

College

Mt St Patrick College



Mt St Patrick College

Parent Information Handbook



In this sign is my hope



College Prayer

*O God of truth, from Whom every good
thought comes,
Help us in our study.*

*Let us read more carefully and listen to
wisdom more humbly.*

*Teach us in the course of our lives that every
discovery of truth is a discovery of
You;*

*And the more we learn of Your laws and Your
ways, the nearer we are brought to
an understanding of Your Divine Being.*

Through Jesus Christ, our Lord.

Amen.

*O God, teach me to work hard and play fair.
Help me to forgive those who are
unkind to me.*

*Keep me ready to help others and send me
chances to do some good this day.*

Our Mission

Mt St Patrick is a Catholic College providing secondary education based upon Christian principles and values. We owe many of our traditions to the Presentation Sisters, Priests and the local community of past generations.

Our Vision

Embrace Life is our vision for Mt St Patrick College. It is inspired by the life and teachings of Christ encapsulated in John 10:10

“I have come so that you may have life, and have it to the full”.

This vision encourages us, as a Christian community, to see life as a gift to be enjoyed, celebrated and shared, through the pursuit of knowledge and wisdom.

Our Mission

As a Catholic Educational Community we are called to affirm Christ as the model for human life. We endeavour to encourage excellence, a love of learning and a passion for life.

Our Values

At Mt St Patrick College, all relationships and decision-making will give witness to the following Gospel values:

Acceptance	Acting in a manner which recognises difference and encourages tolerance.
Commitment	Acting in a manner that develops a positive, dedicated and consistent approach so that each person achieves his/her full potential.
Community	Acting in a manner which nurtures quality relationships, where all College members feel respected, valued and have a sense of belonging.
Compassion	Acting in a manner which recognises the needs, feelings and concerns of others and responds with empathy towards them.
Forgiveness	Acting in a manner that promotes growth and seeks to restore relationships damaged by poor decision-making.
Justice	Acting in a manner which balances the needs of the individual and the community in a fair and equitable way.

Our Goals

Faith Development

To ensure that a Christian ethos permeates all aspects of College life by:

- Providing instruction in the Catholic faith and opportunities to participate in Catholic ritual.
- Providing meaningful liturgies, prayer experiences, retreats and reflection days.
- Ensuring that all policies, procedures and everyday school activities reflect Gospel values.

Curriculum Development

To provide a varied curriculum which encourages excellence and caters for the needs of a wide range of students in a changing educational environment by:

- Providing an environment conducive to quality teaching and learning.
- Inspiring a work ethic in students so that each achieves his/her potential.
- Developing the skills, knowledge and attitudes required to live a life that is fulfilling and meaningful.

Community Development

To provide a safe environment where the needs and rights of others are promoted and each person is treated with dignity, fairness and compassion by:

- Ensuring consistent application of our Welfare Policy.
- Recognising parents as partners in education.
- Strengthening the communication between staff, parents and the wider parish.
- Nurturing a culture of friendliness, respect and hope.
- Developing a sense of responsibility for the common good through service and stewardship of the environment.

To ensure the continued development of our Vision, Mission, Values and Goals, a culture of reflection and self-evaluation is essential in all aspects of College life.

Mt St Patrick College Directory 2020

Principal	Mr Paul Reidy
Deputy Principal	Miss Mary-Anne McShane
Leader of Catechesis	Mrs Narelle Chaffer
Leader of Curriculum	Mrs Narelle Sherrah
Leader of Evangelisation	Mr Michael O'Donohue
Leader of Pedagogy	TBA
Student Welfare Coordinator	Mrs Louise Shields

LEADERS OF LEARNING:

Catechesis	Mrs Narelle Chaffer
English	Mr Paddy Bailey
Mathematics	Mr Daniel Anderson
Science	Mrs Sherree O'Brien / Ms Sher Millward (Assistant)
PD/H/PE	Ms Simone Kendrick
HSIE	Mr Chris Core / Mr Michael Acret (Assistant)
Creative Arts	Ms Clara Cahill (Visual Arts/Drama/Music)
TAS	Mr Dan Keogh

LEADERS OF WELLBEING:

Lisieux	Mrs Margaret Baldini	(Year 7)
Loreto	Mrs Majella MacPhail	(Year 8)
Nagle	Mrs Robyn Fitzpatrick	(Year 9)
Lucan	Mr Josh McCormack	(Year 10)
Year 11	Mr Mathew Lynch	
Year 12	Mrs Kath Swift	

OTHER AREAS OF RESPONSIBILITY:

Careers	Miss Keeley Serone
Learning Support	Mrs Angela Finkel
Sports Co-ordinator	Mr Tim Whitney
Librarian	Mr Greg Culnane
Learning Technologies Co-ordinator	Mrs Natalie Webster
Schoolworx	Mr Mark Hoy
Assessment and Reporting Co-ordinator	Mr Corey Nix
Literacy	Mr Simon Holder
Numeracy	Mrs Kyllie Bevan
Mentoring Online Students	Mr Greg Culnane
Debating	Mr Paddy Bailey
Online Education	Mr Chris Core
Band	Mr Mitchel Rice
Choir	Mrs Vanessa Bowe

All staff can be contacted through the office on:

Phone: (02) 66722340

Email: mspcmbah@lism.catholic.edu.au

Brief College History

Mt St Patrick became known as Mt St Patrick College in 1998. Prior to this it was known as Mt St Patrick Regional High School for 32 years. The tradition that is Mt St Patrick began in 1926 when a Catholic Intermediate High School was established.

The Presentation Sisters were responsible for the staffing and administration of the school from its foundation year. Sr. Gabriel Weir was appointed first Principal in 1926 and Sr. Anne Mary Salter was the foundation Principal of the Regional High School from 1966 until 1971. The Sisters, assisted by the clergy and the people of the Tweed of past generations, showed great faith and commitment and worked tirelessly to provide Catholic secondary education for the region. The school began as a junior high school and existed as such until 1992, when the first senior students were enrolled. The 1993 Year 12 students were the first class to sit for the Higher School Certificate Examination.

College Colours

The College colours are blue and gold. Gold is the metal that lasts and never tarnishes. It is used as a symbol of God and also as a symbol of love. It stands for integrity and strength of character.

Blue is the colour of the sky and it suggests heights to be attained, and mysteries beyond our imagination. It suggests faith in God whom we cannot see and in people whom we can see. Blue is always associated with Mary, the Mother of God, who holds a cherished place in the College tradition. The Presentation Sisters of the Blessed Virgin Mary (PBVM) are named after Mary.

College Crest

The inspiration for the badge came from an unusual photo taken by Bruce Devine. It shows the cross of the Church silhouetted against Mt Warning in the late afternoon light. This forms the centrepiece of the badge under which is the traditional motto of the College - IN HOC SIGNO SPES MEA (IN THIS SIGN IS MY HOPE). The background features the natural geographical centre of the Tweed Valley. The mountain however, is also a symbol of prayer, struggle, reaching for goals, protection and the place from which we gain a better perspective.



Curriculum

Mt St Patrick prides itself on offering a wide choice in curriculum. Students are provided with a variety of opportunities in each Key Learning Area. As a Catholic College, Religion is taught at all levels. A state-wide course called 'Faithful to God, Faithful to People' is taught from Years 7 to 10. In Years 11 and 12 a 1 Unit Board Developed Course, 'Studies of Religion' and a 1 Unit Board Endorsed Course entitled 'Catholic Studies' are taught.

- **English and Mathematics** offer the full range of courses while **Science** offers Biology, Investigating Science, Chemistry, Physics, Earth and Environmental Science and Marine Studies in Years 11 and 12.
- **Personal Development, Health and Physical Education** is studied in Years 7 to 10 and is also offered in Years 11 and 12 in conjunction with PE, Community and Family Studies, Sports, Lifestyle & Recreation and Exploring Early Childhood. Physical Activity and Sports Studies and Child Studies are elective subject in Year 9 and 10.
- **Human Society and its Environment** enables students to study History, Geography, and Commerce. While in Years 11 and 12 students may also study Economics, Legal Studies, Business Studies, Modern and Ancient History and Geography.
- **Technological and Applied Studies** have opened the doors to a variety of new and interesting subjects such as Technology, Food Technology, Multimedia, iSTEM, Marine and Aqua Technology, Hospitality and Textiles. Also on offer in this KLA are Industrial Technology, Design and Technology, Information Processes and Technology.
- In the **Creative Arts KLA**, students are able to study Music, Drama and Visual Arts from Years 7 to 12 while Photography is offered in Years 9, 10 and 11.
- **French and Japanese** are offered in Year 8 as a compulsory study. Beyond these years its availability as an elective is dependent on student numbers. There is a possibility that students may be able to study another language through Online Courses, at a cost to the student.
- Mt St Patrick College also offers a range of **Vocational Education** courses in the Senior School. These are Board of Studies Developed Courses and Content Endorsed Courses and include Hospitality; Exploring Early Childhood; Business Services, Entertainment Industry, Fitness Studies; Photography; Sport, Lifestyle and Recreation.
- **TAFE – delivered vocational education courses** – In Years 11 and 12 students are able to study TAFE courses as part of their HSC course.

* **Board of Studies Developed Course:** Hospitality; Business Services;
Entertainment Industry; Fitness

* **Content Endorsed Course:** Photography; Sport, Lifestyle and Recreation;
Marine Studies; Exploring Early Childhood

Subjects Offered

Years 7-10: Religious Education English Mathematics Science Multimedia Food Technology Industrial Technology: Wood Commerce Geography History Personal Development, Health, PE Drama Music Visual Arts French Japanese Careers Photography Physical Activity and Sports Studies Textiles Marine and Aqua Technology iSTEM Child Studies	Years 11-12: 1 Unit Catholic Studies 1 Unit Studies of Religion 2 Unit Advanced, Standard, English Studies and Extension English 1 & 2 2 Unit General and Extension 1 & 2 Mathematics Biology Chemistry Physics Investigating Science Earth and Environmental Science Design and Technology Industrial Technology: Timber Products Industrial Technology: Multimedia Food Technology Hospitality Visual Arts Business Studies Economics (online) Ancient History Geography Legal Studies Modern History PD/Health/PE 1 Unit Sport, Lifestyle and Recreation Community and Family Studies Music Drama 1 Unit Photography 1 Unit Exploring Early Childhood 1 Unit Computer Studies Information Processes and Technology 1 Unit Marine Studies Business Services Entertainment Industry Fitness Studies Primary Industries – Animal Studies * Retail * Hairdressing * Design * Horticulture * Travel* Automotive Studies*
---	--

*Denotes TAFE – delivered vocation education courses - courses offered by TAFE Colleges.

Mt St Patrick College Netbook Computer Scheme

MSPC provides a student Netbook Computer Scheme to assist with teaching and learning at the College. Netbook computers, used in integrated and meaningful ways within the curriculum, are a powerful ICT tool for enhancing learning. Research has shown that anywhere, anytime computer access promotes high engagement on learning tasks and achieves deep learning. Using computers can enhance research, problem solving, collaboration, communication, written expression, presentation and publication.

One of the key points of the Netbook Computer Scheme is that everyone at the College will have the same computer platform and the same programs and tools, and their device will be appropriately configured to work within both the College network and at home. The main concept of the 'Digital Education Revolution' is that every student has access to a learning device 24/7 to provide an effective work environment, toolbox and resource to aid learning.

Students at Mt St Patrick College will receive a new learning device in Year 7 and Year 10. The College has in the past selected the HP 430 G5 Probook Computer as the learning device most appropriate to meet the needs of the students for the next 3 years, however we are transitioning to a HP x360 g4 hybrid/laptop with digital inking capabilities in 2020. The Netbook PC will be covered by a three-year warranty and parents will enter into a three-year loan agreement for the device to be used at the College and at home on a 24/7 basis. The student Netbook PC and the protective carry bag that will be issued remain the property of Mt St Patrick College until final payment is made. At the end of the 3-year loan period (December, 2020), ownership of the device will be transferred to the student's family (subject to conditions). All Netbook PC's will also be covered by a three year 'HP Care Pack for Accidental Damage Protection Service' (ADP). This service provides additional protection against accidental damage to the Netbook that is not usually covered by the warranty and comes with a \$55 excess fee for each claim.

Access to the Netbook PC for student use is dependent on payment of the Technology Levy by the dates set in the payment schedule. The Technology Levy is around \$720 for 2 years. The Levy aims to recover some of the expenses associated with the Netbook scheme.

Use of the Netbook PC, as well as access to the College network, internet access and email are a privilege, not a right. These items are provided for educational purposes and are intended to support the learning objectives of Mt St Patrick College. Students are expected to understand their responsibilities with regard to the scheme and to use their device appropriately in order to achieve good educational outcomes.

Parents and students will be issued with several essential support documents that relate to the Netbook computer scheme as follows: (This information can also be found on the Mt St Patrick College Moodle site located under IT Support/Student Laptop programme and on the College Corporate website under Curriculum-subject-IT)

1. **Netbook Computer User Terms and Conditions 2019/20.** This document provides details of the terms and conditions of the Netbook PC Scheme at Mt St Patrick College.
2. **Netbook Computer Loan Agreement, 2020-2022.** This Loan Agreement is to be signed and returned after you have read and understood the accompanying Mt St Patrick College document mentioned above.
3. **Mt St Patrick College Netbook Frequently Asked Questions.** Questions that parents and students may have about the Netbook PC scheme will be answered by reading this document carefully.
4. **Mt St Patrick College Student Netbook User Manual.** This document will be issued to students at the time they receive their Netbook PC. It contains Instructions regarding the safe operation and handling of the Netbook PC and the rules applying to their use of the devices.

Parents and students are expected to be familiar with all of their responsibilities with regard to the student Netbook Computer Scheme in order to ensure the success of the scheme and to assist the College maintain excellent educational outcomes for our students.



HP 430 G5 Probook Computer



HP X360 g4

Religious Education

Mt St Patrick's purpose as a Catholic College is to provide a religious education in the Catholic Faith. This religious dimension of the students' education includes teaching Catholic traditions in theology, scripture, morality, spirituality and liturgy.

The traditions are developed through a formal Religion curriculum based on a history core structure, that is: the history of Christianity, from its Judaic origins as told in the Old Testament; through the New Testament; the growth and changes of the Church and its people through the ages; to the contemporary Church especially in Australia. The Curriculum includes opportunities for prayer, for personal response during retreats, for worship, for celebration of the sacraments of Reconciliation and Eucharist.

Students are encouraged through their learning, participation and response to come to some understanding of themselves and to realise that they can be a constructive and important part of a developing and living faith community of the College and Church. All students will be challenged to accept and live out, in what they say and do, their commitment to the values of Jesus.

The Religious Education programme is a core subject for all students, regardless of their level of religious and Catholic commitment, and challenges all to grow in their personal faith according to their age and maturity.

The expectation is that students and their families will accept that Religious Education, participation in worship and emphasis on Christian values and Catholic teachings, are central to the philosophy and conduct of Mt. St. Patrick.

The Religious Education programmes provide opportunities for all students to explore their faith through more 'intense' and extended retreat type experiences.

- Years 7, 8, 9 and 11 participate in a Retreat Day out of class time and held on a school day.
- Years 10 and 12 participate in overnight Retreat experiences that occur over a three day two night format in Term 1.

These activities are regarded as an essential aspect of each student's religious formation and are compulsory for all students.

