KYABRAM ST AUGUSTINE'S

STRENGTH & KINDLINESS

2021 Family Handbook

2021
Family Handbook

Purpose of this booklet

This handbook is designed to assist parents and guardians to understand the processes and procedures at St Augustine's College. The effectiveness of the relationship between the school and parents/guardians rests on cooperation and mutual respect. This handbook forms part of the agreement between parents/guardians and the school, insofar as it identifies some of the important expectations that apply to us all. We look forward to your cooperation in the coming year as we seek to provide a learning opportunity that allows all students to flourish and grow.

Please attend to this document carefully, and if you have any questions, please contact the school.

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Vision, Mission and Graduate Outcomes

Vision

We seek to educate the whole person as a contributing member of the human community in Christ.

Mission

To work collaboratively with our school community to provide ALL our students the opportunity to succeed and to be filled with hope for the future.

Graduate Outcomes

St Augustine's endeavours to educate graduates to:

1. Be self directed responsible lifelong learners who have the confidence to take their own path and reach their full potential.
2. Be resilient and confident whilst maintaining a positive attitude to others.
3. Develop their knowledge and skills to live as an effective, self reliant and contributing citizen.
4. Have a social conscience enlivened by Gospel values and be a voice for those who have no voice.
5. Have a genuine care and respect for the environment.
6. Be full of hope, integrity, dignity and compassion for self and others.

Statement of Commitment to Democratic Principles

The programs of, and teaching at St Augustine's College, inspired by our values of *Faithfulness, Learning for Life, Human Flourishing, Partnership* and *Community*, support and promote the principles and practice of Australian democracy.

- We educate our students about the value of democratically-elected government and their place as a contributing citizen within our society.
- We respect and observe the rule of law and believe that no person is above the law.
- We respect equal rights for all before the law.
- We acknowledge freedom of religion and the need to practise tolerance and understanding of others' belief supported by our Religious Education program.
- We respect the value of freedom of speech and freedom of association and acknowledge that we have the responsibility not to abuse this freedom.
- We value the importance of openness and tolerance, and value and respect all members of the school community regardless of background.

College Values

We value:

Community

We are called to:

- welcome all, especially the most vulnerable.
- be a place of love, friendship and compassion.

Partnership

We are called to:

- image and practise justice and service.
- work for the common good of all persons.

Faithfulness

We are called to:

- be faithful to our Catholic heritage.
- invite others to prayer, liturgy, sacrament and the expression of gospel values.

Learning for Life

We are called to:

- engender a love of learning, hope and purpose.
- foster scholarship and the pursuit of wisdom.

Human Flourishing

We are called to:

- celebrate all that is good with joy and gratitude.
- promote the freedom to know our personal possibilities and shape our lives for good.

2021 Annual Action Plan

Catholic Identity	Pastoral Wellbeing	Leadership	Learning and Teaching	Stewardship of Resources
ACTIONS:	**ACTIONS:**	**ACTIONS:**	**ACTIONS:**	**ACTIONS:**
Provide opportunities for staff and students to explore Brigidine and Augustinian spirituality. **Horizon Commitment 2**	Develop the understanding of mental health and its impact on the foundations of learning. **Horizon Commitment 3**	Review, develop and implement an effective staff and student induction program. **Horizon Commitment 1**	To ensure a guaranteed viable curriculum for ALL students through: • Mapping of Literacy and Numeracy to establish consistent, evidence based practice throughout the College. • Evidenced based adjustments established from research and functional impact and linked to AITSL standards. **Horizon Commitment 1 & 2**	To build on the work of the Design Team and commence the construction of the F-8 Design 'Halo' project Stage 1 which will provide flexible learning environments that support the curriculum design that offers stimulating and purposeful learning. **Horizon Commitment 1**
Provide professional learning to enable staff to understand the biblical foundation of Catholic Social Teaching. **Horizon Commitment 1**	Develop strong partnerships between Student Learning and Professional Practice, Community and Wellbeing teams, to foster and enhance learning experiences for all students. **Horizon Commitment 3**	Lead a process in which a school-wide improvement agenda is developed that is researched based and measurable. **Horizon Commitment 2**	Continue to build and model collective efficacy through evidence based, high impact teaching strategies which will contribute to a feedback-rich school. **Horizon Commitment 3**	To strengthen and refine the College media and communication systems. Focusing on the flow of communication between College and community. **Horizon Commitment 3**
Provide regular opportunities for students, staff and parents to participate in liturgical celebrations. **Horizon Commitment 2**	Develop a framework to embed Social Emotional learning and General Capabilities within the time allocated to our TA structure. **Horizon Commitment 1**	Formalise leadership development for staff and student leaders, while providing leadership opportunities to all staff and students. **Horizon Commitment 3**	Develop strong partnerships between Student Learning, and Professional Practice and Wellbeing to enhance learning experience for our students. **Horizon Commitment 1**	To enable the actions of the 2020 AAP to be realised by fair and equitable resourcing of the financial, physical and human resources available to the College. **Horizon Commitment 2**
Provide professional learning for teachers of Religious Education in areas including Shared Christian Praxis, Source of Life Curriculum and Godly Play. **Horizon Commitment 3**	Develop strong and consistent processes which embed Positive Behaviour Support Interventions across the College. **Horizon Commitment 2**	Enhance the capacity of staff to build a culture within teams that promote healthy, professional and collaborative working relationships. **Horizon Commitment 1, 2 & 3**	Develop a sequential structure that allows students to progress along their chosen pathway. **Horizon Commitment 1**	Finalise the review of camps and immersions, ensuring their ongoing viability and alignment to curriculum and student outcomes. **Horizon Commitment 2**

Important dates for 2021

TERM DATES

Term 1	Wednesday 27 January – Thursday 1 April
Term 2	Monday 19 April – Friday 25 June
Term 3	Monday 12 July – Friday 17 September
Term 4	Monday 4 October – Thursday 16 December

PUPIL FREE DATES

The following pupil free days have been approved by College Advisory Council. The dates have been chosen to coincide with Kyabram P-12 Pupil Free days and to try and balance the days of the week impacted across the year.

