Communication

How do I get the most out of our partnership?
Methods of Communication

- College Diary
- Newsletters/ Bennies Bites
- Skoolbag App/ Twitter feed
- College Website Parent Teacher meetings
- Formal Letter
- Email: (teacher@dow.catholic.edu.au)
- Phone calls (4631 5300)
Initial Contact - College Diary

What is its Purpose?
Who uses it?
How do I communicate in it
PROCEDURES AND
College Rules

GENERAL PROCEDURES

Absence from School
- If a student has been away from school, they are to provide a note to the Academic Care Tutor on their first day back after this absence.
- The note provided by the parent/carer must include the student's name, the date of the absence and the reason for the absence.
- A parent/carer may notify the school by phone or email before or on the day of absence.
- Any absence that has not been explained will be recorded as Unexplained/ Unjustified.
- When an absence other than Sick Leave is to exceed 2 days it is required that the school receives, in advance, written notification of the requested leave.
- The Principal may grant leave for a maximum number of 15 days in a 12 month period. If the total number of days requiring Principal's approval exceeds 15, then an Exemption Certificate must be completed by the parent, in advance, for every leave day(s) thereafter.
- For periods exceeding 50 days the Exemption Certificate will be forwarded to the Minister of Education for approval.

Late Arrival/Early Departure
- Lateness and early departures are recorded as partial absences and must be explained to the school the same way as other forms of absence.
- When a student arrives at school after the start of class, they are to report to the front office to be recorded as present and the Diary will be stamped with a Late to School stamp.
- The student should provide a note, either separate or in the Diary, to the office on arrival.
- In unforeseen circumstances or if no note is provided, the office will issue the student with a note from SAS to be signed by the parent/carer and returned to the Academic Care Tutor the next morning.
- When students need to leave school before the end of the school day, they should present a note from their parent/carer to the front office before school on the morning of the early departure.
- An Early Leaver stamp will be marked in the Diary.
- At the appropriate time the student will show this stamp to the class teacher and proceed to the office where they will wait to be collected by a parent/carer.

Illness at School
- Students who become ill at school must notify their teacher who will note in their diary that they are returning to Sick Bay.
- If the student is between classes or at recess or lunch then they are to notify either the teacher on duty or of their next class.
- Students will then report to the front office.
- In Sick Bay students will be assessed and treated if injured.
- If unable to return to class or too ill to remain at school, parents will be requested to collect the student at the earliest convenience.
- If an injury warrants medical treatment and parents cannot be contacted, the school will organise treatment through the NSW Ambulance Service.
- Students requiring any medication at school must provide a completed Consent to Dispense Medication form (obtainable from the College office or download from the College website). All medication must be supplied in a container, clearly marked with the student's name and dosage instructions.

Lost Property/Lost Bus Pass
- All items, especially clothing, should be clearly marked with the student's name. Any unmarked items found will be in Lost Property, located in the front office.
- If a bus pass has been lost/stolen/destroyed then a new bus pass must be obtained from the relevant bus company.

Mobile Phones
- Whilst it is understood that students sometimes require mobile phones to remain in contact with parents before and after school, there is an expectation that they will NOT be used in any form during the school day. This includes checking messages or texting.
- The mobile phone must be turned off at all times during the school day.
- The College takes no responsibility for damaged, lost or stolen phones.
- Students found using their phone during school time will have their phone confiscated. For a first offence, the phone will be securely retained at the office for the day. For subsequent offences within a term, they will be retained until collected by a parent.

Banned Items
- Chewing gum is banned on College grounds and at all College functions and activities. Students who are in possession of chewing gum will be automatically placed on school detention.
- Students are not permitted to bring Textas or markers (except for Art Lessons), metal rulers or liquid paper to school.
- All electronic equipment is forbidden including electronic recording devices, laser pointers and games and will be confiscated and kept securely at the front office for 1 week if found in the student's possession.
- All aerosol cans, including deodorants, are banned from school.
How to use the Diary

**How to get the best from this Diary**

Those who manage their time effectively have the same twenty-four hours in a day as everyone else. They plan and schedule time to achieve a happy balance in all parts of their lives.