Extra-Curricular Activities

- Public Speaking - Lions Youth of the Year
- Writing - Sydney Morning Herald Young Writer of the Year
- English Competition
- St Patrick's Day Mass
- Sacred Heart Mass
- Donation to Caritas through Project Compassion during Lent
- Year 10 Meals-on-Wheels
- St Vincent de Paul Society-College Conference
- Anzac Day March
- Murwillumbah Festival of Performing Arts
- Australian Maths Competition
- Science Competition
- Kairos Retreat
- Tournament of Minds
- College Musicals
- Bill Turner Cup and Trophy - Soccer
- NSWCC Yr 14 Rugby League Cochrane Cup
- Year 9 Snowy/Canberra Excursion
- Queensland Schools AFL
- Girls League Tag
- Festa Christi – Year 8
- NSWCC Open Soccer Championships
- Diocesan and CCC Swimming
- Diocesan and CCC Athletics
- Diocesan and CCC Surfing & Life Saving
- Incitare – Year 10
- Diocesan and CCC Cross Country
- NSW All Schools Athletics and Cross Country
- Diocesan and CCC Netball Championships
- Diocesan and CCC Hockey
- Diocesan CCC Tennis
- Berg Shield Cricket
- “Big Day Out”
- Downie Shield Cricket
- Spes Mea (Choir)
- Small Vocal Group
- Instrumental Music Program
- Concert Band
- Jazz Band
- ‘You Have A Friend’ Outreach
- Northern Rivers College’s Sporting Competition: Netball, Rugby League, Rugby Union, Volleyball, Basketball, Touch Football, AFL
- Shine Conference

Parents

Partnership With Parents

Everything we do for our students at Mt St Patrick is aimed at helping them to grow towards their full potential as Christians. It is most fitting that parents, the primary educators of their children, and the staff at the College work together.

Mt St Patrick has an “open door” policy concerning parents. Since the College is an integral part of its local community, parents are encouraged to play an active role in its operation.

We believe that parents must be informed about behavioural problems and we strive to work with them in guiding their children. Parents should be the first ones to know if their child is not measuring up to our expectations. We have a policy of requesting parents to come to the College to help us deal with misbehaviour or unsatisfactory progress.

If we request parents to come to the College to discuss a problem we ask that they come willingly and help us to help their child. We urge parents to come and stand with us in an effort to improve matters.

Parent/Guardian Commitment

Parents are of crucial importance in determining the success of their child's experience of school. A student's sense of ownership of the College is enhanced by their parents' participation at any level.

Parents should see the Principal and the staff as partners whose common concern is the growth of the individual child. Upon enrolment parents/guardians are asked to sign the Parent/Guardian Commitment indicating their willingness to agree with and support the aims and goals of the College. In particular, commitment to the following is essential:

- A recognition and acceptance of Mt St Patrick as a Catholic College and support for its religious classes, practices and programmes.
- An understanding that retreats, camps and liturgies are an integral part of the College curriculum and that attendance by all students is compulsory.
- An agreement that your child will abide by all College regulations and expectations in matters such as good conduct, attendance, uniform, hairstyles and appearance.
- An agreement that your child will participate in all curricular programmes for their year group, and all co-curricular activities and teams for which they are selected.
- An agreement that your child will participate in all annual special events. These include the Swimming and Athletic Carnivals, St Patrick's Day celebrations and other school fundraising events.
- An agreement to support your child's education through the regular signing of their College Diary, and through attendance at Parent/Teacher nights and Parent Information Evenings.

Privacy Policy

Your privacy is important

This statement outlines the College's policy on how Mt St Patrick College uses and manages personal information provided to or collected by it.

The College is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

The College may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the College's operations and practices and to make sure it remains appropriate to the changing school environment.

What kind of personal information does the College collect and how is it collected?

The College collects and holds information which includes, but is not limited to, personal details, which may be sensitive, about:

- pupils and parents and/or guardians before, during and after the course of a pupil's enrolment at the College;
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the College.

Personal Information you provide: The College will generally collect personal information held about an individual by way of forms filled out by parents or pupils, face-to-face meetings and interviews, and telephone calls. On occasions, people other than parents and pupils provide personal information.

Personal Information provided by other people: In some circumstances the College may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another College.

How will the College use the personal information you provide?

The College will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

Pupils and Parents: In relation to personal information of pupils and parents, the College's primary purpose of collection is to enable the College to provide schooling for the pupil. This includes satisfying both the needs of parents and the needs of the pupil throughout the whole period the pupil is enrolled at the College.

The purposes for which the College uses personal information of pupils and parents include:

- to keep parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- day-to-day administration;
- looking after pupils' educational, social and medical wellbeing;
- seeking donations and marketing for the College;
- to satisfy the College's legal obligations and allow the College to discharge its duty of care.

In some cases where the College requests personal information about a pupil or parent, if the information requested is not obtained, the College may not be able to enrol or continue the enrolment of the pupil.

Volunteers: The College also obtains personal information about volunteers who assist the College in its functions or conduct associated activities, to enable the College and the volunteers to work together.

Marketing and fundraising: The College treats marketing and seeking donations for the future growth and development of the College as an important part of ensuring that the College continues to be a quality learning environment in which both pupils and staff thrive. Personal information held by the College may be disclosed to an organisation that assists in the College's fundraising.

Parents, staff, contractors and other members of the wider College community may from time to time receive fundraising information. College publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

Exception in relation to related Schools: The Privacy Act allows each school, being legally related to each of the other schools conducted by the Diocese of Lismore, to share personal information with other schools conducted by the Diocese. Other Diocesan schools may then only use this personal information for the purpose for which it was originally collected by the Diocese. This allows schools to transfer information between them, for example, when a pupil transfers from a Diocesan school to another school conducted by the Diocese.

Who might the College disclose personal information to?

The College may disclose personal information, including sensitive information, held about an individual to:

- another School;
- government departments;
- medical practitioners;
- people providing services to the College, including specialist visiting teachers and sports coaches;
- recipients of College publications, like newsletters and magazines;
- parents; and
- anyone to whom you authorise disclosures of information.

Sending information overseas: The College will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases this consent will be implied); or
- otherwise complying with the National Privacy Principles.

How does the College treat sensitive information?

In referring to 'sensitive information', the College means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

Management and security of personal information

The College staff are required to respect the confidentiality of pupils' and parents' personal information and the privacy of individuals.

The College has in place steps to protect the personal information the College holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and pass worded access rights to computerised records.

Updating personal information

The College endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by the College by contacting the Principal at any time.

The National Privacy Principles require the College not to store personal information longer than necessary.

You have the right to check what personal information the College holds about you

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which the College holds about them and to advise the College of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their parents, but older pupils may seek access themselves.

To make a request to access any information the College holds about you or your child, please contact the College Principal in writing.

The College may require you to verify your identity and specify what information you require. It may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the College will advise the likely cost in advance.

Consent and rights of access to the personal information of pupils

The College respects every parent's right to make decisions concerning their child's education.

Generally, the College will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's parents. The College will treat consent given by parents as consent given on behalf of the pupil, and notice to parents will act as notice given to the pupil.

Parents may seek access to personal information held by the College about them or their child by contacting the Principal. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the College's duty of care to the pupil.

The College may, at its discretion, on the request of a pupil grant that pupil access to information held by the College about them, or allow a pupil to give or withhold consent to the use of their personal information, independently of their parents. This would normally be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.

Enquiries

If you would like further information about the way the College manages the personal information it holds, please contact the Principal.

Communication Between the College and Home

Enquiries and Appointments with Staff

Parents are welcome to visit the College and to speak with teachers whenever they feel the need.

To avoid inconvenience, appointments should be made for interviews.

Normally, enquiries about a student's progress are best directed to the Homeroom Teacher or The House Leader of Wellbeing. Enquiries regarding specific subject areas should be directed to the student's Class Teacher or to the Leader of Learning for that subject.

The Leader of Wellbeing is responsible for all the Year 7 – 10 students in a particular House. Areas of concern of a more serious nature may be addressed to the Leader of Wellbeing.

The Principal and Deputy Principal are available to see parents if it is judged that this is more appropriate on any occasion. Appointments and enquiries can be made by telephoning the College on (02) 66722340.

Alternatively, the College can be emailed at mshpcmbah@lism.catholic.edu.au.

Office Hours

The College secretaries are in the office between 8.10am and 4.00pm and will provide information required, take messages, accept fees, and inform parents of the most suitable time to contact teachers.

The College Newsletter

So that parents can stay informed about what is happening at the College, a Newsletter is published each fortnight and emailed home every second Thursday of the term.

Parents' and Friends' Association

The Parents' and Friends' Association plays a vital supportive role within the College community. All parents are strongly encouraged to develop further the College's community spirit by becoming active members of this Association.

The Parents' and Friends' Association meets at 5.30pm on the third and seventh Monday of each term in the staff common room. Apart from the fundraising activities in which it engages, it also offers scope for interested parents to become actively involved in the College. The meeting always includes the Principal's Report and a general forum for discussion.

Reporting to Parents

Written Reports are issued twice a year at the end of Term 2 and Term 4.

Interim Reports and Parent/Teacher Interviews for Year 7 and 11 will take place in term 1. Beacon Scores will be sent home in Terms 2 and 4 for all year levels. Years 8, 9 and 10 will receive written report at the end of Terms 2 and 4. Year 12's will receive written reports at the beginning of Term 2 and towards the end of term 3 and there will be opportunities for Parent/Teacher Interviews.

Parent Teacher Interviews

Formal interviews are held once each year, generally after the first reports of the year have been issued. These interviews give parents and teachers an opportunity to discuss student progress and needs. They are organised using an online system and one held in the Gilbey Centre. It is hoped that parents/guardians take advantage of these evenings.

Interim reports on a student's progress will be issued at any time on request. A telephone call or note to the Leader of Wellbeing is all that is required.

A formal interview can be requested by parents following receipt of the second semester report.

Fees

College Fees are set by the College in conjunction with the Finance Council of Sacred Heart Parish and are charged in the first three terms. College fees are the means by which the College is able to function. They are the main source of College revenue and cover the College's running costs.

If parents or guardians are experiencing difficulties, either of a temporary or continuing nature, which make it difficult for them to meet their financial commitment to their child's education, they are invited to contact the Principal to arrange an interview so that an agreement can be reached on the payment of fees. This matter will be treated sensitively and with absolute confidentiality.

College fees for 2020 have not yet been set but there will be a slight increase. The 2019 Fees are listed for you planning.

YEAR 7 (Full Fee) \$3173

This amount includes the Tuition Fee, Resource Levy, Design and Technology Levy, Visual Art Fee, Textbook Levy, Technology Levy and the Facilities and Maintenance Levy.

*** YEAR 7 – 10 (Tuition Fee only)**

1 st Child	2 nd Child	3 rd Child
\$1878	\$1674	\$1521

*** YEARS 11-12 (Tuition Fee only)**

1 st Child	2 nd Child
\$2268	\$2043

A discount only applies on tuition fees that are fully paid before March 20th, 2019.

* The above fee does not include Elective Fees, Resource Levy, Technology or the Facilities and Maintenance Fee. Additional levies also apply to various subjects (eg. Technology, Art, Music, etc).

Messages To Students/Student Mobile 'Phones

The College recognizes that, for some families, it is important that their son/daughter carry a mobile 'phone for safety reasons. During normal school hours the College has a very efficient secretarial staff and runner system which allows urgent messages to be delivered quickly to students, with the possible exception of sport afternoon when students go to many venues. (Messages on this day need to be received by 12.30 pm in order to guarantee delivery.)

The aim of our Student Mobile Phone Policy is that the school environment is free from the distractions that these devices can cause. We ask that students turn off their mobile phone (not just adjust to silent or vibrate) and remove headphones/earbuds at 8.15am and put both into their bags. As soon as they get to homeroom, the student's phone is to be locked in their locker to remain there until the end of the day (3.14pm bell), this includes during Recess and Lunch breaks, Sports afternoon, excursions and extra-curricular activities.

Mobile 'phones are **banned from excursions and retreats, unless indicated otherwise** on the Excursion Information and Permission Letter. The College mobile 'phone is taken on all such activities and parents are free to make contact regarding arrival times, etc. The College's mobile number is: 0407 723893.

In-keeping with Higher School Certificate Examination requirements, mobile 'phones are **banned from all Exam Rooms** and must be turned off and left in an adjoining place. Year 12 Teachers may request that a student bring their 'phone to their specific class to photograph the progress of major projects for inclusion in their portfolios.

If there is an urgent matter needing to be discussed with parents during a school day, the Front Office Staff will assist with making calls on their behalf. We ask for parents support in maintaining a distraction free environment at the College.

If a student has their 'phone in their pocket during school hours or if it rings then the student will receive a Detention and be asked to lock their 'phone into their locker. If a number of Detentions have been given to the same student for the same offence then the punishment will move to an Afternoon Detention. If the behaviour does not change, then a parental interview will be required and an individual plan put in place to assist that student with their addiction.

Excursions/Casual Dress:

On certain occasions during the school year, students are permitted to wear good casual clothes to school for certain excursions or for special activities organised by the College. Parents are advised in writing of this decision prior to the event.

Excursions are a school-based activity and therefore require a certain standard of dress suitable to the type of excursion organised and reflecting the standards of the College. Most excursions will require the College hat.

Extremely short shorts, plunging necklines and midriff tops are unacceptable for College-organised activities. There is to be no gap between a top and skirt or pants. Suitable footwear must be worn, thongs are not acceptable. Dress is to be modest. Students who ignore these guidelines will not be permitted to participate in excursions or activities and will remain at the College on the day. A full refund may not be available if this is the case.

Excursions and field studies are an integral part of the College's curriculum. In some subject areas they are a mandatory part of the syllabus requirements. Costs of excursions will be on a user-pays basis. Compulsory excursions will be kept to a minimum cost. During the year, other optional College related activities will be organised for students and any student attending such activities will be allowed to do so provided their behaviour and work effort have been satisfactory. Students are expected to behave on excursions in accordance with normal College rules. Excursion Notes will outline the dress requirements, eg. All excursions require closed in footwear (not thongs), modest attire and the College hat. On some excursions sport or dress uniform is specified.

Students

Student Diary

A College Diary will be supplied to each student of their first day of attendance. The cost of the Diary will be included in the students' fees. The Diary is used to record homework, important College notices and reminders about matters needing attention. Teachers and parents may use the Diary as a means of communication by writing comments or requests concerning the student's progress and commitment to learning. Year 7 - 10 students are required to have their diary signed by parents every week for the week that has just happened. Teachers check and sign the Diaries each Thursday.

Should a student arrive late, receive a Detention or spend part of the day in Sick Bay, this will be recorded in the Diary.

School Hours

Lessons commence each morning at 8.47am and conclude at 3.14pm on Mondays to Fridays. The College grounds are open to students from 8.22am each morning and remain open to students until 3.14pm each afternoon. At all times outside the period from 8.22am to 3.14pm on Mondays to Fridays, the College grounds and buildings are out of bounds to all students without special permission. Afternoon College bus stops are supervised until the last student leaves.

It is therefore the case that while normal supervision of students by the College will be undertaken between 8.22am and 3.14pm on Mondays to Fridays, no supervision will be provided other than between those hours and no responsibility will be taken by the College for any consequences of the activities of students outside those hours.

Would you please assist the College in the interest of the pupils' safety by ensuring that your child does not attend or remain in the precincts of the College outside the hours of 8.22am to 3.14pm on Mondays to Fridays. If any parent or guardian has difficulty in ensuring that their child does not attend the College until 8.22am and/or in ensuring that their child leaves College by 3.14pm, would that parent or guardian kindly contact the College in order to discuss what special arrangement might be made for that child.

The College will not be responsible for supervising or caring for students outside the College premises unless those students are engaged in a College-sponsored activity such as an excursion, rehearsal or a sporting event. The College will not be responsible for supervising or caring for students on their journey to and from the College. In particular, the College will not be responsible for supervising students at bus stops either on their 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.

College Uniform

General Expectations Regarding Uniform and Grooming

All students are expected to wear the full correct College uniform, and to take pride in it. The uniform has been developed in consultation with parents and every effort has been made to develop a uniform which is distinctive, symbolic and smart.

The uniform is a symbol of the College and will help students identify with the College and develop a sense of pride in themselves and the College.

The College insists that full College uniform be worn correctly. Parents are asked to support the College in this matter.

Students are expected to be neat and well-groomed at all times. Hairstyles must be appropriate for the wearing of the College uniform.

Boys must be clean shaven when they come to the College each day. Beards and moustaches are not permitted.

Note to Explain Incorrect Uniform

If, on a particular day, a student is unable to wear any part of the uniform a note written, dated and signed by the student's parent/guardian must be presented to the Homeroom Teacher. This is a basic courtesy and the student will not be penalised in any way.

Accessories

Wearing of accessories should be kept to a minimum for both safety and security reasons. Thus, the following **ONLY** are acceptable:

- watch
- gold or silver studs or sleepers (with a maximum diameter of 1.5cm). Maximum of two per ear (GIRLS ONLY)
- one silver or gold ring only.
- one single neck chain (silver or gold) with or without a small simple medallion, cross, etc. No leather, shells or beads.
- one bracelet (silver or gold). No leather, shells or beads.