Wednesday 27 January	Staff Day / Pupil Free Day
Thursday 28 January	Staff Day / Pupil Free Day
Friday 29 January	Staff Day / Pupil Free Day
Monday 1 March	Buses not available ***Students are required to attend school***
Monday 8 March	Labour Day
Friday 2 April	Good Friday
Tuesday 27 April	Subject Teacher Conversation / Pupil Free Day
Friday 11 June	Staff Spirituality Day / Pupil Free Day
Wednesday 25 August	Subject Teacher Conversation / Pupil Free Day
Monday 1 November	Staff Day / Pupil Free Day
Tuesday 2 November	Melbourne Cup
Thursday 5 November	Buses not available ***Students are required to attend school***
Friday 10 December	Last day students
Monday 13 December	College Curriculum planning for 2022
Tuesday 14 December	Staff Spirituality Day
Wednesday 15 December	Planning 2021
Thursday 16 December	Last day staff

We have discerned our days for 2021 based on the following need and rationale:

- Maintain the 2 Subject Teacher Interview Days
- Minimise time out through the term hence days at the end of the year
- Importance of Staff Spirituality being a part of our annual staff formation

College houses

The logo for **Brigidine House** depicts an oak tree imposed on the Brigidine cross. The oak is connected to the story of St Brigid, as Kildare (place of the Oak) was where she founded her first monastery. The tree also stands for strength, growth and St Brigid's love for the earth and God's creation.

Bold, Brave and True captures the essence of St Brigid and the many qualities she displayed throughout her life and ministry.

The logo for **Delany House** depicts a shamrock and the Southern Cross. The shamrock represents Bishop Daniel Delany's loyalty to the people in Ireland. Daniel returned to Ireland from France at a time when the Irish Catholics were impoverished and oppressed. The Southern Cross, also found on our College logo, marks the coming of the Brigidine Sisters, who were founded by Daniel Delany, to Australia and then Kyabram.

Be Not Afraid (Be Delany) captures the courage of Delany and in turn the sisters, who left what was known and comfortable, and answered God's call to bring the Good News of the gospel to others in need.

The logo for **Augustine House** is inspired by the emblem of the order of St Augustine which is part of our College story, however, the focus is particularly on the flame. St Augustine strongly believed in the power of community and friendship, which is at the heart of Augustine House. The flame represents passion, commitment and a love of life and learning.

Hearts on Fire captures once again the communal aspect of the team and provides a sense of mission, purpose and energy. St Augustine was one who lived life to the full and this motto hopes to inspire our house members to do likewise.

College Leadership Team

The Leadership Team is responsible for the Catholic ethos, educational leadership, pastoral wellbeing, curriculum and implementation of school policy as formulated for the day to day running of the school.

Principal: Brayden Stone

Deputy Principals: Melissa Key – Student Learning and Professional Practice
Carolyn Goode – Wellbeing
Kylie Morrissey – Catholic Identity and Community

Leadership Team

F-4 Community Leader Student Learning and Professional Practice:
Erin Emmett

F-4 Community Leader Community and Wellbeing:
Penelope Jenner

5-8 Community Leader Student Learning and Professional Practice:
Corey Carver

5-8 Community Leader Community and Wellbeing:
Anthony Poppa

9-12 Community Leader Student Learning and Professional Practice:
Brad Downie

9-12 Community Leader Community and Wellbeing:
Michelle Downie

General Information for Parents and Guardians

Accidents and illness

Despite our best efforts to avoid accidents occurring, when they do happen we act promptly to minimise injury or aggravation to injury. It is our policy to seek the best medical support for students who suffer injury from an accident. This may involve calling an ambulance. We have the same response to serious illness.

Whilst school accidents are covered by insurance (see below), this insurance does not cover the costs of ambulance callouts. Parents need to be aware of this, as costs of ambulance travel have to be met by parents.

Ambulance costs are very high. For example a minimum call-out is $1,500.00, an emergency trip to Bendigo is $2,500.00+, a trip to Melbourne is $4,500.00+.

We strongly recommend that families consider taking out membership of an Ambulance Fund, which covers all ambulance transport for the family. Pensioners and holders of Health Care Cards are entitled to free ambulance transport for all persons listed on the card.

All students will be covered by the Catholic Church Insurance (CCI) School Activities Insurance cover, which covers students on school camps, school sports (including sports out of the school hours, as long as they are organised by the school), work experience, as well as travelling to, and from, school or school activities. This also includes any activity organised or authorised by the school.

To reduce the risk of transmission of COVID-19 any unwell staff, children and young people should remain at home. All unwell students must stay home. If a child is unwell parents/guardians should arrange testing for COVID-19 and students should stay home until the test result is known. KDHS can be contacted on 5857 0212. If a positive result occurs, parents/guardians should contact the College immediately.

Anaphylaxis management

Anaphylaxis is the most severe form of an allergic eaction, and whilst all staff undertake training on anaphylaxis management, parents must ensure that they inform the College if their child has been diagnosed at risk of anaphylaxis.

Parents of an anaphylactic student must meet with their Teacher Advisor (TA) at the commencement of each school year to complete an individual anaphylaxis management plan, this includes an ASCIA Action Plan. Parents must also provide the school an auto-injector device and medication if required.

Parents are also required to inform the College if their child's medical condition changes and to provide an up to date photo for the emergency plan. Our College follows procedures that are compliant with Ministerial Order 706 in relation to anaphylaxis management.

Anti-bullying

St Augustine's College believes that people have a right to be safe and feel safe, to feel valued and to feel affirmed. The school aims to provide a no bullying culture. Our Pastoral Wellbeing Policy states that we believe:

- all children have the right to be safe and feel safe.
- in providing a safe environment that facilitates learning appropriate to the student's stage of development through school wide positive behaviour supports (SWPBS).
- in developing positive relationships, resilience and empathy.
- in developing each student's ability to take responsibility for their actions and to understand and deal with consequences in a variety of personal and social situations.

Any student who believes they are a victim or who knows someone is a victim is encouraged to speak up and report the bullying. TA teachers or Community Leaders are all open to listening, however we also have an online option using the Student Wellbeing Self Referred Form on SIMON under school related links.

Asthma, epilepsy or diabetes management

Students who experience asthma, epilepsy or diabetes require an up to date Management Plan written and signed by their GP/diagnosing specialist each year. The relevant forms are available from the office. Parents are asked to consult with their GP to complete the details of the plan and have it returned to the College before the school year begins or upon diagnosis. The Wellbeing Leader organises a meeting with the parents to ensure a College management plan is in place and signed by the parents.

The information provided is displayed for staff and emergency teachers.

Assemblies

The whole school gathers normally fortnightly to share a prayer reflection, acknowledge achievements and share newsworthy events. Dates for assembly will be advertised at the start of each term. Many parents and family members attend both whole school and unit assemblies. All are very welcome. Communication of these events is through the coming events calendar on the newsletter or available through PAM.

At present, our goal has been to encourage physical distancing and reduce large gatherings. For this reason whole school assemblies do not occur. Forums for larger groups will occur through zoom.

Attendance

Schooling is compulsory for children and young people aged from 6-17 years unless an exemption from attendance or enrolment has been granted. Daily attendance is important for all children and young children to succeed in education academically, socially and developmentally. School participation maximises life opportunities for children and young people.