If you take time to organize your work, you can easily save one-quarter to one-third of your time. The skill is to develop a concrete plan for home, school and work. Planning ahead and applying time-management strategies will result in getting maximum value for the time you have. It will help you with your school work and could result in an increase in time available for leisure activities such as sports, and visiting with friends.

Properly used, this diary will help you manage your time efficiently and effectively by using it as a daily organizer.

**DURING CLASS:**
1. Record all homework, other assignments and test-dates accurately.
2. List your homework assignments and the due dates at the conclusion of each class on the day it is assigned.
3. Write down when essays and projects are due, and when tests and quizzes are scheduled.
4. When you receive a grade, enter it on the Assessment Tasks page at the front of the diary.
5. Ask your teacher about any problems you encountered whilst doing your homework.

**AT HOME:**
1. Begin by scheduling your time in 30 to 40 minute blocks.
2. Prioritize your work, with the most pressing and most crucial first.
3. Spend more time on those areas which require improvement.
4. Allow yourself the time to review your work two or three days before a test or quiz.
5. When an assignment is completed, check it off in your Diary.
6. Transfer all unfinished tasks to a future date. See “Continuing Assignment Check List” each week.
7. Review your past weekly schedule and make the necessary adjustments for the coming week.
8. Schedule time to review assignments and tests returned by your teacher. Redo incorrect answers. Rework essays in the light of teacher comments.

**CONTINUING ASSIGNMENT CHECK LIST**

- English Essay
- Computer - Basic Commands
- Maths
- French
- Science
- Sports Gear For Tomorrow
- Science Test Today
- English Essay

**Remember Science Test Today**

- Week: 1
-作业完成：
- Transfer all unfinished tasks each week. Check when completed.
- Keep accurate records of Due Dates. Transfer incomplete work each week so you don’t forget it.
- When an assignment is completed, check it off.
- Get into the good habit of making notes to yourself.
- Record everything you plan to do each weekend thus eliminating valuable free time lost trying to collect your thoughts.

**CONTINUING ASSIGNMENT CHECK-LIST**

- Date of Completion
- Date of Check

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HOMEWORK AND ASSIGNMENTS</th>
<th>DATE</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Write an essay</td>
<td>2/15</td>
<td>✔</td>
</tr>
<tr>
<td>Computer</td>
<td>Do basic commands</td>
<td>2/16</td>
<td>✔</td>
</tr>
<tr>
<td>Maths</td>
<td>Do page 124 &amp; 126</td>
<td>2/17</td>
<td>✔</td>
</tr>
<tr>
<td>French</td>
<td>Do page 124 &amp; 126</td>
<td>2/18</td>
<td>✔</td>
</tr>
<tr>
<td>Science</td>
<td>Do page 124 &amp; 126</td>
<td>2/19</td>
<td>✔</td>
</tr>
<tr>
<td>Sports</td>
<td>Gear for tomorrow</td>
<td>2/20</td>
<td>✔</td>
</tr>
<tr>
<td>Science</td>
<td>Test tomorrow</td>
<td>2/21</td>
<td>✔</td>
</tr>
<tr>
<td>English</td>
<td>Write an essay</td>
<td>2/22</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Weekend Study/Homework Program**

- Second draft of English essay
- Poetry Competition Practice
- Summate computer article

**ALL DUE MONDAY**
Merits/Concerns

Day to day reminders

Personal Best Goals
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HOMEWORK AND ASSIGNMENTS</th>
<th>DATE DUE</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Record of homework**