Eye make-up, false eyelashes and foundation are not permitted.

False nails and nail polish are not permitted.

Nose rings and plastic keepers and band aid covers are not permitted, nor eyebrow, lip or other facial piercings.

Any tattoos are not to be visible when wearing the College uniform.

No extremes in hair colour, cut or style. Bright lucid rinses and bleaches are not permitted.

Hair that is below the collar is to be tied back.

Any hair decorations are to be in College colours. (gold or blue).

Excess and Non-Regulation Jewellery

Any items of jewellery that are not an accepted part of the uniform will be confiscated. These will be placed in an envelope with the student's name and Homeroom and brought to the Office. All confiscated items will be returned to students at the end of the College term.

Boys Uniform

YEARS 7 - 10 BOYS

Dress Uniform

- College Grey Yakka **Shorts** (to be worn with a plain black leather belt with a medium-sized buckle). College Grey Yakka **trousers** (optional) for winter. Terms 2 and 3).
- "Peta" Blue Midford short sleeved **shirt** (with College badge embroidered on pocket).
- Grey with royal blue and gold band long **socks**.
- Navy V-neck College **jumper** with embroidered emblem.
- Traditional polishable black leather lace-up **shoes** with hard toes, ridged sole and a raised heel. (Ruggers, Desert Boots, skate shoes, Lynx, black joggers, above-the-ankle shoes or the like are unacceptable).
- College **hat**.

Sport Uniform

- A blue Sports polo **shirt** in a lightweight, breathable fabric with embroidered emblem.
- Navy stretch microfiber **shorts** with a zipped pocket and 'MSPC' initials on the side.
- White **socks** with College colour stripes.
- Quality **joggers** with cushioning of the sole of the foot and good ankle support is our requirement. The laces must be done up on top of the tongue of the shoe. Skate Shoes, Vans, flat rubber-soled shoes, Dunlop Volleys, flat sneakers are not acceptable as they do not offer support and safety for sporting activities. There is no colour requirements for shoes or laces.

- College **Tracksuit** (optional uniform item). The tracksuit is only to be worn with the sports uniform. Students are to wear their **shorts underneath** for Sport or PE. **Trackpants** are NOT to be worn in Terms 1 and 4.
- College **hat**.

YEAR 11 & 12 BOYS

Dress Uniform

- Boys **Shirt** - White polycotton poplin - pocket trim with girls' skirt fabric.
- College Grey Yakka **Shorts** (to be worn with a plain black leather belt with medium-sized buckle). College Grey Yakka **trousers**. (Optional) for winter. (Terms 2 and 3)
- Grey with royal blue and gold band long **socks**.
- Navy V-neck College **jumper** with embroidered emblem.
- Traditional polishable black lace-up **shoes** with hard toes, ridged sole and a raised heel (Ruggers, Desert Boots, skate shoes, Lynx, black joggers, above-the-ankle shoes and the like are unacceptable).
- College **hat**.

Sport Uniform

- A blue Sports polo **shirt** in a lightweight, breathable fabric with embroidered emblem.
- Navy stretch microfiber **shorts** with a zipped pocket and 'MSPC' initials on the side.
- White **socks** with College colour stripes.
- Quality **joggers** with cushioning of the sole of the foot and good ankle support is our requirement. The laces must be done up on top of the tongue of the shoe. Skate Shoes, Vans, flat rubber-soled shoes, Dunlop Volleys, flat sneakers are not acceptable as they do not offer support and safety for sporting activities. There is no colour requirements for shoes or laces.
- College **Tracksuit** (optional uniform item). The tracksuit is only to be worn with the sports uniform in Terms 2 and 3. Students are to wear their **shorts underneath** for Sport or PE. **Trackpants** are NOT to be worn in Terms 1 and 4.
- College **hat**.

Girls Uniform

YEARS 7 - 10 GIRLS

Dress Uniform

- **Skirt** Grey with navy and blue overcheck (Fabric YA 7050)
 - 4 stitched (15cm) knife pleats front and back
 - back zip
 - fob pocket
 - **to be worn below the knee** when standing upright
- **Blouse** Sky blue polycotton over blouse
 - yoke and pleats to waist band - Flat peaked collar 7cm wide.
 - College badge embroidered on blouse.
- College uniform **socks** – white socks with 'MSPC' initials in navy. In winter, navy panty hose may be worn instead of socks.
- Traditional polishable black leather lace-up **shoes** with hard toes, ridged sole and a raised heel. (no side buckles, soft 'ballerina' leather, platform or Lynx shoes).
- Navy V-neck College **jumper** with embroidered emblem.
- College **hat**.
- Navy gabardine **slacks**, in a design specified by the College and available from uniform suppliers, may be worn with the dress uniform in Terms 2 & 3 only (optional uniform item).

Sport Uniform

- A blue Sports polo **shirt** in a lightweight, breathable fabric with embroidered emblem.
- Navy stretch microfiber **shorts** with a zipped pocket and 'MSPC' initials on the side.
- White socks with College colour stripes.

- Quality **joggers** with cushioning of the sole of the foot and good ankle support is our requirement. The laces must be done up on top of the tongue of the shoe. Skate Shoes, Vans, flat rubber-soled shoes, Dunlop Volleys, flat sneakers are not acceptable as they do not offer support and safety for sporting activities. There is no colour requirements for shoes or laces.
- College **Tracksuit** (optional). Only to be worn with the sports uniform in Terms 2 and 3. Students are to wear their **shorts underneath** for Sport or PE. **Trackpants** are NOT to be worn in Terms 1 and 4.
- College **hat**.

YEAR 11 & 12 GIRLS

Dress Uniform

- **Skirt** Grey with navy and blue overcheck (Fabric YA7050)
 - 4 stitched (1 5cm) knife pleats front and back.
 - back zip
 - fob pocket
 - **to be worn below the knee** when standing upright
- **Blouse** White polycotton overblouse
 - yoke and pleats to waistband
 - flat peaked collar
 - tie approximately 80cm long to reverse points
- College uniform **socks** with 'MSPC' in navy. In winter, navy stockings or thicker tights may be worn.
- Traditional polishable black leather lace up **shoes** with hard toes, ridged sole and a raised heel (no side buckles, soft 'ballerina' leather, platform or Lynx shoes).
- Navy gabardine **slacks**, in a design by the College and available from our uniform suppliers, may be worn with the dress uniform in Terms 2 & 3 only (optional).
- A navy **cardigan** with embroidered College name (ordered through the College at the beginning of Year 11).
- College **hat**.

Sport Uniform

- A blue Sports polo **shirt** in a lightweight, breathable fabric with embroidered emblem.
- Navy stretch microfiber **shorts** with a zipped pocket and 'MSPC' initials on the side.
- White **socks** with College colour stripes.
- Quality **joggers** with cushioning of the sole of the foot and good ankle support is our requirement. The laces must be done up on top of the tongue of the shoe. Skate Shoes, Vans, flat rubber-soled shoes, Dunlop Volleys, flat sneakers are not acceptable as they do not offer support and safety for sporting activities. There is no colour requirements for shoes or laces.
- College **Tracksuit** (optional uniform item). The tracksuit is only to be worn with the sports uniform in Terms 2 and 3. Students are to wear their **shorts underneath** for Sport or PE. **Trackpants** are NOT to be worn in Terms 1 and 4.
- College **hat**.

Availability of Uniform

College uniforms can be purchased from: "Work n' Country Gear" (Main Street).

Some second-hand uniforms and the College tracksuit are available at the College from the Clothing Pool.

Backpacks

The following information has been adapted from a brochure from the Australian Physiotherapy Association.

School is heavy enough without carrying a back-breaking bag.

While young spines are maturing they are highly susceptible to damage. Younger students are particularly vulnerable when carrying heavy bags. Put simply, heavy loads can cause the body to make abnormal posture adjustments to accommodate the weight of the bag. Over time, poor posture leads to back, neck and shoulder pain and can also cause other associated problems for the student later in life. There are two solutions. Encourage students to carry lighter loads by carrying only those books essential to their daily needs. And make sure they carry those loads safely in a backpack that fits them properly.



Educate your child to carry their books safely

The weight of a packed school bag should not exceed 10% of the student's body weight. Always pack Netbook computers and the heaviest books closest to the body with the lighter, softer items further out. When loaded, the bag shouldn't sag or pull backwards. For even weight distribution make sure both shoulder straps are properly adjusted and worn over both shoulders. With any heavy bag, it is important not to carry it for too long. Short rests as the body tires are important in preventing physical harm.

Choosing the right bag.

Just like a made-to-measure garment, a backpack should fit the body comfortably.

- When the student is seated the pack should not extend above the shoulders.
- A properly designed pack has shoulder straps that are broad, well-padded and adjustable.
- Straps should be attached to the top of the pack at separate points.
- It is important to have a strap that can fasten around the waist to keep the load in place when walking, running or cycling.
- Separate compartments inside the pack allow for the heavier items to be packed closest to the body.
- The pack should be padded where it touches the back and made of firm material to help prevent the load sagging.

For expert advice on carrying loads safely, consult your local physiotherapist. They can also provide relief from back, neck and shoulder pain, as well as help to prevent such damage occurring.

Administrative Details

Daily Timetable

20 day timetable with Cycle A and B of ten days each. On Mondays, Wednesdays and Fridays there are 6 lessons, 2 x 60 min lessons before recess, 2 x 50 min lessons before lunch, 2 x 40 min lessons after lunch. In Cycle B the lessons order is reversed as follows:

Cycle A - Day 1 - Period 1, 2, 3, 4, 5, 6

Cycle B - Day 11 - Period 6, 5, 4, 3, 2, 1

- Sport day is Tuesday. There are 4 x 50 min lessons before sport for Years 7-11.
- College Assemblies or Year or House Meetings and Uniform/Diary Check are held on Thursdays in Per 3.
- All students are required to wear full dress uniform every Thursday and the College Diary for Years 7-10 is also checked and signed by staff on this day.

Absence

Parents are asked to write a dated and signed explanation for absences and partial absences stating specific dates and causes eg. lateness, appointments. Notes are to be given to the student's homeroom teacher on the day of return via the student.

If students are going to be absent for more than two days, parents are asked to notify the office.

Punctuality

Any student who arrives late to school must report to the Office, sign the late book stating a reason for being late. A notation will be made in the student's diary and the student's homeroom teacher will be notified. Students will be required to have a parental note explaining the reason for lateness.

Permission to Leave the College Grounds

Parents/Guardians are requested to avoid making appointments for their children during College hours. This includes Sport which is integral to the Curriculum. Sport is organised between 1.30pm and 3.14pm on Tuesdays (Wednesdays in Term 3).

If an appointment is unavoidable the student must bring a note of explanation, written, dated and signed by parents/guardians. This must be given to the homeroom teacher and Leader of Wellbeing or their Assistant during Morning Administration. When leaving, the student's name is entered in the Leaver's Book located at the office. The student should show courtesy to teachers by informing them if they are to be absent for a particular lesson and/or Sport.

If necessary, a student may be permitted to go downtown during lunch time to complete errands if they have the written permission of parents/guardians. Students are to present their note to their homeroom teacher and Leader of Wellbeing or their Assistant then write their name in the Leaver's Book located at the office. Students are not permitted to go downtown for lunch. A lunch pass is issued for valid reasons only.

Illness

Students who are ill during class time must report to the Office with their College diary before being admitted to the Sick Bay. Students who become ill during the breaks are to report to their next lesson teacher and then ask to go to the Sick Bay. Students will generally be sent home if their parents are able to collect them. However, the Deputy Principal's permission is required if a student is to go home. Parents/Guardians will always be contacted in the case of serious illness.

Injury

Several staff members are qualified to administer first aid. In the event of serious injury an ambulance will always be called and the student will be taken to hospital. Parents/Guardians will be notified immediately and given full details.

Medication

If it is absolutely necessary for a student to bring any form of medication to College, the student must have a signed note from parents/guardians giving full details. The medication is to be left at the College office and picked up when needed.

No medication, including aspirin or Panadol, will be given to any student at College unless the student has his or her parents'/guardians' permission.

Security

The classrooms are out of bounds to students before school, at recess and at lunch time.

We strongly discourage students from bringing expensive items to College. All clothing (joggers included) should be labelled with the student's name and appropriate identification.

Students are reminded that it is essential to respect other people's property. Students who interfere with or steal other students' possessions face severe sanctions.

Banned Items

The following items are banned from use at the College: liquid paper, steel rulers, wooden rulers with steel edges, MP3 players/ipods, skateboards, chewing gum, bubble gum, knives of any description, fire crackers, deodorant aerosols, lighters, laser lights and any articles which may be dangerous to the safety of others.

Learning Hub (Library Resource Centre)

The Library Resource Centre is open for student use during normal College hours. All usual classroom expectations of conduct apply.

Resource Borrowing:

- All resources must be processed through the Circulation Desk before being removed from the Centre.
- The student ID card is required for borrowing.
- With the exception of high demand resources borrowing is for a TWO-WEEK period.
- A fine of 10c per day per resource is charged for overdue items - maximum \$2 per resource.

Borrowing Limits:

- Year 7 and 8 students - 2 fiction /2 non-fiction
- Year 9 and 10 students - 2 fiction /3 non-fiction
- Year 11 and 12 students - 5 fiction / 5 non-fiction
- Reference material must remain in the Resource Centre
- Periodicals and vertical file material may be borrowed for overnight loan

Photocopying / Printing:

Black & white photocopies and printing are available at a cost of 10¢ per A4 page. A3 photocopies are 20¢. For students who require it, colour printing is available.

Student ID Cards:

- The student ID card is central to the operation of the Library Resource Centre and the Textbook System. The card is required to borrow resources from the Library and/or the issue of textbooks to students. Cards are processed and issued through the Library Resource Centre.
- Each student is issued with an ID card at the commencement of Year 7. That card remains current for two years. New ID cards are issued at the beginning of Year 9 and to Senior Students at the beginning of Year 11. Initial cards are supplied without charge.
- **Replacement cards** – full replacement of a lost original costs \$5. Students may be given temporary borrowing rights while waiting for a replacement card to be processed.

Bus Travel and Road Safety

Students in uniform travelling to and from the College create the public image of our College. College authorities support the bus companies in taking action against students who misbehave or create trouble on the buses. Mt St Patrick students are expected to behave properly in public at all times.

Students Driving to College

Students who have a driver's licence are permitted to drive to College but must complete the appropriate permission forms available from the College office. Students are not encouraged to drive to sporting venues or be passengers in other student's cars.

Students who wish to travel as passengers in cars driven by students must complete the appropriate permission form available from the College office, which includes the signature of a parent or guardian.

Homework Policy

Study

While it is not the only function of Mt St Patrick, academic education has a high priority. As students mature and progress through the College they will be expected to assume more responsibility for their own education. This responsibility should be met by way of homework and set study.

Homework

Rationale Homework is an integral part of the learning process. Homework not only reinforces work learned during class lessons but provides an opportunity for independent learning.

All students are expected to do homework each day. The quantity and type of homework will vary from subject to subject, and homework will not be set for every subject every day.

- All students are to have their diaries with them in each lesson so their homework can be written down.
- We strongly recommend that lessons for the coming day be recorded in the diary before the start of each day.
- All students should be encouraged to spend some time reading every day.

Types of Homework

Homework may take various forms. Some of these include:

- Revision or review of work done during the school day
- Preparation for tests and exams
- Preparation for classes (reading / research)
- Completion of work not completed in lessons
- Working on assignments and assessments tasks set for completion over a period of time

The Role of Parents in Homework

Parents are encouraged to take an active interest in the amount of homework set and when it is due. They are also urged to support and assist but not to complete homework.

If a student is having trouble completing homework in the time suggested, parents should write a note against the homework in the diary.