The school day begins at 8.50am with TA (Teacher Advisor Group) for students in Years 5-12. Children from F-4 are encouraged to be in classrooms engaged in morning routines from 8.50am ready to start at the 9am bell. Students must attend school every day and be present for the beginning of every lesson unless they have a legitimate excuse, identified by the College or their parents/guardians. When a student is absent, parents/guardians are expected to notify the College office at their earliest convenience. Messages can be left prior to the office opening at 8.00am.

Parents can also log in to PAM to notify of their child's absence and check their child's attendance record in real-time through PAM.

Our student attendance guidelines state the following responsibilities:

Parents

- Ensure their child attends school daily.
- Inform the school of the reason for a child's absence.
- Inform the school in advance of upcoming known absences.

College

- Records student attendance twice daily in primary classes and for every period in secondary classes through SIMON.
- Follow up student absences through communication with parents.
- Note the reason for absences.
- Report any concerns re absences to the Wellbeing Team.
- Report the annual rates of attendance to the community through the annual report.
- Ensure regular monitoring of attendance data.
- Follow up unexplained or repeated absences with families and or external agencies.

For long absences, arrangements must be made with the Principal regarding the holding of a place.

Our roll marking system notes student absences as follows:

- School Related Absences (SRA) would be entered if the student is missing a class which would still be running on that day. For example, if there is an all day Biology excursion or a team is attending inter-school sports.
- School Acknowledged Absence (SAA) would be entered if the student is missing a class which would not be running on that day. For example, school sports day.
- Parent Notified Absence (PNA) is used by the TA/classroom teacher or office staff when a parent has notified of an absence - e.g. illness, family holiday etc.

Bus travelling

Country children wait with the bus duty teacher until 3.25pm. Then they either catch the early bus or if a late bus traveller, they wait with the bus duty teacher where they are supervised. If your child is a bus traveller please provide their teacher with a written note, stating time and route. At all times respectful behaviour is expected of our bus travellers. Junior students are able to be buddied with older students until they become familiar with bus routines. Further information about buses can be accessed through Nicole Elliott at the front office.

Canteen

An excellent lunch service is provided by the school canteen. An itemised price list will be available with the first newsletter of the year and/or upon request. Children are encouraged to eat all lunch or take it home. No food is to be put in the bins. Foundation to Year 2 students do not attend the canteen. Instead all orders and change are delivered to their classroom.

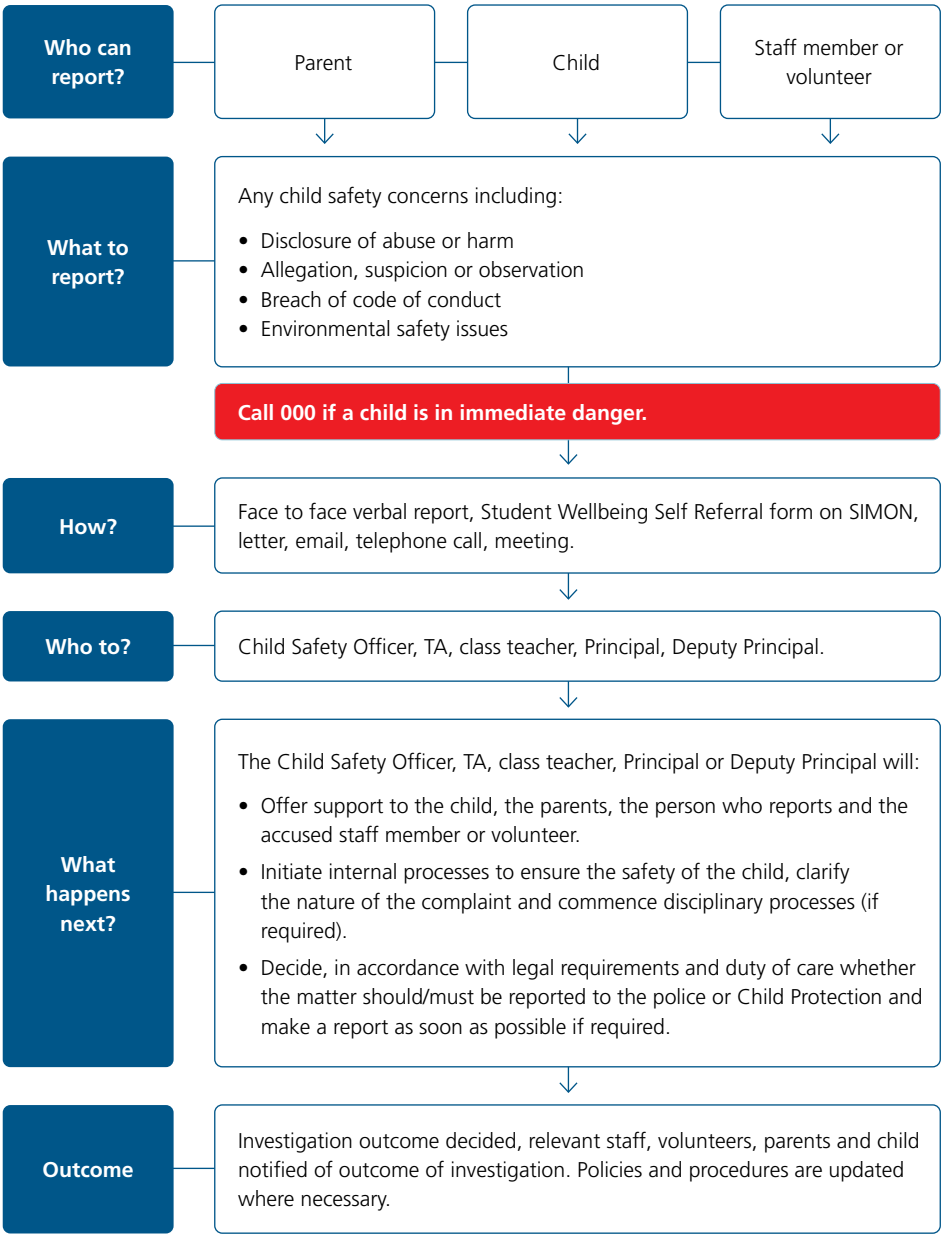
Years 3 & 4 lunches are delivered to the classroom and other preordered morning tea items are picked from the canteen window. Years 5 to 12 students hand their morning tea and lunch orders into the box located near the canteen window in the morning and pick them up from the canteen window at recess and lunchtime. The canteen operates on a preorder system only.

Child Safe organisation

As a Child Safe organisation all staff are committed to providing a safe and nurturing environment for all of the young people in our care. We are committed to ensuring that the seven Child Safe standards are explicitly adhered to by all staff members and volunteers to ensure a safe and supported environment for students to grow, learn and flourish.