**Assignments**

**Tallies of Merits/Concerns/PBs**

**Signatures**
Awards and Rewards system

AWARDS & REWARDS SYSTEM

<table>
<thead>
<tr>
<th>Orientation to Learning</th>
<th>Personal Bests</th>
<th>Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary Note/Stamp</td>
<td>Students set academic &amp; social goals with Tutor</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Work Ethic</td>
<td>CERTIFICATE LEVEL: 50 stamps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CERTIFICATE LEVEL: 20 PBs</td>
</tr>
<tr>
<td>BADGE LEVEL: 100 stamps</td>
<td>BADGE LEVEL: 50 PBs</td>
<td>Academic Assembly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st in Subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End Semester 1</td>
</tr>
<tr>
<td>GOLD BADGE</td>
<td>Academic Assembly</td>
<td>1st in Subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End Semester 2</td>
</tr>
<tr>
<td>MEDAL LEVEL: 300 stamps</td>
<td>MEDAL LEVEL: 90 PBs</td>
<td>Presentation Night</td>
</tr>
</tbody>
</table>
Takeaways
Regular Contact from the College

- Newsletters
- Bennies Bites
- Website (www.sbccbow.catholic.edu.au)
- Skoolbag App
- Twitter feed
Other Contact options

- Phone Calls - emergencies and mobile phone use
- Email - absences
- Formal Letter - concerns or absences
- Who is my Primary Contact? -
  - general
  - For extended Leave (Things to be considered)
STAFF LIST 2016

College Executive:
Principal: Mr Michael Harrasy
Assistant Principal: Mr Steve Lo Cascio
Religious Education Coordinator: Mr David Costin
Director of Learning and Teaching: Mr Ric Bombardiere
Director of Wellbeing: Mr Michael Turton
Admin & Facilities Coordinator: Mr Alan Jolly
Senior School Support Officer: Mrs Helen James

Staff:
Mr Matthew Andruschko Teaching
Mrs Joanne Baker Teaching
Mr Gavin Bates Teaching
Mrs Pauline Bonfield Support
Miss Trena Brady Year Coord
Ms Heather Brown Teaching
Mrs Tracey Brown Year Coord
Mrs Sara-Jane Castelli Teaching
Miss Chloe Chalmer Support
Mrs Emily Cranney Teaching
Mrs Therese Crowick English Coord
Mr Craig Davidson Director Music
Dr Maria de Lima Science Coord
Mr Paul Dempsey Maths Coord
Miss Phuong Do Teaching
Mrs Karen Earnshaw Support
Mrs Lisa Evans Teaching
Miss Shaiene Francis Teaching
Mr Jim Gallagher Information Coord
Mr Bradley Gavin Teaching
Mrs Jude Hatzon Teaching
Mrs Kerrylene Hempenstall Support
Mrs Tammy Ibbotson PDHPE Coord
Miss Jane Kelleher Teaching
Mrs Jennifer Koryzma Teaching
Miss Natasha Kovacevic Teaching
Mrs Sara Lemaire Teaching
Mr Matthew Limbrey Year Coord
Miss Julia Lisli Teaching
Mr Andrew Lundy Year Coord
Mr Anthony McAlessor Year Coord
Mr Matthew McGovern Support
Mr Matthew McGregor Support
Mrs Lisa Milking Support
Mrs Julie Muscat Support
Mrs Rachel Newell Year Coord
Mr Doug Nichols Support
Miss Kirstie O’Connor Teaching
Mrs Natasha O’Flynn HSIE Coord
Miss Claudia Robino TIC Language
Mrs Lynnette Reavell Teaching
Miss Rebecca Riedel Teaching
Mrs Gwanni Rumble Support
Mrs Sheree Santos Teaching
Mrs Lisa Scott Teacher
Mr Chris Shelton TAS Coord
Mrs Chrissy Smith Teaching
Mr Stuart Topham Support
Mrs Kerrie Wardley Support
Mrs Catherine Whiter Teaching
Mrs Susan Young Support

2016 ORAN PARK BELL TIMES

10 Day cycle (Week A and Week B)
Tuesday is sport day
Tuesday A - school assembly - followed by 6 periods (47 minutes each)
Tuesday B - 6 periods of normal length (i.e. 48 minutes)