Recommended Time Spent on Homework

It is generally believed that an average student, with good personal organisation of time and resources, should spend on average a maximum of:

- | | |
|-----------|--|
| • Year 7 | 30 mins to 1 hour per night (approx 4 - 5 hours per week) |
| • Year 8 | 1 to 1 1/2 hours per night (approx 5 - 7 hours per week) |
| • Year 9 | 1 to 2 hours per night (approx 7 - 10 hours per week) |
| • Year 10 | 1 1/2 to 2 1/2 hours per night (approx 10 - 12 hours per week) |
| • Year 11 | 2 to 3 hours per night (approx 15 hours per week) |
| • Year 12 | 3 plus hours per night (approx 15 plus hours per week) |

Assignment Schedule

An assessment and assignment schedule for each year level will be published in the fortnightly Newsletter and given to each student at the beginning of a new semester.

Study and Revision

In addition to daily homework, students should also develop a timetable for systematic study and revision. Making summaries, writing paragraphs, and practising exam questions are among the strategies that should be used. Regular study will help students to develop a mastery of their subjects and a sense of perspective in their studies, as well as ensuring that they are well prepared for examinations and class tests.

Homework Not Done

If a student does not complete an assigned task on time, without adequate reason, or if a student submits work that is sub-standard, then the teacher will write a note in the Student Diary or a Notification Form (Tick-a-Box) will be sent home with the student.

Parents are asked to co-operate with the teacher by signing the diary or letter and responding in the space provided if it is deemed necessary.

There will be occasions when students are unable to do their homework and we ask parents to send a brief covering note to explain the situation or make a notation in the student's diary.

Sport

All students, except those who are medically unfit, are expected to take part in the College's Sport and Physical Education programmes. Those who are temporarily unable to take part must present a note from parents/guardians to the homeroom teacher.

Sports Offered at Mt St Patrick

- | | | | |
|------------------|-------------------|--------------------|--------------------|
| • Swimming | • Netball | • Beach Fitness | • Yoga |
| • Athletics | • Softball | • Surfing | • Self Defence |
| • Cross Country | • Weight Training | • Aerobics | • Baseball |
| • Basketball | • Fishing | • Rowing | • 10 Pin Bowling |
| • Hockey | • Dance | • Lawn Bowls | • Surf Life Saving |
| • Volleyball | • Golf | • Beach Bocce | • Cycling |
| • Tennis | • Aqua-aerobics | • Beach Cricket | • Horse Riding |
| • Soccer | • Volleyball | • Beach Activities | |
| • Rugby League | • Water Polo | • Beach Volleyball | |
| • Touch Football | • Cricket | • Beach Walking | |

Student Welfare

Policy

and Procedures

Introduction

Mt St Patrick College, as an educational community, is dedicated to the development of the full potential of each student in our care. Parents who choose to send their children to Mt St Patrick realise that this College is a special place built on co-operation, friendliness and integrity, where all concerned (students, staff and parents) take an active part in the College, and work together to provide the best possible educational outcomes.

However, the Catholic school is more than an educational institution; it is a *community of believers*. The life of the College aims to be permeated with the gospel values and the example of Jesus Christ.

An integral part of our College is the Student Welfare Policy. This policy has been written to inform all concerned of how the welfare system at Mt St Patrick operates and to encourage full co-operation with the policy by all members of the College community.

The Student Welfare Policy is concerned with the spiritual, social, physical and academic growth of individual students. Pastoral Care and Discipline are two key aspects of Mt St Patrick's Student Welfare Policy, which is based on the gospel values of justice, compassion and forgiveness.

Pastoral Care is Caring for Students

The implementation and development of the Pastoral Care process is dependent upon the consistent support of staff, students and parents working together in a Christian environment.

At Mt St Patrick the rights of all people are respected and the dignity of each human being is promoted.

At Mt St Patrick we believe that:

- the development of the whole person, with Jesus as a model, is an essential aim of Catholic education;
- an environment which is based upon quality relationships, and which supports the growth of the individual within the community, is fundamental to effective learning and genuine pastoral care;
- the College's ministry ideally assists parents in the care of their children;
- it is the responsibility of all members of the College community to collaborate in the provision of a caring environment within the College: students, staff and parents;
- the provision of both relevant and satisfying learning experiences and appropriate adult role models is essential for individual student growth;
- the development of self-discipline is based on self-esteem, justice, affirmation, and reconciliation;
- structures, policies, procedures and practices in a Catholic school should be in harmony with Gospel values.

Student Welfare Policy

RATIONALE:

At Mt St Patrick College, we believe that life is a gift to “*be enjoyed, celebrated and shared.*” It is integral to our vision to create a community where students feel safe, respected and are engaged in a positive learning environment. This policy promotes the rights and responsibilities of individuals.

AIM:

- To develop a caring and just community
- To encourage students to:
 - ~ develop self-discipline
 - ~ accept responsibility
 - ~ contribute to the welfare of others
 - ~ contribute to the life of the community
- To create a positive learning environment.

Rights and Responsibilities

At Mt St Patrick College, we believe that since we are made in the image and likeness of God, we are inherently good, sacred and worthy of respect. All students have rights and responsibilities which emanate from this belief.

RIGHTS

I have a right to:

Learn

I have a right to:

Feel Safe

I have a right to:

Respect

RESPONSIBILITIES

I have a responsibility to:

- complete my school work to the best of my ability
- allow teachers to teach and others to learn
- actively participate in learning

I have a responsibility to:

- follow safety procedures
- obey College rules
- eliminate bullying and harassment
- keep the environment clean

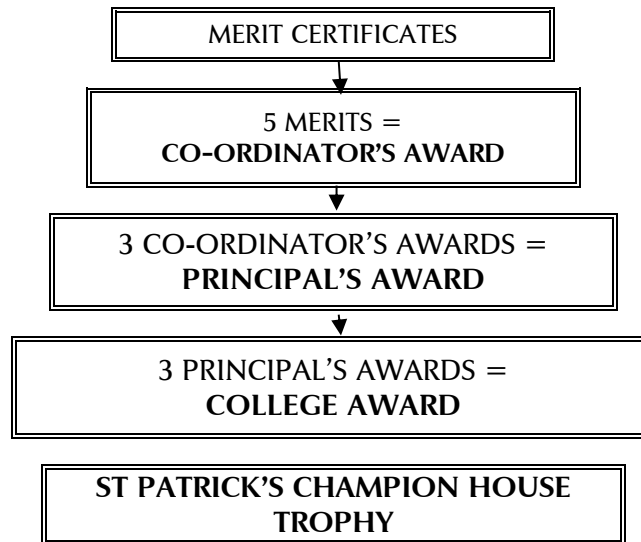
I have a responsibility to:

- contribute positively to the Catholic ethos of the College
- be respectful of others
- care for property – others, mine and the College
- be honest, compassionate and forgiving

Merit System

Teachers issue a Merit Award for the recognition of good work, community spirit, College spirit and a variety of behaviours that express a positive attitude and contribution in the school environment.

The Merit system is structured so that the student's positive efforts are continually rewarded. Merits accumulate towards the receipt of Co-ordinator's, Principal's and, ultimately, College Awards. The structure is as follows:



Senior Honour Award

Senior Honour Awards are presented annually to Year 12 Students. The Awards recognise a student's contribution to the College during Year 11 and 12 in the following categories:

- Academic
- Leadership
- College Spirit
- Community Service
- Performing Arts
- Debating/ Public Speaking
- Sport
- Religious Contribution
- Special

Exemplary Student Award

An Exemplary Behaviour Award is presented to students who uphold the ethos of the College, wear their uniform well and have excellent behavior through the year. Students apply for the Award two weeks prior to the end of their academic year. The Award is presented at the final Presentation Ceremony of the year and is worth 200 points in the St Patrick's Champion House Competition.

BEACON

Beacon is a system that rewards students for their individual EFFORT in each subject over a Specified period of time. Scores are based on each student's effort in completing classwork, homework and assessments to the best of their ability; being punctual to, and organised for, class; showing respect to the teacher and other learners, during the Cycle.

Student academic achievement is traditionally measured by comparing and ranking results and, at the College, this achievement is acknowledged in various ways. The Beacon system, however, does not include academic achievements as part of the criteria.

The criteria will have all students begin each Beacon Cycle on a score of 5. Over the Cycle teachers will move students to a lower score based on the frequency that criteria are not met.

Beacon is designed to be a supportive tool and encourage students to give their best consistently.

BEACON CRITERIA	
5	A student ALWAYS displays: <ul style="list-style-type: none"> • Punctuality • Organisation • Classwork completed to the best of their ability • Homework/assessments completed to the best of their ability • Respect
4	A student FREQUENTLY displays: <ul style="list-style-type: none"> • Punctuality • Organisation • Classwork completed to the best of their ability • Homework/assessments completed to the best of their ability • Respect
3	A student USUALLY displays: <ul style="list-style-type: none"> • Punctuality • Organisation • Classwork completed to the best of their ability • Homework/assessments completed to the best of their ability • Respect
2	A student SOMETIMES displays: <ul style="list-style-type: none"> • Punctuality • Organisation • Classwork completed to the best of their ability • Homework/assessments completed to the best of their ability • Respect
1	A student RARELY displays: <ul style="list-style-type: none"> • Punctuality • Organisation • Attempts classwork to the best of their ability • Attempts homework/assessment to the best of their ability • Respect
0	A student NEVER displays: <ul style="list-style-type: none"> • Punctuality • Organisation • Classwork completed to the best of their ability • Homework/assessments completed to the best of their ability • Respect

What the College does with the Scores.

- Recognition/certificates for pleasing efforts.
- Student issued with an **Orange Card** if an individual subject score is below 3 (ie.0, 1 or 2).
- Student issued with a **Red Card** if the whole Beacon Score is below 3.

Consequences if Students are issued with a card.

Consequences

- **Orange Card** –students will have a period of time to redeem (improve their effort) scores in individual subjects.
- If the student fails to improve their effort in that subject in the given redeem period, the student will then be excluded from Extra -Curricular Activities (eg. netball trips, singing competitions, etc.), until they improve their effort in that subject.



Consequences

- **Red Card** – if students average BEACON score is below 3 they will be immediately excluded from representing in Extra - Curricular Activities.
- They will be excluded until they redeem their efforts in each subject.



What BEACON is designed for?

- Reward students who consistently do everything to the best of their ability.
- To motivate students to improve effort by recognizing positive changes over a short time frame.
- Making students who are not putting in an effort address their attitudes/issues.
- Provide regular feedback to parents throughout the year based on the effort teachers feel the student is putting in.
- Provides information to teachers/ Leaders of Wellbeing to pick up on issues of concern, eg. assessment tasks not being submitted/changes in behavior.

St Patrick's Champion House Trophy

The St Patrick's Champion House Trophy was introduced in 2006 to promote College spirit, build community and to affirm positive behaviour. The Trophy was unveiled on St Patrick's Day that year in honour of the College patron and to mark the 80th anniversary of Mt St Patrick High School. It is presented at the first Assembly of a new school year to the House that earns the most points in the proceeding year for sporting and non-sporting achievements. Events that earn points include the Swimming and Athletics Carnivals, Cross Country, Year 7 – 9 Term 3 Sport, the Big Day Out, Merits, Academic Excellence and Merit Awards, and correct uniform. A merit earns 5 points. A College Award earns 100 points while an Exemplary Student Award earns 200 points.

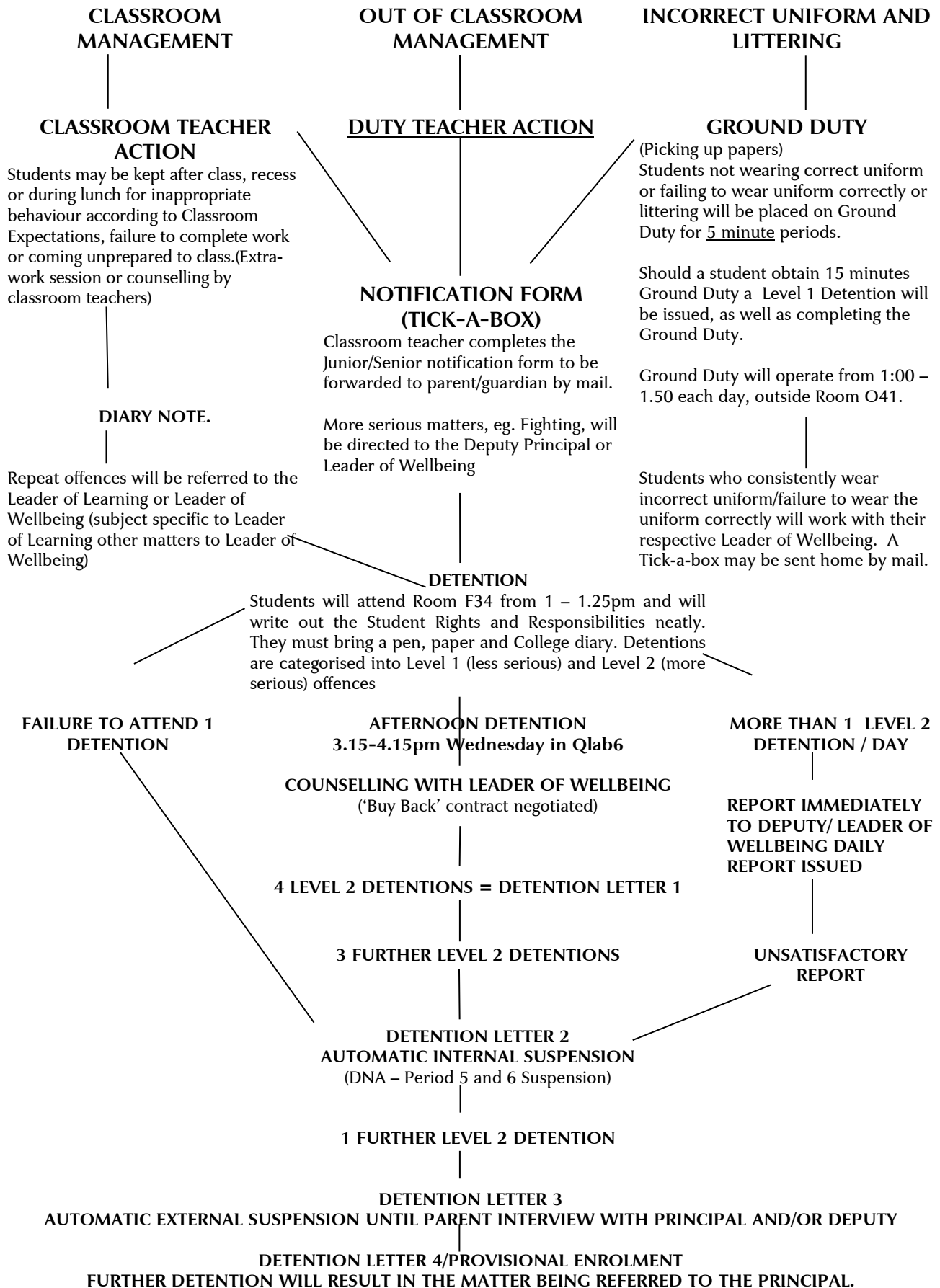
The St Patrick's Champion House Trophy was specifically designed to be different and, in its simplicity, reflect the humble life of St Patrick. Red, green, blue and gold ribbons are wrapped through the arms of the trophy to represent the four sporting houses of Lisieux, Lucan, Loreto and Nagle.

St Patrick's Champion House Trophy Points Allocation

1. Merit System	points
Merit	5
Co-ordinator's Award	20
Principal's Award	50
College Award	100
Exemplary Student Award	200
Academic Merit	20
Academic Excellence	50
2. Sporting Carnivals	
a. Swimming Carnival	11500 points
Competition (allocated proportionally)	5000
Participation (allocated proportionally)	5000
War Cry (1 st – 500, 2 nd - 475, 3 rd – 450, 4 th - 425)	500
Decorated Stand/House colours (as above)	500
Sports Uniform/Clean Area (as above)	500
b. Cross Country	4000 points
Competition (allocated proportionally)	2000
Participation (allocated proportionally)	2000
c. Athletics Carnival	11500 points
Competition (allocated proportionally)	5000
Participation (allocated proportionally)	5000
Cheering (1 st – 500, 2 nd - 475, 3 rd – 450, 4 th - 425)	500
Cleanest Area (1 st - 300, 2 nd - 275, 3 rd - 250, 4 th - 225)	300
Uniform at the end of the Day (as above)	200
d. Term 3 Sport - Years 7, 8, 9	6000 points
Competition - 20 points per game (3 games per round)	60
House Spirit (per round or afternoon)	20
Character or Team Points (per round or afternoon)	20
3. Other Events	
Big Day Out Assembly: Best Dressed in homeroom theme (1 st - 250, 2 nd - 225, 3 rd - 200, 4 th - 175 per year)	1000 points

Discipline System

Consistent application of the Discipline System in all aspect of College life.