Further information, including the processes for making a report regarding a disclosure or concern around child abuse, can be found on our College website under the 'Wellbeing' tab: www.sakyabram.catholic.edu.au/wellbeing/child-safety

Child safety reporting process



Communication

St Augustine's College is committed to developing and maintaining strong relationships between families and the College community. Parents are always welcome and encouraged to make contact with the College, and the following pathways for communication are also in place: a fortnightly newsletters and SMS, email contact, subject teacher conversations and Teacher Advisor Program. The College website also provides valuable information for upcoming events. The primary mode of parental access to information, including student progress is through the online PAM. If you do not have your own unique family login and password please contact the office.

Courtesy and respect

Despite the circumstances in which we, students, parents and/or staff may find ourselves, it is a very clear expectation that our response to any situation is one which conveys courtesy and respect for the dignity of others. Crude or offensive language, outbursts or actions which are violent, or which imply violence, will not be tolerated by students, parents or guardians. This also applies to the use of electronic communications.

The college has a parent code of conduct which is a condition of enrolment and re-enrolment at the college. A copy of the parent code of conduct is accessible on the college website under the policies portal and can also be requested from college reception.

Cyber safety

Source: Child Youth and Women's Health Service – Parenting and Child Health site

Cyber bullying is a more sophisticated form of the bullying that takes place in schools, playgrounds, worksites and wherever there are groups of people. It is done with the intention of harming another person. Unlike the regular kind of bullying, cyber bullying is not face to face and it can follow a person into places which are usually safe – such as in their own home. It may even be being perpetrated by a bully who doesn't actually know the victim, and it can be very hard to trace back to the bully as the real name may not be used.

Cyber bullying uses the Internet, mobile phones or other electronic communication systems to send or post text or images in order to hurt or embarrass someone. Some of the things that cyber bullying include are: teasing and making fun of someone, spreading false rumours online, sending unwanted messages, sending the same negative messages repeatedly, defamation or taking embarrassing photos and passing them on without permission. Cyber bullying may involve occasional messages, but it can also be frequently repeated, highly disturbing messages. The targeted person often feels powerless and may not know how to stop it or who it is coming from.

Prevention

It is best if young people can prevent cyber bullying happening by guarding contact details:

- Only give your mobile phone number, instant messaging name or e-mail address to trusted friends, and keep a note of who you've given it to.
- Consider using caller ID blocking to hide your phone number when making calls.
- Similarly, don't leave your name on your voicemail.
- Don't give your details to people you don't know – or don't want to know!

What parents can do

Get involved by learning all that you can about the information and communication technologies that your child is using. Your child will probably rather enjoy 'being the teacher' and showing off their skills.

1. Discuss the issue of safety with your child. Reassure your child that you are there if they need help.
2. Watch out for signs that your child is being bullied online. Maybe they don't want to use the phone or computer, or maybe they try to get out of going to school or are not using their mobile.
3. Talk to your child about using the phone and internet responsibly. Eg, that they shouldn't send any messages or post anything on a website that could embarrass, harass or upset others. Suggest that they ask themselves the question, "How would I feel if someone was doing this to me?"
4. Work out the rules with your child for the use of technology in your family and the consequences for not sticking to them.
5. Report bullying to the school if that is where you suspect the bullying is coming from.
6. Links to reporting online abuse can be accessed through the eSafety Commissioner website located at www.esafety.gov.au
7. If serious threats are being made then the matter may be reported to police. Your local police station will tell you about this.
8. Report the problem to your phone service provider if the mobile phone is the instrument used to bully. They also will have ideas about what could be done to lower the risk of bullying by phone.
9. If you think your child may be bullying someone else you could check the phone account to see where the calls are going.
10. You might check your child's phone messages, in and out boxes, if you suspect bullying is taking place – but you need to consider your child's rights to privacy too – and this can be difficult to balance.

Other Sites:

Bullying - No way: An Australian site created by and for Australian school communities.

Advice for parents, schools and students about all forms of bullying.
www.bullyingnoway.gov.au

The eSafety Commissioner website provides a comprehensive guide for parents, young people and educators regarding online safety. There are links to reporting online abuse as well as advice and support services.
www.esafety.gov.au

eSmart

eSmart Schools is a behaviour-change initiative in over 2,200 schools across Australia. The eSmart Schools Framework is designed to help schools improve cybersafety and reduce cyberbullying and bullying. We are an eSmart school.

Emergency contact information

Quite frequently we need to contact parents regarding the welfare of their children, particularly on occasions such as accidents or illness. It is of vital importance that your contact details be up-to-date in regard to address, telephone numbers, contacts, etc.

Emergency management plan

Each staff member is familiar with and has information of our "Emergency Management Plan". Evacuation drills are carried out at least once per term to ensure all children and staff are well practised in responding to the various emergency situations that may arise.

Exit process

A student who intends leaving the school during the year should notify their Community Leader and arrange an interview with the Principal.

As a College we also wish to ensure that students leaving the College are offered every possible support and are fully aware of the options open to them. The Principal, Community Leaders, Pathways coordinator, TA teacher and subject teachers may all have something to contribute.

On many occasions we become aware of the student's intention to leave when they request an 'exit form'. This request is made to the enrolment coordinator and is granted if there is a note from the parent/guardian or if phone contact has been made in advance The family interview is to be convened by the Principal and will involve other members of staff as deemed appropriate or whom the family request to be present. The purpose of the family interview are as follows:

- To ensure that the student really wants to leave the College.
- To ensure that all College support measures are in place for the departing student.
- To inform families of support mechanisms outside of the College, should the decision be made that their student will leave.
- To evaluate our performance.

If any member of staff becomes aware that a student is contemplating leaving, the Principal should be advised and they will arrange contact with the parent/guardian and arrange a meeting with them and their daughter/son to discuss the situation. This is an attempt to address an emerging situation in a proactive fashion.

Family holidays during school times

Removing children from school for an extended period of time can impact on their learning. Parents who wish to take children out of school during school time for an extended period of time are requested to inform the Community Leaders, in writing no later than 3 weeks ahead of the intended time of the holiday. The Principal will consult with the Community Leaders and appropriate members of staff about the intended student absence and parents will be notified of any concerns in relation to the request. Depending on the age of the student, they may be expected to complete some work tasks whilst away.

Fees and levies

The College fees and levies are determined in December each year. Families are provided with a payment plan to meet payments weekly, fortnightly, monthly or quarterly. Payment options available are cash, cheque, credit card or direct debit. All fees are required to be finalised by November in each year.

Finance

The school is financed by:

1. Recurrent Government funding – State and Federal based on the number of students at the school
2. School fees

Grants money and school fees assist in providing for staff salaries, maintenance, administration, refurbishments and class materials.

General office

The College office is open to assist with any queries, information or appointment arrangements. All visitors to the College, including parents and guardians, must report to the office before continuing onto the grounds unless dropping off or picking up students at the start or end of the school day. Office staff will endeavour to pass on messages left for students at recess and lunchtime.