BELL TIMES

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday, Wednesday – Friday</th>
</tr>
</thead>
</table>

ST BENEDICT’S CATHOLIC COLLEGE
Transition Reports

**St. Benedict's Catholic College**

**Year 7 Transition Report**  
**Term 1 2015**

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
<th>Organisation</th>
<th>Effort</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Miss Kirstie O'Connor</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>Mrs Joanne Baker</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs Melissa Pereira</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>Miss Chloe Chalmers</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>Mrs Peta Holmes</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Mrs Melissa Pereira</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Technology - Mandatory</td>
<td>Mrs Lisa Fama</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Ms Natasha Kovacevic</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Standards: 5= Outstanding, 4= Good, 3= Satisfactory, 2= Inconsistent, 1= Unsatisfactory

[Student] has made a smooth transition to secondary school. He demonstrates confidence and a willingness to assist others, which have allowed him to foster positive interactions with his peers. [Student] is able to utilise his student diary effectively in order to ensure he is prepared for each lesson. His contributions to Project Compassion have demonstrated a growing awareness of the needs of others and a desire to be of service to the wider community, for which [Student] is to be commended.

__________________________________________  
Academic Care Tutor

__________________________________________  
Acting Principal
Year 7
Semester 2 2015

Summary of results:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>B</td>
</tr>
<tr>
<td>English</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B</td>
</tr>
<tr>
<td>Science</td>
<td>A</td>
</tr>
<tr>
<td>History</td>
<td>B</td>
</tr>
<tr>
<td>PDIHPE</td>
<td>B</td>
</tr>
<tr>
<td>Technology Mandatory</td>
<td>C</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>B</td>
</tr>
</tbody>
</table>

Absences: (From 13 July to 4 December)
1 Days
2 Partial

Co-curricula:

_ has been involved in:
Nil this semester

General Comments:

In our Academic Care conversations, _ has continued to focus on enhancing his organisation as a learning goal for this semester. In pursuit of this, he has developed skills in prioritising his time and working with his teachers to complete all set work. _ is to be commended on achieving his long term goal of receiving 50 merits, which reflects his strong learning focus and consistently positive work habits.

Academic Tutor: Miss Kirstie O'Connor

Religious Education

Course Description
The study of Religious Education provides opportunities for young people to see and respond to God in their lives. During this semester students have studied the different ways in which people pray. They have also explored God's role in all creation, and developed a greater understanding of the concept of human dignity in becoming responsible Christian people.

Achievement

Course Grade

<table>
<thead>
<tr>
<th>Achievement Position in this subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

Assessment Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the nature and purpose of common forms of various prayer types in the Catholic Church.</td>
<td>✓</td>
</tr>
<tr>
<td>Utilises appropriate forms of prayer for various needs within the school and Church community.</td>
<td>✓</td>
</tr>
<tr>
<td>Examines key Scriptural texts which inform understanding of God as Creator.</td>
<td>✓</td>
</tr>
<tr>
<td>Applies Catholic teachings on God as creator of people and the environment to everyday living.</td>
<td>✓</td>
</tr>
</tbody>
</table>

Personal Profile

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Attentive, Cooperative and polite to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Completes homework and assignments, meets deadlines.</td>
</tr>
<tr>
<td>Effort</td>
<td>Self motivated, engages in class activities.</td>
</tr>
<tr>
<td>Organisation</td>
<td>Well prepared, brings all required equipment.</td>
</tr>
</tbody>
</table>

Teacher Comment

_ has made progress in Religious Education, demonstrating a deeper understanding of concepts taught. He developed a meditative space and accompanying prayer that highlighted his perceptive understanding of the ways in which people pray. He is encouraged to revise the structure of his written work by making use of scaffolds provided in class.

Teacher Miss Kirstie O'Connor

Coordinator Mr. David Costin

Issued without alteration or erasure Friday, 11th December 2015
Formal Contact

- Parent Teacher Meetings