Classroom Expectations

While in class students are expected to:

- Be punctual.
- Wait quietly outside until the teacher arrives.
- Sit in the alphabetical order designated by the teacher.
- Raise their hand and wait to be recognised before speaking.
- Respect the right of others to speak and learn without interruptions.
- Not to eat or drink in class (with the exception of bottled water).
- Behave in a Christian manner and show respect for other people and College property.
- Follow instructions the first time given.
- Wear uniform correctly at all times.
- Use appropriate language at all times.
- Address the teachers, and each other, in a respectful voice.

Out of Classroom Expectations

While students are in the playground or in other areas of the College property they are expected to:

- Remain within the College boundaries.
- Show concern for the College environment eg. show respect for vegetation and keep the grounds free of litter.
- Move in corridors, on stairs and in the basement in a way that is considerate of others. Keeping to the left in walkways.
- Not use any forms of intimidation, violence or threat.
- Wear uniform correctly at all times.

As a result of a student's failure to comply with the above expectations the following come into effect:

- Warning
- Ground Duty
- Detention
- Behaviour Report

Extra Work Sessions (EWS)

An Extra Work Session (EWS) will generally be issued before a Detention is issued unless the matter is serious. The EWS is a means of discipline administered to students for inappropriate classroom behaviour or non-completion of homework. As its name suggests, it is an extra session of work that students are to complete to make up for the misbehaviour.

Detention

Lunch Detention

Detentions are issued by teachers for more serious student misbehaviour when warnings, Extra Work Sessions and counselling have failed to amend inappropriate behaviour.

Detentions are categorised into two levels for the purpose of reporting to parents/guardians. Level 1 Detentions are issued for less serious offences such as chewing gum, failure to return signed paperwork and an accumulation of Ground Duty. Level 2 Detentions are issued for more serious breaches of College rules such as swearing, being disrespectful to teachers, failing to attend an EWS, consistent disruptive behaviour in class or consistently wearing incorrect uniform.

Students are required to attend Detention at the first available lunch time. Detention is supervised and students are required to complete assigned work. Detention does not run on Sports day.

Should a student fail to complete a Detention at the first available lunchtime, the students will receive another lunchtime detention. If the student still does not attend lunchtime detention they will receive an Afternoon Detention.

Should Detentions continue to be given to a student, thus reflecting a more serious problem, then the parents of the student are informed in a letter from the Leader of Wellbeing.

The **first letter** is generally sent at the discretion of the Leader of Wellbeing or after four Level 2 Detentions have been issued (Copies of detention slips are included with the letter sent home).

The **second letter** is sent should the student receive three further Level 2 Detentions. The student will be internally suspended at this point.

The **third letter**, after another two Level 2 Detentions, requests an interview with the parents and the Deputy and/or Principal, as well as the student being externally suspended or being given another appropriate punishment.

Should a **fourth letter** be issued, the matter will be referred to the Principal and the student will be placed on Provisional Enrolment.

Afternoon Detention

A one-hour detention from 3.20 – 4.20pm for more serious breaches of school policies that warrant more serious punishment than a Lunchtime detention, or are a repeated behaviour, but are not serious enough to require a suspension.

Buy Back Scheme

This scheme is an attempt to allow students to take greater responsibility for amending their behaviour and rewarding them for doing so. It offers them an incentive to change their behaviour.

Students who have acquired Detentions are encouraged to speak to their respective Leader of Wellbeing about entering into a contract to 'buy back' a Detention. Specific behaviours that need to be amended are listed on the contract which is signed by the student, Leader of Wellbeing and parent. The student attempts to amend these behaviours over a 3 week period and if successful, will redeem a Detention in the Welfare System. They can repeat this process until they have no Detentions remaining.

Counselling

A trained counsellor is available to students, staff and parents four days per week. An appointment can be made directly with the Counsellor via the College phone number (02) 66722340 or through the Year/House Co-ordinator or Deputy Principal.

At 3rd Level 2 Detention – Leader of Wellbeing meets with students.

- At 4th Level 2 Detention – Leader of Wellbeing may work with students negotiating a contract and recommends individual counselling with the College Counsellor to the students, with approval of parents.
- At 6th Level 2 Detention – Student advised to see the College Counsellor.
- Further Level 2 Detentions – Community Service activities outside the College.

Internal or In-College Suspension

An internal or in-College suspension means that the student's right to attend classes has been withdrawn for a period of time. The Deputy Principal authorises the in-College suspension after discussion with the appropriate Leader of Wellbeing and the student.

The Leader of Wellbeing or Deputy notifies the student's parents of this by telephone (if possible) or via the Diary. Whilst on an in-College suspension a student is isolated from his or her peers and is given set written work to complete. The student has his/her recess and lunch breaks at different times to the rest of the College.

Reasons for being suspended in-College:

The student has:

- ignored people who have tried to help;
- shown that he or she does not want to fit in with others at the College;
- been guilty of gross misconduct at College or in public;
- been guilty of a serious, isolated breach of discipline (such as leaving College without permission; fighting; shoplifting, etc)

The list of offences warranting an in-College suspension is by no means exhaustive and students will be given a suspension at the Deputy's discretion.

What happens to a student who is suspended in-College?

The student completes written subject work in a room located close to the Deputy's Office and has breaks separate to the rest of the College.

The student's parents/guardians may be asked to come to the College to discuss the matter with the Leader of Wellbeing or the Deputy Principal.

Counselling may be recommended to assist the student in overcoming the problem.

The student may be requested to demonstrate that he or she can be responsible by performing some service to the College community.

External Suspension from College

A suspension from the College is more serious than an in-College suspension, since it means that the student's right to attend school has been withdrawn for a period of time. The Deputy Principal or Principal authorises a suspension after discussion with the appropriate member of staff, student and parents. Suspension is not an end in itself, but a means to an end. It allows a period of time where the College, parents and the student involved can work together towards the resolution of the problem.

The Deputy Principal notifies the student's parents by telephone (if possible). A letter explaining details of the suspension is sent home and parents are required to acknowledge receipt of the letter by signing and returning the proforma to the College via their son or daughter.

The length of time a student is suspended from College depends on the seriousness of the offence and is determined by the Principal, Deputy and the Leader of Wellbeing. A student who is suspended will not be sent home before the normal conclusion of the College day unless the student in question can be given into the care of his or her parents or guardians.

Procedures Regarding Incorrect Student Uniform

Homeroom teachers and Leaders of Wellbeing in morning and afternoon administration deal with students who wear incorrect uniform.

During Administration, homeroom teachers check the uniform of students in their homeroom class. Homeroom teachers keep a record of students who are out of uniform and five minutes Ground Duty (picking up papers, sweeping) is given at lunchtime for those without a written explanation.

If students wear their uniform incorrectly during Administration, during lessons, between lessons or on the playground, teachers are to advise the students that they are to report from 1 pm to the teacher near Room O41 for "Ground Duty".

Smoking

The rules of discipline enforced by the College prohibit students from smoking tobacco in any form. The smoking of cigarettes, e-cigarettes and/or the possession of tobacco in any form will not be tolerated at the College, or at any time when students are travelling to and from the College, or while on College organised functions or activities. Students who break this rule will enter into a discipline process which could result in suspension from the College.

Alcohol / Drugs (Unlawful)

The drinking of and/or possession of alcohol in any form is strictly prohibited at the College. Students who come to the College and are involved in any College-based activity and are under the influence of alcohol will be punished severely.

Under no circumstances whatsoever will the use or possession of unlawful drugs of any kind, in any form, be permitted at Mt St Patrick. This means that the possession and/or use of marijuana or any harder drug is **absolutely prohibited**.

Students who disobey these rules will be punished severely. This may mean a suspension from school of some duration or a student may be asked to leave the College. The Police will also be informed.

Excursions

Student behaviour on College excursions is to fully comply with normal College rules. The same holds for College Socials or other such activities held out of normal College hours.

Dress for excursions and socials is to be modest and appropriate for College activities.

Casual Dress

On certain occasions during the school year, students are permitted to wear good casual clothes to school for certain excursions or for special activities organised by the College. Parents are advised in writing of this decision prior to the event.

Excursions are a school-based activity and therefore require a certain standard of dress suitable to the type of excursion organised and reflecting the standards of the College. Most excursions will require the College hat.

Extremely short shorts, plunging necklines and midriff tops are unacceptable for College-organised activities. There is to be no gap between a top and skirt or pants. Suitable footwear must be worn, thongs are not acceptable. Dress is to be modest. Students who ignore these guidelines will not be permitted to participate in excursions or activities and will remain at the College on the day. A full refund may not be available if this is the case.

Termination of Enrolment

The Philosophy of the College suggests that termination of enrolment should be rare since students asked to leave this College may have little opportunity of a Catholic Education elsewhere.

In cases where continued enrolment appears not to be beneficial, parents may be advised to transfer the student to another school.

A student's enrolment may be terminated when it is the opinion of the Principal in consultation with the Deputy, Leader of Wellbeing and Parish Priest and after discussion with the Director of the CSO, that:

- The student is not profiting from continued attendance at the College.
- The College's resources, both material and personal, are being wasted or abused by the student.
- The student is adversely affecting the education of other children.
- The student's misbehaviour is persistent and the student is unwilling to accept the authority of the College.
- The student's behaviour is injurious to students or staff.

In the absence of the Principal, the Acting Principal may terminate an enrolment in consultation with the CSO.

Termination of enrolment will normally be the final step in an extended process. Documentation will be kept in student files of action taken at each step. Parents will have been informed at each stage.

The process will include:

- (a) Warnings and discussions with the student of the consequences of behaviour
- (b) Contact with parents about deteriorating conduct
- (c) Detentions/Interim Reports
- (d) Suspension from some or all classes
- (e) Internal / External Suspension from College.

In exceptional circumstances enrolment may be terminated for a serious, isolated act of misconduct.

Student Agreement Form

On enrolment into Mt St Patrick, and again at the beginning of each College year, every student is expected to commit him/her self to the philosophy of the College by signing the Student Agreement Form. The student's parents/guardians are asked to support this commitment and make their own commitment by co-signing the Agreement Form.

Corporal Punishment

In accordance with the Education Reform Amendment (Corporal Punishment) Act 1995, corporal punishment is banned at Mt St Patrick College. The College does not condone the use of corporal punishment by parents/caregivers on behalf of Mt St Patrick College or at any time.

Mt St Patrick College

2020 Student Agreement

At Mt St Patrick College we believe we are made in the image and likeness of God and therefore are inherently good, sacred and worthy of respect. All students have rights and responsibilities which emanate from this belief.

I, _____ of Year _____ agree to abide by the following conditions of Mt St Patrick College as expressed in the Rights and Responsibilities statement for students

- I believe that every student has the right to **LEARN**, to **FEEL SAFE** and to be **RESPECTED**.
- I believe that with every **RIGHT** there are **RESPONSIBILITIES**.
My responsibilities as a **LEARNER** are to:
 - complete my school work to the best of my ability
 - allow teachers to teach and others to learn
 - actively participate in learning
- My responsibilities to maintain a **SAFE ENVIRONMENT** are to:
 - follow safety procedures
 - eliminate bullying and harassment
 - keep the environment clean
 - obey College rules and:
 1. refrain from the use and/or possession of unlawful drugs, alcohol or cigarettes:
 - on the way to and from the College
 - at the College
 - on excursions, retreats, socials or any College-based activity
 2. wear the correct uniform and take pride in it
 3. keep my hair neat and tidy; not have extremes in style, cut or colour and keep it tied back if hair reaches beyond collar length
 4. have no facial piercings, eye make-up, false eyelashes nails or nail polish
 5. boys are to be clean shaven
 6. be punctual and follow requirements regarding school attendance, leaving the school grounds and participation in Sport
 7. turn my mobile 'phone off between 8.15am and 3.15pm and keep it in my locker, not in my pocket
- My responsibilities to **RESPECT** others to:
 - contribute positively to the Catholic ethos of the College
 - be mindful of others and their possessions
 - be honest, compassionate and forgiving
 - be an active participant in College activities
- I sincerely and knowingly make an **Anti-Bullying pledge**.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Mt St Patrick College

Student Photograph/Video Permission Form

2020

At certain times throughout the year, our students may have the opportunity to be photographed or filmed for our school publications, such as the school's newsletter or website and social media, to promote the school in newspapers and other media.

The Catholic Education Commission of New South Wales (CECNSW) and the Catholic Schools Office Lismore (CSO) may also wish to use student photographs/videos in print and online promotional, marketing, media and educational materials.

We would like your permission to use your child's photograph/video for the above purposes.

Student's Name: _____ Year Level: _____

- I give permission for my child's photograph/video and name to be published in/on:
 - The school website
 - Social media
 - Promotional materials
 - Newspapers and other media
- I authorise the CECNSW/CSO Lismore to use the photograph/video in material available free of charge to schools and education departments around Australia for the CECNSW/CSO's promotional, marketing, media and educational purposes.
- I give permission for a photograph/video of my child to be used by the CECNSW/CSO in the agreed publications without acknowledgement, remuneration or compensation.
- I understand and agree that if I do not wish to consent to my child's photograph/video appearing in any or all of the publications above, or if I wish to withdraw this authorisation and consent, it is my responsibility to notify the school.
- I/we have read the Photography/Video Permission Form about photography or film of my child for promotion purposes.

Licensed under NEALS: The photograph/video may appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.

Name of Parent/Guardian: _____
(please circle)

Signed - Parent/Guardian: _____

Date: _____

If a student is aged 15+, student must also sign:

Signed – Student (15+): _____

Date: _____

Any personal information will be stored, used and disclosed in accordance with the requirements of the Privacy Act 1988 (Cth) and the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

Mt St Patrick College

Student Computer Network Agreement 2020

STUDENT AGREEMENT

I understand and will abide by the Computer Network Policy in place at the College. I further understand that any violation of these guidelines may result in my Network privileges being restricted or revoked and also may result in school disciplinary action. If the violation constitutes a criminal offence, appropriate legal action may be taken. I also agree to report any misuse of the information to the System Administrator as soon as possible.

Student Name: _____ Year Level: _____

Student Signature: _____

Parent Signature: _____ Date: _____

PARENT OR GUARDIAN AGREEMENT

As the parent or guardian of this student, I have read the above Agreement. I understand that access to computer technology is designed for educational purposes. I recognise that some controversial materials exist on the Internet, and I will not hold Mt St Patrick College responsible for materials acquired on the network. I hereby give permission for my child to use the Network at College.

Parent or Guardian's Name (please print) : _____

Parent Signature: _____ Date: _____

A FULL TEXT OF THE COMPUTER NETWORK POLICY
IS AVAILABLE FROM THE COLLEGE OFFICE ON REQUEST

Anti-Bullying Policy

Statement of College Policy

At Mt St Patrick College the dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. Consequently, the principle that the person is made in the image and likeness of God, is central to the mission of our parish school. This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching and is intended to value, respect and promote the self-esteem and dignity of each student. The College will actively promote anti-bullying messages alerting students and staff of the need to be vigilant.

Scope of the Policy

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing and enables the College to engage a diverse range of learners including those with a disability.

This Anti-Bullying Policy supports the College's Mission and Vision Statements and Catholic Education in the Diocese of Lismore, Foundational Beliefs and Practices-*The Essential Framework* (see Appendix A)

The Diocesan approved poster resource is included in this Policy, Nine Elements for a Parish School Approach to Wellbeing and is based on the National Safe Schools Framework. This poster helps to locate bullying issues within a wider pastoral care context.

This policy covers the bullying of students with disabilities. Disabled children and young people enrolled at Mt St Patrick College need:

- To know they have the right to be safe from bullying. They need to know what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying
- To be involved in the development and review of College anti-bullying policies
- All children and young people need to know what to do to help stop a disabled child or disabled young person being bullied

At Mt St Patrick College we expect that learning technologies are used ethically and responsibly in the school environment, so that communication is respectful and human dignity valued. The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour is more readily achieved in a caring and supportive College culture that promotes positive relationships and reflects Gospel values. Bullying, cyber-bullying, harassment, aggression and violence disregard core values of our faith including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of our students and are therefore unacceptable.