Hours

Monday to Friday: 8.30am - 4.00pm

Government allowances

Camps and Sports Excursion Fund (CSEF)

The camps and schools excursions fund payment scheme provides families that hold a current health care card, Veterans assistance card or are a temporary foster care family with financial assistance, with camps and excursions for the school year. If you hold one of these cards, please contact the school office to complete an application form.

Conveyance Allowance

A conveyance allowance is payable to students who live more than 4.8 kilometres from their closest bus stop. Application forms are available from the Office.

Grounds

The school grounds are private property and only those with legitimate business should be on the property. Students should not encourage visitors/friends to call or visit them during the school day. All visitors must report to the College office.

Learning and Teaching Framework

The following framework was developed by our College following a year long process of discernment, research and leadership work with Dr Julia Atkin. It represents the key principles around learning that guide our teaching practices, creation of environments and engagement of students in the learning process. Whilst these principles are supported by educational research they are also supported by the evidence of what our teachers have found works best for our students.

Principle 1: Knowing the learner

We believe that students are individuals with differing learning styles, strategies, prior knowledge, experiences and intelligences. Students respond best when their learning is tailored to their individual needs and interests and can be presented, expressed and assessed in a supportive and collaborative environment. They are encouraged to develop skills in identifying and questioning values and beliefs, acknowledging and challenging assumptions and placing learning within context. Our students grow most effectively when they deeply reflect on their learning with a view to future growth.

Principle 2: High expectations for all learners

We expect nothing less than our own personal best in all that we do. High expectations for all learners are underpinned by a growth mindset. Learners are challenged and extended through differentiation and scaffolding. A commitment to the success of each learner is supported by shared accountability and consistency of expectations. Feedback for growth is undertaken by quality dialogue between learners, teachers and families and is the basis in which we collaborate for improved outcomes.

Principle 3: Learning in collaboration

We understand ourselves as social beings who learn from each other in many different ways. Neuroscience confirms that we learn through social interaction, therefore opportunities for collaboration are key to a rich, contemporary learning environment. Rinaldi (2009) reminds us that "Learning is an ongoing and reciprocal process that comes from relationships with one another and the environment." Learning in collaboration requires an environment where respect and trust are present. The skills and attitudes we develop through working in collaboration with our peers translate into transferable, lifelong skills which enable us to be positive, contributing members of the wider community.

Principle 4: Purposeful learning

We believe that when the learner has an authentic stake in their learning powerful things happen. We believe that learning is continuous. Learners can achieve this by being enquiring, curious, passionate, reflective, creative and critical thinkers. Learners take responsibility for their learning in a framework that is inspiring, dynamic and rigorous with the learner at the centre. They draw on knowledge at the time of learning and understand the motivation they need to succeed. They are empowered to know that their learning and actions have a purpose beyond the classroom, in a global, contemporary society.

Principle 5: Learning in a safe and supportive environment

The physical and emotional wellbeing of young people are essential pre conditions for learning. Learners thrive in environments that are safe, supportive and foster a sense of belonging. Consistent expectations around positive behaviours promote learning.

Mutually respectful relationships encourage a learning culture that builds confidence and resilience whereby mistakes are seen as opportunities for growth. Purposeful and intentionally designed learning environments provide stimulating and flexible opportunities for learning. The integrated use of technology ensures our learners are connected to the world.

Library

The library aims to support the educational programs of the College and the reading interests of the students. Our collection includes books, electronic books, journals, equipment such as cameras and newspapers. All of these may be used within the library, taken home or accessed online through our St Augustine's Library Catalogue link on SIMON.

Students are welcome to use the library before school, at recess and lunch time and after school. The library is a shared space used by the whole school so we need to show respect for each-other by working quietly.

Trish Baker and Jo Oliver will be happy to assist if you have any questions.

Hours
Monday to Friday: 8:30am - 4:15pm

Lockers and student tubs

Lockers and student tubs are to be used for storing student equipment. Items of value should only be left in a locked locker. Families are required to supply a lock to secure student belongings. Where there are reasonable grounds to suspect that there is material in the locker which is inappropriate or illegal, lockers can be searched by a member of the College Leadership Team.

Medical conditions

It is essential that school records are kept up to date about a student's medical condition, especially as to its impact during school hours. Parents/guardians are asked to notify the class teacher (F-4) or TA (5-12) if there is relevant information to be shared. In the event of a serious health issue, failure to inform the College could be considered a breach of the enrolment contract.

Medicines (First aid procedure)

Parents/guardians are required to supply medication in its original packaging which includes the name of the student, the date, the dose and the time it is to be given. Medication may then be transferred to a weekly dispenser pack. The 'record of medication provided' will be signed by both the parent/guardian and an office staff member. All medicines are administered by the office staff. Students may only take their medicine by going to the office and obtaining their medicine from the office staff The student's name and medicine name will be written on the medicine record sheet provided in the office.

Mobile phones

If a student brings a mobile phone, a smart watch or associated device to the College the requirement is:

- Mobiles phones are to be switched off (or on silent) while at school and locked in lockers during school time (from first bell at 8:50 am to last bell at 3:20 pm)
- Smart watches need to be put in 'aeroplane mode' if they are worn at school
- When not at school but at a school event, mobile phones should remain switched off or on silent, be out of sight, and in a secure location

- Air pods, blue-tooth headphones, earbuds are to be paired/connected only with school computers. These are only utilised in class with teacher permission. No student should have these devices on in the yard or at school event
- Students who need to make 'important' phone calls during the day are asked to go to the College office and request assistance from the receptionists.

St Augustine's College does not accept any responsibility for the loss or damage to mobile phones, smart watches and associated devices such as air-pods, earbuds, headphones or Bluetooth speakers.

Parent may contact their son or daughter by ringing the College office on (03) 5851 3000. A message will be delivered to the student as soon as practical. If a student is unwell, contact with parents should be made through the College office.

Newsletter

A newsletter is emailed home fortnightly to each family. The newsletter contains current news, coming events, sporting reports and requests for help at certain times of the year. The newsletter is available via email or on the school website www.sakyabram.catholic.edu.au, or if requested, a hard copy can be provided.

Operoo

Operoo has an innovative parent controlled electronic medical form for schools, clubs and other groups with a duty of care. It's an electronic version of the paper based forms you're always having to fill in for excursions, camps, etc. It provides you the opportunity to update medical information promptly and accurately while providing the school with instant access to the emergency information provided by you. We will be using the Operoo system in the best interest of the children whilst also reducing the burden on you to fill out the same information on multiple forms throughout the year.

All excursion,camp permissions and information will now be via Operoo.

