, Peacemaker and Persistence are an important part of who I am and are demonstrated consistently through my words and actions.</p> <ul style="list-style-type: none"> Attain School Gold Award through: <ul style="list-style-type: none"> 20 Community Service hours - leadership (leading the initiative and contributor) in each of the four School Commitment areas 40 diary merits <p>To maintain Gold status, students will need to submit an application by Week 8 each term.</p>	<ul style="list-style-type: none"> Gold Award presented at assembly Commendation letter sent home



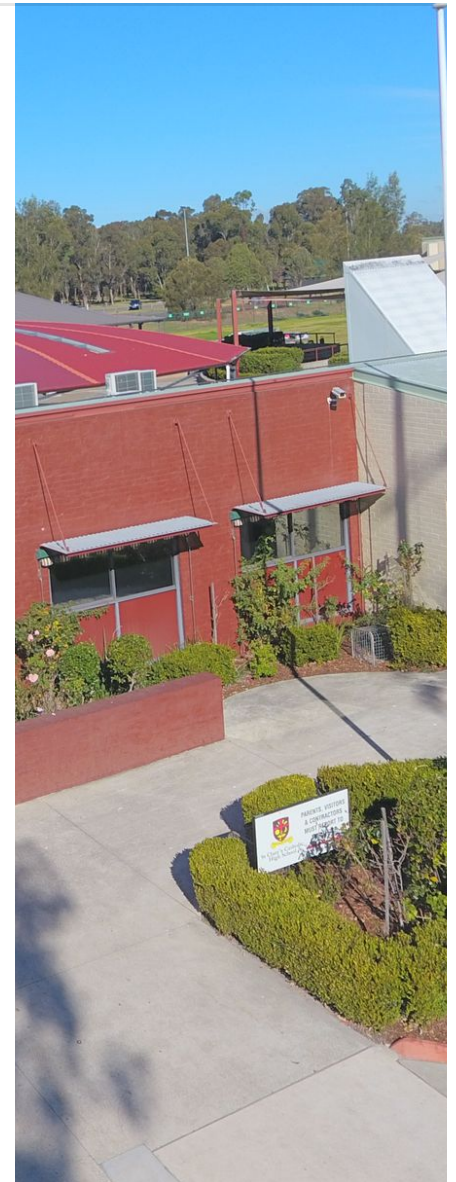


	<p>Persistence, Pride and am a Peacemaker through contribution to my peers and School community in a range of areas. I am keeping my learning and my behaviour on track. I am beginning to give to my community as well.</p> <ul style="list-style-type: none"> Attain Silver Award in each of the following areas: <ul style="list-style-type: none"> 10 Community Service hours - contribution (being part of the team) in each of the four School Commitment areas 30 diary merits <p>To maintain Silver status, students will need to submit an application by Week 8 each term.</p>	<p>assembly</p> <ul style="list-style-type: none"> Commendation letter sent home
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Bronze Starting Point for All Students	<p>I am tracking well with my effort and my attitude. I am looking for opportunities to push myself further to achieve.</p> <p>To maintain Bronze status, a student will demonstrate positive behaviours for learning through consistently:</p> <ul style="list-style-type: none"> attending school wearing the correct school uniform using polite and cooperative language & behaviour at all times arriving to class on time all the time completing all classwork to the best of their ability using technology appropriately accepting feedback in a positive way being focussed on your learning completing all homework acting with respect towards peers and staff 	<p>Student may be recognised through:</p> <ul style="list-style-type: none"> diary merits positive communication to parents community service hours
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Yellow	<p>I have made a few poor choices. I can expect more of myself and strive to move back up a status.</p> <p>Minor behaviour breaches across more than one school area that have been followed up and actioned by the teacher with no change in behaviour See Appendix 3 for behaviour breaches</p>	<ul style="list-style-type: none"> Phone call home Behaviour agreement for a specific KLA Proactive and responsive strategies by the teacher, LOL & LOY in order to return to Bronze Status. Lunch/after school detentions LOY speaks to student about behaviour breaches and encourages them to make an improvement to prevent escalation.
Orange	<p>I am not giving myself a fair go. I am affecting others in the process. I can turn things around.</p> <p>A combination of minor, major and serious breaches across a number of school areas that have been followed up and actioned by the teacher with no change in behaviour. See Appendix 3 for behaviour breaches</p> <p>No improvement in attitude or conduct whilst on Yellow Status</p>	<ul style="list-style-type: none"> Student/Parent(s)/Teacher/Leader of Learning interview Proactive and responsive strategies Personalised behaviour intervention plan LOY Positive Behaviour Card Before/After school Detentions Community Service activities Loss of privileges (e.g. representative sport) Learning Support Assessment Personalised Plan (PP) Referral to School Counsellor

Red	<p>I am treating people and property with disrespect. This won't get me anywhere. I can change this with true effort.</p> <p>Serious incidents Appendix 3 for behaviour breaches</p> <p>No improvement in attitude or conduct whilst on Orange Status or</p>	<ul style="list-style-type: none"> Principal/AP/LOWL/LOL or LOY Interview (parent(s) & student) AP's positive behaviour card After school detention Suspension Personalised behaviour Intervention Plan CEDP Behaviour/ Wellbeing referral Loss of privileges (e.g. representative sport) External support counselling / Family support
Maroon	<p>No improvement in attitude or conduct whilst on Red Status. I need to meet with the Principal to discuss my ongoing enrolment at St Clare's</p>	Principal Interview




be co-facilitating the group with me.

Thank you to all families and students who have supported this program over the past two years.

Leader of Year 7 - Mr Collimore

Congratulations to the following students: Sarona L, Aleasha G, Jok J, Xavier R, Naia E, Siddhi B, Jason P, Cameron S, Oliver A, Samim A, Aaliyah M, Nisrine M and Brian T on their sustained effort and contribution to the St Clare's community in term 1.



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