All members of this College community are expected to prevent and challenge such actions in order to build respectful relationships that respond effectively and sensitively to the needs of each student.

Context

At Mt St Patrick College we define bullying as:

A pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.

Bullying may be carried out overtly (e.g. face – to – face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the National Safe Schools Framework (NSSF) include:

Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults.

Cyber-bullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Most students who cyber bully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.

This definition refers to the use of digital technologies which are very much a part of life and learning, because they offer such a wide range of tools and platforms for social and educational engagement. However, the risks of the digital environment must be acknowledged and constantly addressed. Being cyber safe and acting ethically when using electronic communications is the responsibility of all members of this College community.

At Mt St Patrick College a conflict between equals and single incidents are not defined as bullying although, of course, such incidents will require intervention by the College and are treated as serious.

Duty of Care at Mt St Patrick College

Staff at this College must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

The College will take reasonable actions to develop plans and implement programs aimed at deterring bullying activities. At Mt St Patrick College the following anti-bullying plans and programs are mandatory:

- 1 Brainstorm Production - 'Cheap Thrills', 'Cyberia', 'Hurting Game', 'Verbal Combat'
- 2 Yr 7 RE – Christian Ideals, Moral Decisions, Anti-Bullying
- 3 PDHPE – Stage 4: Facing New Challenges and Belonging
Empowering Myself and Others
Stage 5: Making a Difference
Stage 6: Bullying is a topic that is often incorporated into the Stage 6 courses; not under the title of "bullying" but in areas such as depression, emotional health and wellbeing or health promotion strategies (eg Beyond Blue, Kids Help Line, etc).

Our Duty of Care means this Anti-Bullying Policy and Procedures is disseminated as appropriate to members of the College community in both digital form on our web and in hard copy school policy documents.

If a serious criminal offence has been identified we will report this to the police. This is the Principal's responsibility. Teachers are to contact the Deputy Principal immediately when conduct such as stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography are brought to their attention.

Teachers must be aware that in many instances, cyber-bullying can constitute criminal conduct, especially when the behaviour is seriously threatening, harassing or intimidating. Cyber bullying and highly inappropriate use of technology could include: child pornography, fraud, impersonation, or sending words or images that cause offence, distress, menace or threaten.

Our Duty of Care with bullying and related matters may in certain circumstances extend past the school hours of instruction. If unacceptable behaviour occurs that has a close nexus with the school or with the wellbeing of a child educated at the school but occurs outside school hours, off-site or through the use of a student's personal mobile devices and/or computer, we may still have an obligation to respond.

Therefore, at Mt St Patrick College if staff become aware of such a circumstance they are obliged to bring the matter to the attention of the principal.

At Mt St Patrick College we

- Use an Anti-Bullying Response Pathway when we become aware of incidents. The Pathway assists with a regulated and thorough response.
- Will implement an anti-Bullying Action Plan as part of the Response Pathway.
- Will keep a written record of any bullying investigation.
- Want students, staff and parent/carers to report bullying and cyber-bullying to the class teacher or directly to the principal.
- Will investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Will appoint a nominated person to co-ordinate strategies for the resolution of specific bullying incidents reported in this school.
- Will notify parent/carers of bullying incidents involving your children.
- Will notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Will maintain records of bullying incidents and related interventions in accordance with the Catholic Schools Office Compliance manual. At our College this written record is maintained by the Deputy Principal. As a staff we will review the record at regular intervals to see if any patterns are emerging.
- Will survey students at least once a year on various matters and include questions about bullying, cyber bullying, safety and wellbeing.
- Will regularly review and evaluate this anti-bullying policy and the responsible use of technology procedures to ensure they are working effectively.
- Will involve parents in this review through communication at Parent Forum and Parents and Friends Association meetings.
- Will purchase Anti-Bullying resources and support material for students, staff and parents and ensure easy access to this material for all staff, parents and students.

Responsibilities: Staff

Staff at Mt St Patrick College aim to treat all members of the College community with dignity and respect and:

- Implement the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying.
- Support the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour.
- Access professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning.
- Support all aspects of related College policies.
- Remain vigilant in how students are using technology.
- Embed critical thinking, values clarification, respectful relationships and developing empathy into our teaching practice.
- Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.

Responsibilities: Students

Students have responsibilities as well. The staff at Mt St Patrick College will encourage and support students to:

- Follow the anti-bullying and responsible use of technology procedures. Assist students from Years 7 to 12 to understand what their signature means on use of technology documents.
- Immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyber-bullying incident.
- Seek support if bullied and refrain from retaliating in any bullying incident.
- Understand that any social networking site that identifies the school by name or image or implication is part of the school environment.
- In age appropriate circumstances the student should keep evidence of alleged bullying and produce it on request (for example phone text messages).

Responsibilities: Parent/Carers

Parent/carers have responsibilities as well. At Mt St Patrick College we will:

- Ensure parents understand the School Enrolment Application Form inclusions on anti-bullying by discussing this in relevant parent forums.
- Request that parents notify the College promptly of all bullying situations involving their children.
- Remind parents about the need to reinforce the College messages in the proper use of technology to help children grow into ethical and responsible digital citizens.
- Encourage parents to report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider) and, as relevant, to the school.
- Ask parents to contact the school immediately through the class teacher or directly through the Principal if they know of any bullying incident.

nine elements for a parish school approach to wellbeing



Worship:	Community:	Service:	Witness:	Evangelisation:
the authentic identity of the parish school is most fully shown when it celebrates the Eucharist gathered around the altar of its parish church	'...for where two or three are gathered in my name I am there among them.' Matthew 18:20	'I am among you as the one who serves.' Luke 2:27	the witness of early Christians to the love of Christ, shown in their love for the poor, their care for the weak and respect for human life was evident to all	the call to faith and discipleship should flow through every aspect of life in the parish school

The person of Jesus Christ stands at the heart of Catholic Education. The Apostle's Creed is the faithful summary of our common and life-giving faith.

Supporting the Foundational Beliefs and Practices – the Essential Framework

References: - Creating a Future Full of Hope - A Statement of Strategic Intent for Catholic Education in the Diocese of Lismore 2010-2014 - National Safe schools Framework

CHILD PROTECTION POLICY AND PROCEDURES

Date ratified: May 2019

INTRODUCTION

Children and young people have a fundamental right to grow, develop and feel safe in environments that are free from violence, exploitation and harm. We expect that all students are protected from all forms of harm including sexual, physical and psychological harm as well as ill-treatment and neglect. We have responsibilities to ensure the safety and protection of children in our care, including supporting measures to ensure that children and young people will be taught how to protect themselves, and to seek help if they are concerned about their safety.

Consistent with its mission and values, and in compliance with its legislative obligations, the College strives to ensure that the children in its care are safe and secure. Implementing a variety of practices that reduce potential risk forms part of our strategy to build a child safe environment.

This policy sets out the expectations required of employees of Mt St Patrick College, Murwillumbah which is a Catholic systemic school within the Lismore Diocese. It also informs and reminds employees engaged or employed in Catholic systemic schools in the Diocese of Lismore of the standards of behaviour, duties, obligations and other requirements that must be adhered to when working with children.

A range of checks and undertakings are required for people who work for or provide services to Catholic Education in the Diocese of Lismore.

SCOPE

This document applies to all employees engaged to work in, or provide services to Catholic systemic schools in the Diocese of Lismore.

This document aims to:

- I. Clarify the expectations of employees who work in child related employment;
- II. Provide a safe and supportive environment for children and employees; and
- III. Build and maintain a contemporary Catholic workplace that is safe, respectful, professional and legally compliant.

1. PRINCIPLES

Employees in Catholic systemic schools in the Diocese of Lismore and the Catholic Schools Office recognise the following principles:

- I. Jesus Christ through the Scriptures instructs us about the dignity and infinite value of every human being, especially children and young persons;
- II. The care and protection of children and young people is paramount.
- III. The value of the family unit is respected but not to the detriment of the wellbeing of the child.
- IV. Support is provided for the right of students, parents and employees to bring forward complaints or allegations to be heard without fear of reprisal;
- V. Persons involved in situations considered to be inappropriate or where reportable conduct is disclosed or suspected should be treated with sensitivity, dignity and respect;
- VI. All employees have an obligation to promptly inform the Principal or a member of Human Services at the Catholic Schools Office of alleged incidents of reportable conduct as well as serious matters concerning the welfare of children; and
- VII. Information regarding suspected or disclosed child abuse shall be made available only to those personnel who have a genuine need to be informed. Personnel who have access to such information have the obligation to observe appropriate confidentiality in relation to this information.

2. DEFINITIONS

- 2.1 **Child or children** means any person under the age of 18 years. With respect to matters notifiable to Family & Community Services (FACS), a child is defined as a person under 16 years of age.
- 2.2 **Young Person** means a person aged 16 or 17 years.
- 2.3 **Employee** means any person who is engaged in a Catholic systemic school in the Diocese of Lismore whether or not they are employed in connection with work or activities that relate to children in paid or volunteer capacity, as well as any person engaged by the Catholic Schools Office to provide services to children and young people. Employees include, but are not limited to religious and clergy, volunteers, contractors, sub-contractors, consultants and students on tertiary practicum placements. Any reference to employees in this policy or procedures encompasses all categories outlined above.
- 2.4 **Employer** means the Trustees of the Roman Catholic Church for the Diocese of Lismore and Catholic Schools Office Lismore.
- 2.5 **PSOA** means the person subject to the allegation.
- 2.6 **Civil Standard of Proof – Balance of Probabilities** means the matter is considered sustained if the investigator is satisfied that the case has been proved on the balance of probabilities.

- 2.7 **Complaint or Allegation** means, for the purposes of this document, a complaint or allegation is considered to be any issue raised regarding the conduct of an employee of a Catholic systemic school in the Diocese of Lismore in relation to children or young people, where such conduct is considered to be of a nature which may constitute reportable conduct in accordance with the *Ombudsman Act 1974* (NSW).
- 2.8 **CSO** means Catholic Schools Office Diocese of Lismore.
- 2.9 **Head of Agency** means the Bishop of Lismore, who is deemed to be the Head of Agency, as per Part 3A of the *Ombudsman Act 1974* (NSW) for Catholic systemic schools in the Diocese of Lismore. The Head of Agency has delegated responsibility to the Diocesan Safe Guarding Manager (SGM).
- 2.10 **Human Services Staff** means Human Services Staff at the Catholic Schools Office who investigate complaints and allegations in relation to children or young people in Catholic systemic schools in the Diocese of Lismore and report to the Diocesan Safe Guarding Manager (SGM).
- 2.11 **Mandatory Reporter** means under the Care and Protection Act, a Mandatory Reporter is a person who due to the nature of their employment must report any concern regarding the safety, welfare or well-being of a child.

3. LEGISLATION FRAMEWORK

- 3.1 Employees are required to be familiar and comply with child protection legislation as varied from time to time, including but not limited to:
- I. *Children and Young Persons (Care and Protection) Act 1998* (NSW);
 - II. *Ombudsman Act 1974* (NSW);
 - III. *Crimes Act 1900* (NSW); and
 - IV. *Child Protection (Working with Children) Act 2012* (NSW).
- 3.2 Failure to comply with the child protection responsibilities and obligations required by legislation or this document will result in disciplinary action being taken, up to and including immediate termination of employment, termination of contractor agreement, notification to external agencies and/or criminal charges.
- 3.3 An employee who becomes aware of a possible breach of this document or legislation by another employee must report this to their Principal or Human Services at the Catholic Schools Office. Failure to do so may result in disciplinary action.

Supporting documentation

Code of Conduct for Employees in Catholic Schools in the Diocese of Lismore.

KEY LEGISLATION

4. CHILDREN AND YOUNG PERSONS (CARE AND PROTECTION) ACT 1998 (NSW)

4.1 The objects of this Act are to provide:

- I. That children and young persons receive such care and protection as is necessary for their safety, welfare and well-being, having regard to the capacity of their parents or other persons responsible for them; and
- II. That all institutions, services and facilities responsible for the care and protection of children and young persons provide an environment for them that is free of violence and exploitation and provide services that foster their health, development needs, spirituality, self-respect and dignity.

4.2 The Care and Protection Act provides for mandatory reporting of children at risk of significant harm. Under the Care and Protection Act mandatory reporters are those who:

- I. In the course of their employment, deliver services including health care, welfare, education, children's services or residential services, to children; or
- II. Hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services to children.

4.3 Responsibilities under the Act

- I. Mandatory Reporters are required to report if they have any concern regarding the safety, welfare or well-being of a student; and
- II. In order to meet this requirement, the CSO, Systemic Schools and employees will undertake the following:

4.4 Catholic Schools Office (CSO) Human Services

- I. Human Services employees will meet with Principals in their clusters to explain this Child Protection Policy and Procedures and the schools and employees' obligations and responsibilities following this document being ratified;
- II. The Catholic Schools Office will ensure that all employees are aware of their obligations to report a child at risk or inappropriate conduct involving a child;
- III. The Catholic Schools Office will ensure all employees are aware of the required standards of behaviour, the complaints policy and the procedures and provide support to employees to remind them of expectations in maintaining professional standards related to relationships with students;
- IV. This is managed through online training, face to face training and support to high risk employees through targeted induction;

V. The process includes:

- a. Providing access to Self-Administered Legal Training (SALT) modules on Child Protection and Discrimination Bullying and Harassment for new applicants. New employees must complete the SALT training before being considered for employment. Records of completion of SALT modules are kept at the CSO in the online registration process MyProfile;
- b. Providing access to Self-Administered Legal Training (SALT) modules on Child Protection and Discrimination Bullying and Harassment for existing employees and priests which must be completed annually. An email with an alert is sent prior to the 12 month expiry to remind employees that they are due to complete their online training. Records of employees who have completed SALT training are kept at the CSO;
- c. Providing Principals with a monthly progress report for staff in their school with details of completion or non-completion of online SALT training;
- d. Providing face to face Child Protection training covering reporting obligations, child protection investigation process and mandatory reporting to employees in Catholic systemic schools as requested by Principals and as a minimum not less than once every three years;
- e. Providing targeted face to face child protection training to high risk groups of employees such as graduates and trainees at the commencement of their employment;
- f. Publishing the Child Protection Policy and Procedures on the CSO website;
- g. Creating an electronic authentication process whereby employees will need to verify and agree that they have read and understood the Child Protection Policy and Procedures when they log in to their computer or device; and
- h. The Catholic Schools Office is a prescribed agency under the *Children and Young Persons (Care and Protection) Act 1998* and may seek or provide information from other 'prescribed agencies' in accordance with Chapter 16A of the Act.

4.5 Catholic Systemic Schools

- I. The Principal or senior staff delegate will report mandatory reporting matters to Family and Community Services (FACS) and, where necessary, the police. Principals will make a mandatory report via the [Child Story Mandatory Reporter Guide](#). Confirmation of the Mandatory Reporting Guide (MRG) and eReport (if applicable), along with any other documentation, is to be uploaded to the electronic student's record, under the Welfare Tab, entry type, 'MRG' reporting;
- II. The Principal is required to ensure that all employees in their school are aware of their mandatory reporting obligations;

III. The process includes:

- a. Ensuring employees are informed of the Child Protection policy and procedures at the commencement of each school year at the school's staff development day;
- b. Inducting new employees of their obligations and responsibilities and the Child Protection policy and procedures at the commencement of their employment;
- c. Inducting volunteers of expectations of behaviour with and around students at the school and informing them of their legislative obligations;
- d. Monitoring the monthly SALT compliance progress reports to ensure all staff are compliant and take appropriate action if not up to date including speaking with the employee and informing them they could face disciplinary action if they do not complete the mandatory training;
- e. Providing general employees with time allocation and access to computers to complete online SALT training;
- f. Providing time allocation to Human Services staff at the CSO to conduct refresher child protection training with employees as a minimum once every three years;
- g. Ensuring high risk employees such as trainees and graduate teachers attend system training on commencement of employment at the beginning of the school year, records to be kept of those attending at the school;
- h. Principals in Catholic Systemic Schools must publish the Child Protection policy and procedures identifying child protection processes including mandatory reporting within the school and to the parent community. This can be communicated through the Parent/Staff Handbook, via the school newsletter and/or the link to the school's public website; and
- i. Keep up-to-date records to show compliance with above.