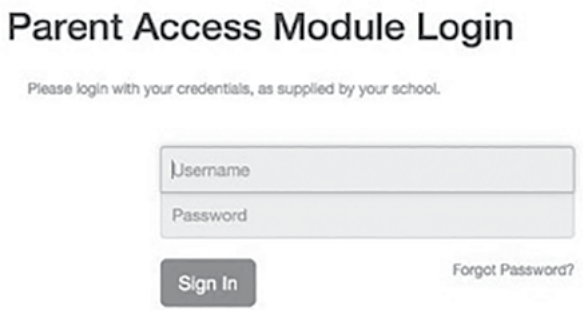
Please ensure your email address is up to date with the school office.

PAM

PAM is the Parent Access Module for the school operating system. Parents can log in with their unique code to view general school information including daily messages, upcoming events and timetables and track due dates for assessment tasks for all students in Foundation to Year 12. This portal is also where parents access all student reports. Parents are provided with a personal access code which is provided to each family shortly after the student commences at the College.

How do I log in to PAM?

Go to web.sakyabram.catholic.edu.au:88
Enter the unique username and password provided to you. If you cannot find your username and password, please contact the College office.



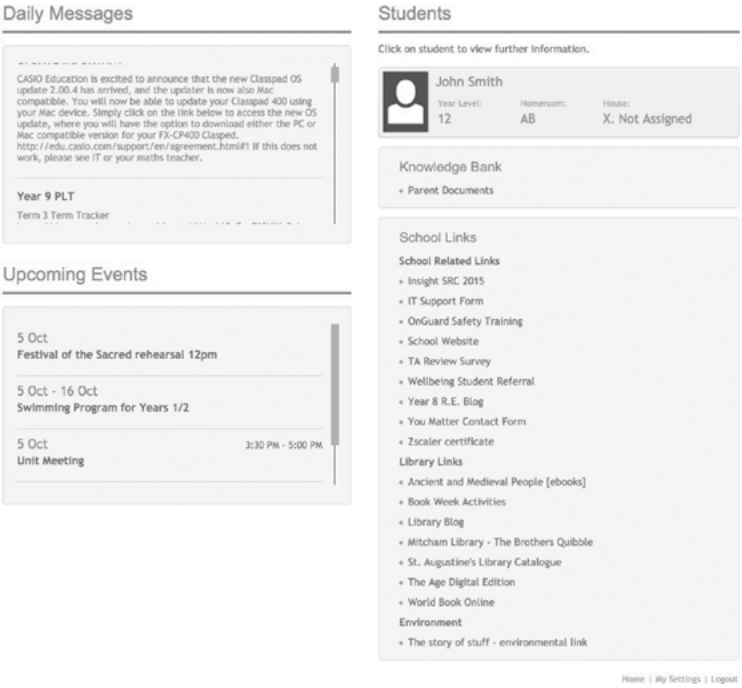
On your first login, you should set your email address. Click **MY SETTINGS** tab in the top right corner of the screen.

Here you can reset your password as well.

Home Screen

After you login you will be presented with the home screen. Here you can view information for each of your children currently attending the school. Click on each student's name for additional information. Daily messages from school as well as upcoming events are displayed in the left hand column.

Additional documents and further information can be found under the Knowledge Bank tab in the right hand column.



Parent assistance

Parents are encouraged to assist in various areas within our school. Parents choose to assist in many ways and are encouraged to assist in many class activities. We are indeed grateful to all parents who offer to assist our school.

As part of our compliance with the Child Safe Standards all volunteers, including parent helpers, are now engaged at the College following a written application, interview and reference check. All volunteers must hold a current Working with Childrens Check. Application forms can be obtained from the office.

Parental/family engagement

College Advisory Council

The College Advisory Council is an advisory group for the Principal and is an active forum for parents and community participation, providing support and advice principally in strategic planning and school improvements.

Membership

Prior to the expiry of the term of office for elected members, nominations will be invited through the College newsletter. All parents are invited to submit their intentions. Nominations should be in writing and delivered to the Principal by the designated date

The Council's strategic leadership includes:

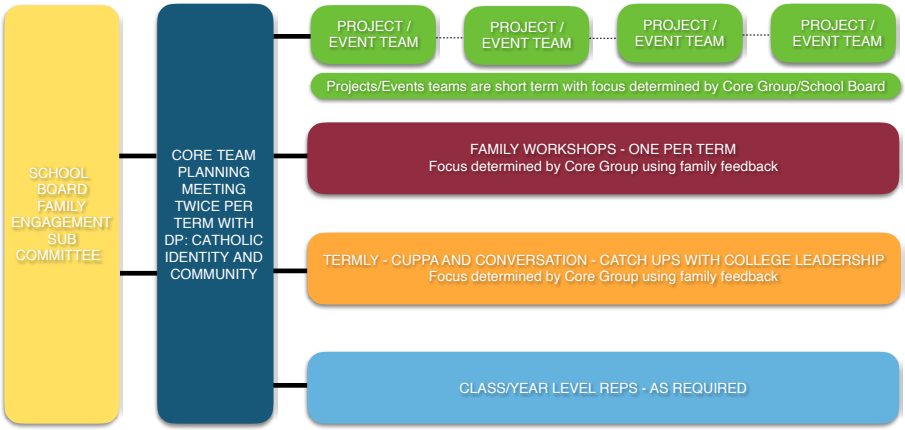
- Renewal and development of the Vision of the school support for the development, implementation and cyclic review of school policies in line with CES policies and VRQA compliance requirements.
- Collaborative development of the school improvement plan and the annual action plan.
- Support for the cycle of school review.
- Oversight of the annual budget, financial statements and capital planning.

Family Engagement Framework

The key goals of the framework are:

1. To reach out to all associated with the school to build a friendly and welcoming faith filled community which seeks to involve all its members.
2. To promote positive communication amongst the school community.
3. To provide assistance from a parental perspective to the School Board in school improvement processes informed by the annual action plan.
4. To provide opportunities for families to gain insights into the life of the school, current development in education and Catholic education in particular.
5. To promote the building of community through support of school and parish events.
6. To raise funds to provide resources and opportunities for enriching the learning environment of the school.
7. To provide avenues for social interaction between parents and friends of school students.

FAMILY ENGAGEMENT FRAMEWORK



Parking/pick up and drop off zone

St Augustine's College priority is the safety of our students and staff, when entering and exiting the College grounds.

Church St Drive Through

- When entering Church St Drive Through, to move as far down as possible without blocking off to the flow of traffic.
- If the Church St Drive Through is full, please complete a drive around the block and re-enter
- Parish House entry is to be clear at all times.
- Students are to enter and exist vehicles from the footpath side at all times.

Church St and Tulloh St Exits

- Students walking, riding or being picked up by parents should only be using the Church St or Tulloh St exits.
- Years 5-12 students using the Tulloh St crossing will exit from the gate between the Tolle Lege and Strength and Kindliness buildings before moving down to the crossing.

McCormick Rd Exists

- Bus travellers only to use the McCormick Road gates.
- All other students will be required to use the Church St school exit.
- Families may park in McCormick Rd and and walk down to meet your children at the Church St entrance

Car Parking

- Croquet and Bowl Club are available for parking.
- Please adhere to signs displayed in the Croquet and Bowls Club parking area.
- Children are not to walk on greens/ lawns of the Croquet and Bowls Club
- Do not park along the grassed area at the front of the church.

In order to practise physical distancing and minimise the interaction of students and adults within the school and at school entry points, the College has staggered drop-off and pick-up times. This is to reduce the number of adults congregating at the school gate or footpath. Parents are not permitted on school grounds and should drop off and pick up in the allocated zones

Pastoral Wellbeing

Our St Augustine's community is unique in culture and character; therefore, our pastoral wellbeing system is also unique. We take our inspiration from the life of St Augustine and the work of the Sisters of Saint Brigid. Our care for each other is an expression of our Vision and Mission Statement in alignment of our College Values.

Our processes and structures have been established to assist all students and their families and to strengthen and support student wellbeing across the College.

Wellbeing is at the forefront of the Teacher Advisor system across the College. The TA group is at the basis of the wellbeing program with TA teachers playing a key role in ensuring the needs of students in their care are addressed.

The College also conducts a range of formal programs and age specific programs aimed at enhancing wellbeing and resilience. The You Can Do It Program is taught in Foundation to Year 6, with the College currently in the process of establishing a social emotional program to work alongside our SOLE framework from Foundation to Year 12.

Our College Pastoral Wellbeing team is available to support students and families.

The following staff form the team:

- Penelope Jenner, F-4 Community
- Anthony Poppa, 5-8 Community
- Michelle Downie, 9-12 Community
- Joanne Giudicie and David Adamson, Student Wellbeing Officers
- Carolyn Goode, Deputy Principal Wellbeing

St Augustine's College engages additional support for students and their parents/guardians through external referrals to services such as Catholic care, KCLC family services and Orange Door/ Child First.

St Augustine's College realises the worth in expressing a real care for each other. All members of our community, whether they are students, staff or parents, should feel comfortable in the knowledge that an appropriate level of support will always be available.

Permission to leave the College during the day

Students are able to leave the College providing they have parental/ caregiver permission. This should only be for essential appointments which can not otherwise occur out of school hours. Students need to present a note from their parents or caregivers to their TA teacher stating the reason and period of time they request permission to leave the school grounds. The TA teacher will sign the note, then the student takes the note to the office staff and is granted permission to sign out. If the student is returning, upon the student's return, the student needs to then sign back in at the College office. All F-6 students must be accompanied by a parent when leaving the College during the day. Years 7-12 students are encouraged to be accompanied by a parent/ caregiver.

Positive behaviour support

It is our goal to develop every aspect of a young person's life – physical, emotional, social, spiritual and intellectual.

Positive behaviour support plays an important part in shaping the life of a young person. Self-discipline including responsibility and accountability for behaviour should always be encouraged.

Our school follows a PBS (Positive Behavioural Supports) framework, known throughout the College as SOLE. Our expectations are based around RESPECT - Respect for self, others, learning and the environment. Our school promotes the development of self-esteem and social skills to ensure that we acknowledge and value the contributions of others. We believe it is important to recognise and acknowledge positive achievements by our students. This is done via TA meetings, assemblies, College social media and newsletters.

Staff members work with students to teach, explain and model appropriate behaviour in a teaching and learning community. Students are provided with opportunities to learn how to interact with each other to develop an understanding of how our behaviours affect and impact other people.

Because we believe that every student has a right to learn and every staff member has a right to teach.

There are consequences for students whose actions deny these rights to others.

Young people attending our school have a right to be safe and feel safe, so there are consequences for students who mistreat others physically, verbally, socially or emotionally.

Restorative practices, behaviour support and other plans are used to rebuild right relationships between students and staff and to teach acceptable behaviour. For more serious incidents, consequences may include removal from particular activities, in school detentions or external suspension. In extreme cases expulsion may result. This would only occur in line with Catholic education and Department of Education guidelines. Further information is available on the College website in the policies portal: Student Behaviour Management Policy

These consequences are explained to students so that when they make decisions, they are aware of the consequences of their decisions. We have an extensive cyber safety policy which can be accessed through the school website or the PAM module.

Privacy legislation

Privacy legislation is implemented at St Augustine's in a number of ways. If you have any queries about the dissemination of information, please contact the Principal. Upon enrolment, parents/ guardians indicate if student photos can be used in College publications. If for some reason this situation should change, please notify the school immediately.

Punctuality

It is important that students are punctual for all lessons. Students who arrive after 8.50am must:

1. Report to the front office
2. Be registered as a late student

If students are leaving school, they are required to sign out at the front office and sign in when they return using the SIMON kiosk.

Religious Education

As a Catholic school Religious Education is core to our mission and existence. Therefore it is a compulsory subject for all students at all year levels. All students, regardless of their own religious affiliation, are expected to participate in the RE program including the Source of Life curriculum, seminar days, retreats and masses.

School crossing

All children who travel by foot, bicycle or car should enter and exit in Church Street where the crossing is manned by a Shire Crossing Supervisor in the morning and also at dismissal. Children may also be dropped off and collected in Tulloh Street, which is also a supervised crossing. Bus travellers are picked up at the McCormick Road entrance. Parents should not collect children at McCormick Road.

School website

St Augustine's College has produced a website that is available online at: www.sakyabram.catholic.edu.au

The website offers a great deal of information to the public. Newsletters, articles, pictures, selected policies as well as the latest events are regularly published on this site.

SIMON

SIMON is the College's online Learning Management System, where students access their courses, receive their daily notices and access other important links to benefit their educational experience.

St Augustine's Parish

As a parish school our College has a strong partnership with our parish. Fr John Paul Pasala, our Parish Priest, ministers to our College community in many ways including weekly masses, whole school celebrations, sacramental program support and School Board involvement.

Families who enrol at St Augustine's are welcomed as a part of our parish community.

For information concerning the Kyabram Catholic Parish, use the link below: www.staugsparishky.org.au

The Church recognises the parents as the primary educators in faith and the school support parents through our Religious Education program. The Sacraments of Reconciliation, Confirmation & Eucharist are parent/child centred and co-ordinated through the parish, usually when a child is in Year 3.

Students who drive cars

Driving to school is a privilege extended to Years 11 and 12 students with a driver's licence. St Augustine's College suggests that parents discuss the importance of driving safely near a school with their child. If students drive to school the following applies:

- Cars parked in the street at own risk - no driving onto school property
- For travel to and from school students should not transport other students unless they are siblings or permission from the parents/guardians of the passenger has been sought
- Students are not to drive to and from school excursions.