4.6 Employees in Catholic Systemic Schools

- I. Employees have significant obligations as mandatory reporters, for the safety, welfare and well-being of children and young people;
- II. The process includes:
 - a. An employee must complete online SALT child protection, discrimination, bullying and harassment training annually;
 - b. Verify and agree that they have read and understood the Child Protection Policy and Procedures via an electronic authentication process when they log in to their computer or device;

- c. Report any concerns regarding the safety, welfare or well-being of a child or young person to their Principal. If there is an immediate danger to the child or young person and the Principal or next most senior member of staff is not contactable they should speak to Human Services at the CSO;
- d. Employees are not required to, and must not, undertake any investigation of the matter;
- e. Employees must not inform the parents or caregivers that a report to Family and Community Services (FACS) has been made;
- f. Employees are required to deal with the matter confidentially and only disclose it to the persons referred above or as required to comply with mandatory reporting obligations. Failure to maintain confidentiality will not only be a breach of this policy but could expose the employee to potential civil proceedings for defamation; and
- g. If the allegation involves the Principal, the employee is required to report to Human Services at the Catholic Schools Office.

4.7 Definitions under the Act

I. Threshold for reporting to Family and Community Services (FACS)

A mandatory reporter must, where they have reasonable grounds to suspect that a child (under 16 years of age) is at risk of significant harm, report to FACS as soon as practicable, the name, or a description, of the child and the grounds for suspecting that the child is at risk of significant harm.

In addition, while not mandatory, the Principal or Human Services employee considers that a report should also be made to FACS where there are reasonable grounds to suspect a young person (16 or 17 years of age) is at risk of significant harm and there are current concerns about the safety, welfare and well-being of the young person.

II. Reasonable Grounds

Reasonable grounds refer to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm based on:

- a. First hand observations of the child, young person or family;
- b. What the child, young person, parent or another has disclosed; and
- c. What can reasonably be inferred based on professional training and/or experience.

Reasonable grounds does not mean that employees are required to confirm their suspicions or have clear proof before making a report.

III. Significant Harm

A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent.

What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

A child or young person is 'at risk of significant harm' if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a. The child's or young person's basic physical or psychological needs are not being met or are at risk of not being met;
- b. The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care;
- c. In the case of a child or young person who is required to attend school in accordance with the *Education Act 1990* – the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act;
- d. The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated;
- e. The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm;
- f. A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm; and
- g. A child or young person is at risk of psychological harm due to bullying.

5. THE OMBUDSMAN ACT 1974 (NSW)

5.1 Responsibilities under the Act

Part 3A of the Ombudsman Act requires the heads of certain agencies, including non-government schools, to notify the New South Wales Ombudsman (Ombudsman) of all allegations of reportable conduct by an employee and the outcome of the investigation of these allegations.

In order to meet these requirements, the following will occur:

5.2 The Ombudsman

The Ombudsman:

- I. Must keep under scrutiny the systems for preventing reportable conduct by employees of non-government schools and the handling of, or response to, reportable allegations (including allegations which are exempt from notification) or convictions;
- II. Must receive and assess notifications from non-government schools concerning reportable conduct or reportable convictions.
- III. Is required to oversee or monitor the conduct of investigations by non-government schools into allegations of reportable or reportable convictions.
- IV. Must determine whether an investigation that has been monitored has been conducted properly, and whether appropriate action has been taken as a result of the investigation;
- V. May directly investigate an allegation of reportable conduct or reportable conviction against an employee of a non-government school, or the handling of or response to such a matter (e.g. arising out of complaints by the person who is the subject of an allegation); and
- VI. May undertake 'own motion' investigations of non-government schools where the Ombudsman considers it appropriate to do so, including where there is evidence of systematic failure or serious conflicts of interests.

5.3 Diocesan Safe Guarding Manager (SGM)

- I. The Head of Agency is the Bishop of Lismore who has delegated his responsibility for Child Protection to the Diocesan Safe Guarding Manager (SGM); and
- II. Refer to Point 5 of this document, ***Process for Managing Allegations of Reportable Conduct*** for the role of the SGM for reportable conduct matters.

5.4 Catholic Schools Office (CSO) Human Services

- I. In the Diocese of Lismore child protection allegations/complaints in Catholic systemic schools must be referred to the Principal who will inform Human Services at the Catholic Schools Office. Human Services work closely with the SGM and keeps the SGM informed of all matters in relation to child protection; and
- II. The process includes:
 - a. Human Services receives allegations or complaint of reportable conduct from the school Principal;
 - b. Informs the SGM of the reportable conduct allegation via registering into the confidential online Child Protection database and follow up email;
 - c. Identifies whether the alleged conduct requires a report to external authorities, which could include NSW police, FACS, NSW Ombudsman or other agencies;
 - d. Undertakes a risk assessment in conjunction with the Principal, takes appropriate action and informs the SGM;
 - e. Responds to, makes inquiries and/or investigates the reportable conduct matter as per paragraph 5.8 of this document, *Process for Managing Allegations of Reportable Conduct*;
 - f. Keeps the SGM informed of matters throughout the investigation process through regular meetings, phone calls and emails; and
 - g. Maintains appropriate records of investigation and findings, ensuring storage of such records is kept securely and separately from personnel files.

5.5 Catholic Systemic Schools

- I. The Principal in a Catholic systemic school in the Diocese of Lismore must report any allegation or complaint regarding a child to Human Services at the CSO.
- II. The process includes:
 - a. Informing Human Services if the Principal becomes aware that an employee has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving reportable conduct.

This includes information relating to themselves;
 - b. Informing Human Services of any allegation or complaint of a child related matter;
 - c. Takes advice from Human Services on the next steps which could include making a report to police or FACs and assisting with a risk assessment of the situation; and
 - d. Maintaining strict confidentiality around all matters.

5.6 Employees in Catholic Systemic Schools

- I. An employee in a Catholic systemic school in the Diocese of Lismore must report any concerns they have about any other employee engaging in reportable conduct or any allegation of 'reportable conduct' that has been made to them to their Principal, including information about themselves;
- II. If an employee is not sure whether the conduct is reportable conduct but consider that it is inappropriate behaviour they must still report it;
- III. An employee must also report to the Principal if they become aware that an employee has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving reportable conduct.
This includes information relating to themselves;
- IV. If the allegation involves the Principal the employee is required to report the allegation to Human Services at the Catholic Schools Office; and
- V. In addition to reportable conduct matters employees also have a duty of care to all students in the school.

5.7 Duty of Care

- I. An employee has a legal obligation to take reasonable care for their own safety and the safety of children and others with whom they come into contact as part of their engagement with the employer;
- II. These obligations will arise from the specific role and responsibilities of the employee and include (but are not limited to) the following:
 - a. Providing adequate supervision;
 - b. Following procedures relating to child safety, welfare and well-being (for example, reporting procedures);
 - c. Demonstrating personal behaviours that promote the safety, welfare and well-being of children;
 - d. Providing medical assistance (if competent to do so); or seeking assistance from a medically trained person to aid a child who is injured or becomes sick;
 - e. Protecting a child from known hazards that pose a risk of harm and which can be reasonably predicted; and
 - f. Taking appropriate action to reduce or remove risks impacting on a child's safety, welfare or well-being.
- III. Duty of care to children applies during all activities and functions conducted or arranged by the employer where children are in the care of employees.
- IV. Employees must assess and manage the risk associated with any activity before undertaking the activity.

- V. Actual harm to a child, or potential to cause significant harm to a child, caused by:
 - a. A single serious failure to exercise appropriate duty of care; or
 - b. Repeated less serious failures to exercise appropriate duty of care may constitute misconduct, neglect or negligence and/or a breach of this document.

5.8 Reportable Conduct

- I. A reportable allegation means an allegation of reportable conduct against a person, or an allegation of misconduct that may involve reportable conduct as defined by the Ombudsman Act 1974 (NSW). A reportable allegation must be reported to the Ombudsman and may result in an employee's name being forwarded to the NSW Office of Children's Guardian following a sustained finding on completion of investigation;
- II. An Exempt Allegation is a matter that is not reportable under the *Ombudsman Act 1974* (NSW);
- III. In accordance with the Ombudsman Act 1974 (NSW) reportable conduct is defined as:
 - a. Any sexual offence or sexual misconduct committed against, with, or in the presence of a child (including child pornography offences);
 - b. Any assault, ill-treatment or neglect of a child;
 - c. Any behaviour that causes psychological harm to a child; or
 - d. Whether or not, in any case, with the consent of the child.
- IV. Reportable conduct does not extend to:
 - a. Conduct that is reasonable for the purposes of the discipline, management or care of children having regard to the age, maturity, health or other characteristics of the child, and to any relevant codes of conduct or professional standards (See *Code of Conduct for employees in Catholic Schools in the Diocese of Lismore*);
 - b. The use of physical force that is trivial and negligible; or
 - c. Conduct of a class or kind exempted from being reportable conduct by the Ombudsman under 25C (4) of the Ombudsman Act 1974 (NSW).

5.9 Definitions of Reportable Conduct

I. Child Sexual Offences

The term 'sexual offence' encompasses all criminal offences involving a sexual element that is 'committed against, with or in the presence of a child'. These offences include but are not limited to:

- a. Indecent assault;
- b. Sexual assault;
- c. Aggravated sexual assault;
- d. Sexual intercourse and attempted sexual intercourse;
- e. Possession/dissemination/production of child pornography or child abuse material;
- f. Using children to produce pornography;
- g. Grooming or procuring children under the age of 16 years for unlawful sexual activity; and
- h. Deemed non-consensual sexual activity on the basis of special care relationships.

All cases involving a sexual offence would also involve sexual misconduct.

II. Sexual Misconduct

The term 'sexual misconduct' includes conduct that does not necessarily equate to a criminal offence.

For sexual misconduct to constitute reportable conduct, the alleged conduct must have been committed against, with or in the presence of a child. There are three categories of sexual misconduct in addition to sexual offences:

- a. Crossing professional boundaries;
- b. Sexually explicit comments and other overtly sexual behaviour; and
- c. Grooming behaviour.

III. Crossing professional boundaries

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:

- a. Relationship with;
- b. Conduct towards; or
- c. Focus on;

A child or young person, or a group of children or young persons.

IV. Sexually explicit comments and other overtly sexual behaviour

Sexual misconduct includes a broad range of sexualised behaviour with or towards children. While it is not possible to provide a complete and definitive list of

unacceptable sexual conduct involving children, the following types of behaviour give strong guidance:

- a. Sexualized behaviour with or towards a child (including sexual exhibitionism);
- b. Inappropriate conversations of a sexual nature;
- c. Comments that express a desire to act in a sexual manner;
- d. Unwarranted and inappropriate touching involving a child;
- e. Personal correspondence and communications (including emails, social media and web forums) with a child or young person in relation to the adult's romantic, intimate or sexual feelings for a child or young person;
- f. Exposure of children and young people to sexual behaviour of others including display of pornography; and
- g. Watching children undress in circumstances where supervision is not required and it is clearly inappropriate.

V. *Grooming behaviour*

Grooming or procuring a child under the age of 16 years for unlawful sexual activity is a sexual offence. However, Schedule 1(2) of the *Child Protection (Working with Children) Act 2012* also recognizes grooming as a form of sexual misconduct. Behaviour should only be seen as 'grooming where there is evidence of a pattern of conduct that is consistent with grooming the alleged victim for sexual activity, and that there is no other reasonable explanation for the behaviour.

The types of behaviours that may lead to such a conclusion include (but are not limited to) the following:

- a. Persuading child/ren that there is a 'special relationship';
- b. Inappropriate gift giving;
- c. Special favours/breaking rules;
- d. Inappropriate amounts of time being spent with child/ren;
- e. Secret relationship, tactics to keep relationship secret;
- f. Testing boundaries (touching, physical contact, undressing in front of a child, talking about sex);
- g. Extending relationship outside of work; or
- h. Personal communication about personal or intimate feelings.

VI. *Physical Assault*

An assault of a child includes any act by which a person intentionally inflicts unjustified use of physical force against a child. An assault can also occur if a person causes a child to reasonably fear that unjustified force will be used against them. Even if a person who inflicts, or causes the fear of, physical harm does not intend to inflict the harm or cause the fear, they may still have committed an assault if they acted recklessly (i.e. if the person ought to have known that their actions would cause physical harm or the fear of such harm).

Assaults can include hitting, pushing, shoving, throwing objects or making threats to physically harm a child.

While every allegation of physical assault should be investigated, only findings that a serious physical assault occurred are reportable to the Office of the Children's Guardian for consideration in Working with Children Check Assessments.

A physical assault is serious where:

- a. It results in the child being injured, beyond a type of injury like a minor scratch, bruise or graze;
- b. It had the potential to result in a serious injury; or
- c. The injury suffered may be minor, but the assault is associated with aggravating circumstances (in this regard, aggravating circumstances might include associated inhumane or demeaning behaviour by the employee, or example kicking a child, pulling a child by grabbing the child around the neck).

In considering whether a serious physical assault has occurred, reporting bodies whose work involves regular restraint of children should consider the context of events, including the child's age and vulnerability. Generally, behaviour that does not meet the standard of a serious physical assault does not become a serious physical assault by means of it being reported.

VII. *Ill-treatment*

Ill-treatment captures those circumstances where a person treats a child or young person in an unreasonable and seriously inappropriate, improper, inhumane or cruel manner. The focus is on the alleged conduct rather than the actual effect of the conduct on the child or young person.

Ill-treatment can include disciplining or correcting a child in an unreasonable and seriously inappropriate or improper manner; making excessive and/or degrading demands of a child; hostile use of force towards a child; and/or a pattern or hostile or unreasonable and seriously inappropriate, degrading comments or behaviour towards a child.

VIII. Neglect

Neglect includes either an action or inaction by a person who has care responsibilities towards a child. The nature of the employee's responsibilities provides the context against which the conduct needs to be assessed.

IX. Behaviour that causes psychological harm to a child

Behaviour that causes psychological harm is conduct that is obviously or very clearly unreasonable and results in significant emotional harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient. For reportable conduct involving psychological harm, the following elements must be present:

- a. An obviously or very clearly unreasonable or serious act or series of acts that the employee knew or ought to have known was unacceptable;
- b. Evidence of psychological harm to the child that is more than transient, including displaying patterns of 'out of character behaviour', regression in behaviour, distress, anxiety, physical symptoms or self-harm; and
- c. An alleged causal link between the employee's conduct and the psychological harm to the child. Psychological harm can include the exacerbation or aggravation of an existing psychological condition, such as anxiety or depression.

5.10 Class or Kind Determination pursuant to S25CA of the *Ombudsman Act 1974*

- I. Part 3A of the *Ombudsman Act 1974* ('the Act') sets out the Ombudsman's functions relating to child protection.
- II. Section 25CA of the Act permits the Ombudsman to determine the allegations of certain classes or kinds of conduct by employees of agencies are exempted from being reported to the Ombudsman.
- III. Pursuant to s25CA of the Act, the Ombudsman has determined that the Catholic Schools Office (CSO), in the Diocese of Lismore, is an agency that has achieved a standard of investigative practice whereby only the reportable allegations specified below, against employees of that agency, need to be notified to the Ombudsman under s25C(1);
- IV. No allegation of a physical assault, or a threat of a physical assault, need be reported to the Ombudsman as a reportable allegation, unless it is alleged that:
 - a. There was contact with any body part or area of a child that was clearly hostile and forceful, or reckless, and which had the potential to, or resulted in significant physical harm or injury to the child; or
 - b. A child believed on reasonable grounds that the threat would result in significant physical harm or injury to them.

- V. This Determination does **not exempt** an agency from reporting allegations that involve:
- a. Any allegation of any sexual offence or sexual misconduct;
 - b. Any allegation of conduct causing psychological harm;
 - c. Allegations of neglect or ill-treatment;
 - d. Any conviction for an offence involving reportable conduct; and
 - e. Those matters initially exempted under s25A or s25CA, but where investigation uncovers information that renders the matter reportable, and the information indicates that the person may pose a risk to children.
- VI. Matters not requiring a report to the NSW Ombudsman must still be recorded and investigated and an appropriate finding made which is provided to the SGM for final determination.