Sun Smart policy

Hats are to be worn outside from week 7 of Term 3 through to ANZAC Day in Term 2, including all of Terms 1 and 4.

All students will be encouraged to wear sunscreen once the UV index reaches 3 or above. Sunscreen is available in all learning spaces and at college reception. If you would prefer your child use their own sunscreen (due to skin irritation or allergies) please supply this to your child's TA. The sunsmart widget (displays the daily UV index) is on the college website, SIMON and PAM.

Supervision

Supervision of school grounds begins at 8.30am. Students are not expected to arrive at school prior to 8.30am. All classes conclude at 3.20pm and it is expected that students do not loiter around school but make their way home. After school supervision concludes at 3.40pm where students who have not been picked up will be brought to the front office. Bus travellers are supervised until the final bus leaves.

Teacher Advisors (TA)

TA teachers are the 'first point of call' for parents and students. Their immediate concern is the pastoral and academic progress of the student. They are responsible for attendance records and as a conduit for information about the student between parents, other staff and the student themselves.

Students from Foundation - Yr 8 have a teacher within their learning space as a TA. Year 9 students are assigned a TA who stays with them until the end of year 12 to optimise the building of relationships between students and families.

TA interviews are conducted 2 times each year at a time that is mutually suitable for students, families and staff. There is an expectation that families attend these meetings.

The program acts as the single most important relationship between student and teacher. Teacher Advisors serve as coaches, mentors and role models. The focus is on building a relationship between student, parent/caregiver and teacher with the aim of improving the student holistically and academically.

Program Support Meetings (PSG)

Program Support meetings (PSG) are held once per Term for students across the College who have a personalised learning plan

The Aims

- Closer relationships between parent, student and staff members
- Increased accountability of students in regard to their schooling
- Students set their personal learning goals and focus and work together to achieve them

How it Works

- TA meetings take place twice a year
- Opportunity to discuss progress in learning and all other aspects of student's wellbeing
- Each meeting takes 20 minutes
- Parents are expected to attend all TA meetings
- Students, parents and teacher advisor set goals together at each meeting and plan strategies to achieve the goals. These are reviewed and edited at each TA meeting
- Subject teachers assess each student in relation to academia and work habits each Term

What are the outcomes?

- Organised students
- Highly motivated students
- Reduced student behaviours of concern
- Students taking control of their learning
- Improved relationships and partnership with families

The Interview

The entire program is embodied in these conversations:

- Analysis of:
  - student learning progress including any evidence of achievement levels
  - setting of goals and strategies
- A breaking down of formality and increase in relationship between student, parent and Teacher Advisor

Technology access - Device Program

St Augustine's provides a 1:1 Laptop Program for its Years 7 to 12 cohort of students. This ensures we meet the needs of the 21st century learner. At St Augustine's we believe that our students live in a world where information can be accessed and shared quickly over the internet, where they can communicate with peers, create new knowledge and connect to a global community. As a school we are keen to inspire and engage this new generation of learners with today's tools and assist them in reaching their full potential in all areas of the curriculum.

We have a 1:1 iPad program for our Years 5/6 students. Students have access to them at school and as a take home device. Students use a range of educational apps which integrate all subject areas. Students are also educated around cyber safety and the most effective ways to use their iPad as a learning tool.

Thursday night study sessions

Each Thursday from 3:30pm - 5:00pm a study program is available in the library for students from Years 5-12 to spend time catching up or completing any school work of their choice. This quiet environment allows the students to work efficiently.

A supervising teacher is always present and is available for assistance at all times. Computer access is also available for students who need to use this technology.

Transition

Through our pastoral wellbeing focus St Augustine's College endeavours to provide an enjoyable and smooth transition both for new students and for those transitioning into new grade levels. The transition for students entering Foundation begins with the children visiting the school with their kinder group in Term 2. There are a number of transition visits involving activities in the Foundation rooms and around the College. A welcome conversation with the prospective Foundation child and their parents, is conducted early in Term 4. Transition days are held mornings and afternoons during Term 4. Orientation Day is held in December and is when each child spends a day with their peers and teacher teacher, in preparation for the commencement of the students' schooling. Other opportunities are provided for familiarisation with the school and teachers if there is a particular need.

New students to Year 7 have the opportunity to complete additional transition days if required and can be organised in consultation with 5-8 Community Leaders.

All students across the College participate in an Early Commencement Program towards the end of Term 4.

Uniform and dress code

St Augustine's College will be recognised, in part, by the way we present ourselves in the community. This includes the way the uniform is worn and the grooming of our students. As such, students are expected to wear the uniform correctly at all times. Seasonal uniform changes will be announced in the weekly newsletter. A written explanation is required for times when correct uniform is not being worn. Parents will be contacted in relation to incorrect uniform.

At all times, St Augustine's students are expected in dress, appearance and behaviour to bring credit to themselves, their families and their school.

Jewellery and Grooming

The following items of jewellery may be worn;

- one watch
- up to two sets of ear studs or sleepers (no pendant earrings)
- one simple necklace
- one bracelet
- one simple ring

A simple necklace is defined as a fine chain which may have a simple cross or equivalent. Chokers, heavy metallic pendants, leather neck wear and anklets are not permitted.

Headbands, ribbons and scarves should be navy blue or burgundy.

For piercings (other than ears), a small clear stud should be worn.

A form of undershirt / singlet /boxer shorts cannot be visible.

Excessive makeup, coloured nail polish, fake nails, fake eyelashes and extreme hair colour are not permitted.

Tattoos should not be visible.

Girl's Summer Academic Uniform

- Check dress or navy tailored shorts and maroon school polo
- White socks (with dress only)
- Black enclosed school shoes (no T-bars)
- School jumper

Boy's Summer Academic Uniform

- Navy shorts and maroon school polo
- Navy socks
- Black school shoes
- School jumper

Girl's Winter Academic Uniform

- Navy tailored pants (pull-on acceptable) or check skirt/tunic
- Maroon school polo
- School jumper
- Navy jacket
- Navy tights or navy socks
- Black enclosed school shoes (no T-bars)

Boy's Winter Academic Uniform

- Navy tailored pants (pull-on acceptable)
- Maroon school polo
- School jumper
- Navy jacket
- Navy socks
- Black school shoes

Sports uniform

- Navy shorts (winter – track pants optional)
- House polo shirt Years 5-12
- School polo shirt for Years F-4
- School jumper
- Navy socks
- Runners
- Black leather runners with non-marking soles are acceptable

Please note:

New uniform transition period October 2019 - October 2021.

Students are able to wear both the new Academic Uniform and the older style unform.

Notes

Contact Us

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