6. CRIMES ACT 1900 (NSW)

- 6.1 Amendments to the NSW *Crimes Act 1900* took effect on 31 August 2018. The changes introduce new offences of concealing a child abuse offence (section 316A) and failing to remove or reduce the risk of a child abuse offence occurring if a person has the power or responsibility to do so (section 43B). Any offence under the new sections 43B or 316A of the Crimes Act is now defined as reportable conduct under the Ombudsman Act.

6.2 Failure to report child abuse (s316A)

- I. All adults in NSW, not just those in child-related work, are required to report a child abuse offence (sexual or physical abuse or extreme neglect) to Police if they:
 - a. Know (or reasonably ought to know) that an offence has been committed; and
 - b. Have information that might be of material assistance in apprehending, prosecuting or convicting the offender
- II. The current reporting requirements of employers and employees with existing child protection obligations remain unchanged;
- III. A person has a reasonable excuse for not reporting concerns under s316A if they have already reported a concern under mandatory reporting requirements (e.g. to FACS or the Ombudsman). In addition, the Crimes Act already contained obligations to report a serious indictable offence to Police.

6.3 Failure to reduce or remove risk of child abuse (s42B)

An adult working in an organisation that undertakes child-related work will commit an offence if they negligently fail to reduce or remove the risk of a child abuse offence occurring now or in the future.

7. CHILD PROTECTION (WORKING WITH CHILDREN) ACT 2012 (NSW)

7.1 About the Working with Children (WWC) Act

- I. A working with Children Check is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct;
- II. The Office of the Children's Guardian (OCG) is responsible for employment screening for child related work. The result of a Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring by the OCG, and any relevant new records which appear against a cleared applicant's name may lead to the Check being revoked;
- III. The object of the WWC Act is to protect children:
 - a. By not permitting certain persons to engage in child-related work; and
 - b. By requiring persons engaged in child-related work to have working with children check clearances
- IV. In order to meet these requirements, the CSO, Systemic Schools and employees will undertake the following:

7.2 Responsibilities under the Act

In order to meet these requirements, the following will occur:

7.3 Catholic Schools Office (CSO) Human Services

- I. The Catholic Schools Office assists Catholic systemic schools to ensure that only employees who have a valid WWC are engaged in schools by verifying online and recording the status of each child-related employee's WWC;
- II. The process includes:
 - a. Applicants register online for paid employment with the CSO and during this process supply their date of birth and a paid WWC number;
 - b. Volunteers (and private tutors) engaged in schools who are required to have a volunteer WWC (other than those classed as exempt) provide the school with the volunteer number and their date of birth. Schools advise the CSO through an online notification form;
 - c. Online verification for paid employees, volunteers or tutors is completed through the Office of the Children's Guardian Employers portal;
 - d. Only applicants who have a verified WWC status as cleared can progress through the online registration and application process;

- e. Verification status confirmation notice for volunteers or tutors from the OCG is emailed to Principals;
 - f. Current paid employees' WWC details are kept with the individual's electronic payroll data. A report is drawn from payroll each fortnight and individuals whose WWC is due to expire within the next two months receives an email reminder from the CSO (in addition to the three month reminder from the OCG) providing the individual with a link to the OCG renewal process plus a link to the CSO online notification to update their renewal details and a reminder for employees to contact NESAs to update their details;
 - g. Reminder to Principals through regular notices that they can access up to date reports on the WWC status of an employee, including expiry status, via Connex reports;
 - h. Inform Principals of employees who have been issued with an interim bar or bar from the OCG;
 - i. Reject the registration for employment status for an employee who has been issued with an interim bar or bar and flag the payroll system of same
- III. The Catholic Schools Office will keep records for each employee including full name, date of birth, WWC, verification date, verification outcome, expiry date, whether the WWC is paid or volunteer for a period of at least seven years after the last date of the employees' engagement.

7.4 Catholic Systemic Schools

- I. Principals are required to ensure that all employees engaged in the school, whether paid or volunteers are cleared to work with children;
- II. The process includes:
 - a. Accessing the CSO online registration for employment data of an applicant which will inform Principals whether a WWC is valid and verified as cleared;
 - b. Accessing up to date reports on the status, including expiry status, of paid employees WWCs via Connex reports;
 - c. Regularly reminding employees of their obligations to ensure that their WWC is current and that they have provided their updated personal details and renewal details to the Catholic Schools Office and NESAs;
 - d. Requesting WWC details from the volunteers or tutors to provide to the CSO who will complete the online verification. File the verification notice provided by the CSO at the school for a period of at least seven years following the last day of the volunteers' or tutors' engagement;
 - e. Creating and monitoring data bases of volunteers' and tutors' WWC expiry dates; and

- f. Conduct regular risk assessments for the attendance on school sites of visitors, contractors and those individuals who are classed as 'exempt' individuals not requiring a WWC under the criteria as determined by the Office of the Children's Guardian.
- g. Informing parents and guardians of the processes the school undertakes to ensure that all people engaged to work with students in the school have a WWC. This can be communicated through the Parent/Staff Handbook, via the school newsletter and/or the link to the school's public website.

7.5 Employees in Catholic Systemic Schools

- I. It is the responsibility of the child-related worker to ensure that when they are eligible to apply for a Check or when their Check is up for renewal that they do so;
- II. The process includes:
 - a. Employees must hold and maintain a valid Check by applying for or renewing their WWC online through the OCG portal;
 - b. Renew and update their details to Human Services at the CSO via the online notification link;
 - c. Not engage in child-related work at any time that they are subjected to an interim bar or a bar;
 - d. Report to the Principal if they are no longer eligible for a WWC, the status of their WWC changes or are notified by the OCG that they are subjected to a risk assessment;
 - e. Inform their Principal of any change in WWC status which may include but is not limited to an interim bar or bar; and
 - f. Inform NESA of any changes to their WWC status.

7.6 Definitions under the Act

I. Bars

Final bar is a bar applied based on a decision made by the OCG, following a risk assessment. This person is barred against working with children.

Interim bar is issued to high risk individuals to prevent them from continuing to work with children while a risk assessment is conducted. An interim bar may be applied for up to 12 months. If an interim bar remains in place for six

months or longer, it may be appealed against through the Administrative Decisions Tribunal.

Not everyone who is subject to a risk assessment will receive an interim bar, only those representing a serious and immediate risk to children. Interim bars are issued only for risks considered likely to result in a final bar.

II. Child-related work

Child-related work includes, but not limited to work in the following sectors:

- a. Early education and child care including education and care services, child care centres and other child care;
- b. Education schools and other educational institutions and private coaching or tuition of children;
- c. Religious services;
- d. Residential services including boarding schools, homestays more than three weeks, residential services and overnight camps; or
- e. Transport services for children including school bus services, taxi services for children with disability and supervision of school road crossings.

III. Child-related worker

A person who has physical contact or face to face contact with children in work outlined above in 4.5, including schools. This may include volunteer work.

A child-related worker may commence work once they have completed the WWC application process. An application is completed when the online application form is complete and the worker's identity has been proven at the NSW motor registry and the fee has been paid (if in paid work) and the WWC has been verified by the Catholic Schools Office.

IV. Disqualified person

A disqualified person is a person who has been convicted, or against whom proceedings have been commenced for a disqualifying offence outlined in Schedule 2 of WWC Act.

A disqualified person is a person who has a bar preventing them from working with children in child-related work.

It is an offence for an employer to knowingly engage a child-related worker when they do not hold a Check or who has a bar or an interim bar.

It is an offence for an employee to engage in child-related work when they do not hold a Check or have a bar or an interim bar.

V. Working with Children Check Clearance

A Working with Children Check (WWC) means authorisation under the WWC Act to engage in child-related work. An employee will be issued with a number which is to be provided to the Catholic Schools Office to verify the status of an employee's WWC.

8. PROCESS FOR MANAGING ALLEGATIONS OF REPORTABLE CONDUCT

- 8.1 Legislation establishes an allegation-based framework where the veracity of any complaint is tested through an internal inquiry/investigation process. The process for managing complaints remains consistent for all complaints or allegations, whether they require a report to an external authority or not.

8.2 First Steps

Once an allegation against an employee in a Catholic systemic school in the Diocese of Lismore is received, Human Services will:

- I. Determine on face value whether it is an allegation of reportable conduct;
- II. Consider whether the alleged behaviour constitutes criminal behaviour and whether the matter needs to be reported to the police. Clearance must be sought from the police prior to Human Services proceeding with a Reportable Conduct investigation;
- III. Consider whether the alleged behaviour requires a mandatory report to FACS;
- IV. Where conduct meets threshold of reportable conduct, notify the SGM who will inform the Ombudsman within 30 days of receiving the allegation via a Part A;
- V. Notify child's parents (unless specifically requested not to by police or FACS to ensure no compromise to their investigations);
- VI. Carry out a risk assessment in consultation with the Principal and take action to reduce risk/remove risk, where appropriate.

8.3 Risk Management and Assessment

- I. Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence;
- II. Human Services is responsible for risk management through the investigation and will assess risk at the beginning of the investigation, during and at the end of the investigation;
- III. One of the first steps following an allegation against an employee is to conduct a risk assessment. The purpose of the risk assessment is to identify and minimise the risks to:
 - a. The child(ren) who are the subject of the allegation;
 - b. Other children with whom the employee may have contact;
 - c. The PSOA;
 - d. The School; and
 - e. The proper investigation of the allegation.

- IV. The factors which will be considered during the risk assessment include:
 - a. The nature and seriousness of the allegations;
 - b. The vulnerability of the child(ren) the PSOA has contact with at work;
 - c. The nature of the position occupied by the PSOA;
 - d. The level of supervision of the PSOA; and
 - e. The disciplinary history or safety of the PSOA and possible risks to the investigation
- V. Human Services at the Catholic Schools Office will discuss with the SGM the appropriate action to take to minimise risks. This may include the PSOA being temporarily relieved of some duties, being required not to have contact with certain students, or being suspended from duty. When taking action to address any risks identified, Human Services will take into consideration both the needs of the child(ren) and the PSOA.
- VI. A decision to take action on the basis of a risk assessment is not indicative of the findings of the matter or that the alleged conduct by the employee did occur.
- VII. Risk management will be monitored throughout the investigation. At the completion of the investigation, a finding will be made in relation to the allegation and a decision made by Human Services on whether to proceed with disciplinary action.

8.4 Investigation Principles

- I. In consultation with the SGM, Human Services at the Catholic Schools Office will:
 - a. Plan and conduct the process giving consideration to procedural fairness principles;
 - b. Inform the person subject of the allegation (PSOA) of the substance of any allegations made against them and provide them with a reasonable opportunity to respond to the allegations (unless specifically requested not to by police or FACs to ensure no compromise to their investigations);
 - c. Make reasonable enquiries or investigations before making a decision;
 - d. Avoid conflicts of interest;
 - e. Conduct the investigation without unjustifiable delay;
 - f. Handle the matter as confidentially as possible; and
 - g. Provide appropriate support for all parties including the child/children, witnesses and PSOA

8.5 Investigation Process

The investigation process will be conducted by Human Services at the CSO or an external investigator will be appointed.

- I. Contact the parent/guardian of the child:
 - a. Advise parent of receipt of the allegation and seek approval to speak with the child (in the presence of parent/guardian or other relevant adult);
 - b. Explain the investigation process to be followed;
 - c. Inform parent/guardian that the allegation has been reported to the Ombudsman's Office;
 - d. Ensure the child is supported including the availability of counselling if required;
 - e. Explain the need for confidentiality; and
 - f. Advise they will be informed when the matter is finalised
- II. Interviewing witnesses and gathering information:
 - a. Interviews with the child (in the presence of the parent/guardian or other relevant adult);
 - b. Interviews with any witnesses the child or the person who has reported the matter puts forward;
 - c. Information is gathered from written statements, review of documents and records; and
 - d. All records of interviews and statements should be signed and dated.
- III. Contact PSOA:
 - a. Contact the PSOA and inform them of the allegation, whether or not the allegation is notifiable to the Ombudsman (and if necessary FACS). Follow up with a letter with the allegations of the reportable matter i.e. psychological harm, ill treatment, neglect, physical assault, sexual offence or sexual misconduct;
 - b. Advise the PSOA the details of the person who will be conducting the enquiry into the allegation. In general this will be a Human Services employee from the Catholic Schools Office however it could also be an external investigator;
 - c. Arrange a time to meet with the PSOA to provide them with an opportunity to respond. Alternatively the PSOA may respond in writing;
 - d. Inform the PSOA they may choose to have a support person present at the meeting who can be a IEU organiser or work colleague. It is not advisable to have a member of the Leadership team at the school attend as support person; and

- e. Provide the employee with the opportunity to avail themselves of counselling services via the Catholic Schools Office EAP.

IV. Interview with the PSOA

At the meeting with the PSOA, Human Services:

- a. Clarify any issue/s regarding the procedure to be followed;
- b. Inform the PSOA of the allegation that has been made providing as much detail as possible;
- c. Offer the PSOA the opportunity for a break in the meeting to allow him/her time to consider the complaint;
- d. Invite the PSOA to respond and records the response – the PSOA may elect to respond in writing;
- e. Ask for the name(s) of any witness/es to the alleged incident; and
- f. Assure that the issue will be dealt with promptly and confidentially and seeks confidentiality from all present at the meeting.

8.6 Findings

I. Preliminary Finding

At the conclusion of the investigation the investigator will recommend a finding, on the balance of probabilities, in relation to each allegation and forward this recommendation to the SGM. The available findings are:

- a. Sustained (i.e. a finding that the conduct occurred);
- b. Not sustained – insufficient evidence (i.e. there is some evidence of weight however there is insufficient evidence available to reasonably establish that the alleged conduct did occur);
- c. Where the evidence is of such poor probative value or lacking in weight, such as to warrant a finding that, on the balance of probabilities, the conduct did not occur);
- d. False (i.e. where inquiries into the matter show the matter did not occur). Some of these matters could be vexatious, for example where inquiries into the matter show the allegation was made without substance and to cause distress to the person against whom the allegation was made; or
- e. Not reportable conduct (i.e. where inquiries into the matter show the conduct was not reportable). For example, use of force that was trivial or negligible in the circumstances, conduct that was reasonable in the circumstances or accidental.

The SGM will consider and confirm the recommended preliminary finding after viewing all documentation related to the investigation.

The PSOA will be provided with a letter outlining the preliminary findings of the investigation and invited to provide any further information which will be considered.

II. Final Finding

Human Services in consultation with the SGM will consider any further information provided by PSOA and make a final finding. Where an allegation of reportable conduct exists the SGM will sign off on the Part B Notification and provide the Part B, with a copy of the investigation file, to the Ombudsman. The Ombudsman will review the file and advise the SGM whether or not it is satisfied with the process prior to closing the matter.

Following a sustained finding, the SGM will also provide the Part B and investigation file to the Office of the Children's Guardian.

III. Reporting and disciplinary action

The PSOA will receive written advice as to the final finding of the investigation.

The finding will inform a final risk assessment and any action Human Services considers necessary to mitigate risk. This may include increased

support, professional development, increased supervision/monitoring or disciplinary action, removal from duties or termination of employment.

IV. Advice to Notifier and/or Child's Parent/Guardian

Human Services advises the Notifier and/or the child's parent/carer that the matter has been finalised.

V. Documentation

Comprehensive documentation needs to be maintained throughout the process.

If a person interviewed does not wish to sign a document, it should be recorded that they were provided with a copy of the document and invited to make amendments.

At the conclusion of the investigation all documentation is filed confidentially by the SGM and separate from personnel files.

VI. Access to files

A PSOA may request access to records held by the Catholic Schools Office in accordance with the relevant Enterprise Agreement, the *Government Information (Public Access) Act 2009* (NSW), or other relevant legislation.

Mt St Patrick

Mt St Patrick College
PO Box 105, Murwillumbah NSW 2484
Phone 02 6672 2340
Email mshpcmbah@lism.catholic.edu.au
Web <http://mshpc.lism.catholic.edu.au>