

## The Mission Statement of the College

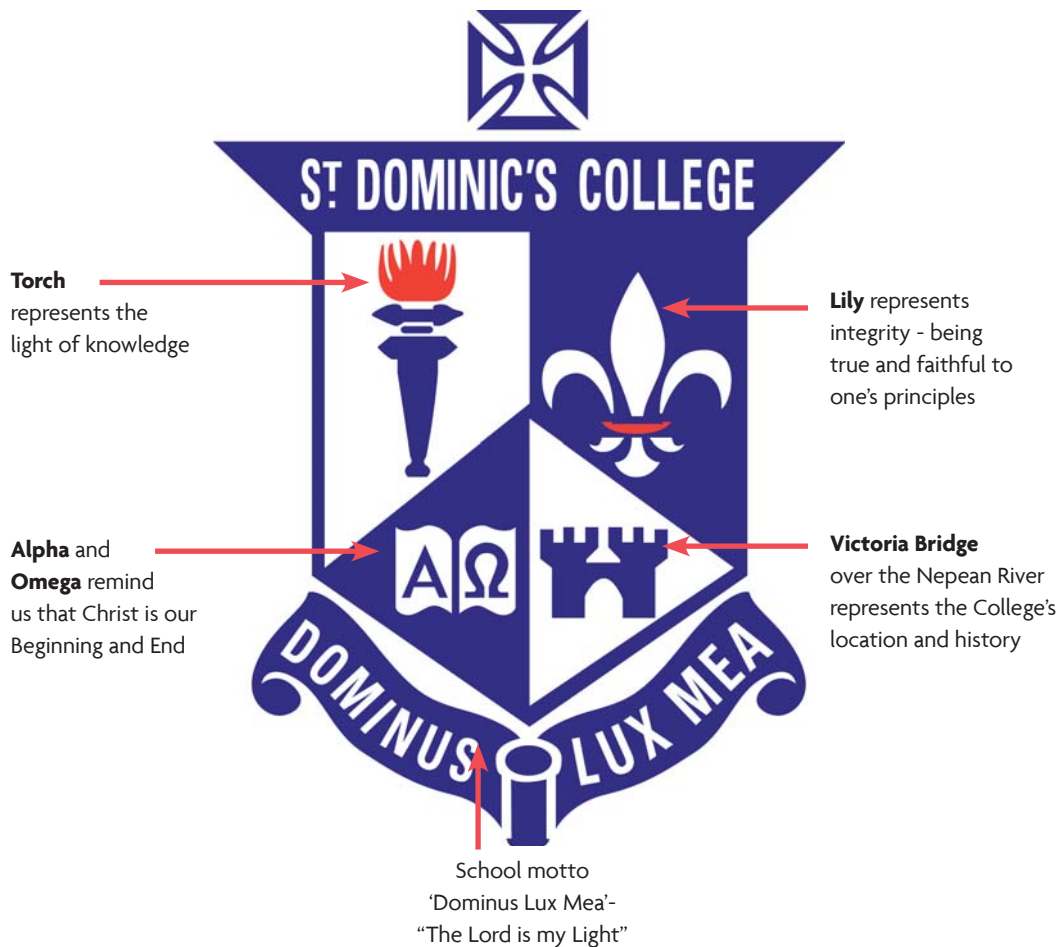
Our mission is to create a caring environment that promotes inclusivity through the context of boy's education, where individual excellence and success is pursued within the Catholic tradition in the spirit of Blessed Edmund Rice.

## Vision Statement

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

## The College Crest

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





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

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## Student Diary 2018

### Personal Information

Name: ..... Year: ..... Homeroom: .....

Pastoral Co-ordinator: .....

Homeroom Teacher: .....

Home Address: .....

..... Postcode: .....

Home Telephone Number: .....

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



# St Dominic's College

## College Bell Times

| Monday, Tuesday, Wednesday & Friday |               |
|-------------------------------------|---------------|
| Move to Homeroom                    | 8:30          |
| Homeroom                            | 8:35 – 8:50   |
| Period 1                            | 8:50 – 9:52   |
| Period 2                            | 9:52 – 10:54  |
| Recess                              | 10:54 – 11:24 |
| Period 3                            | 11:24 – 12:26 |
| Period 4                            | 12:26 – 1:28  |
| Lunch                               | 1:28 – 1:58   |
| Period 5                            | 1:58 – 3:00   |

| Thursday         |               |
|------------------|---------------|
| Move to Homeroom | 8:30          |
| Homeroom         | 8:35 – 8:49   |
| Period 1         | 8:49 – 9:46   |
| Period 2         | 9:46 – 10:43  |
| Recess           | 10:43 – 11:08 |
| Period 3         | 11:08 – 12:05 |
| Lunch            | 12:05 – 12:35 |
| Sport            | 12:35 – 2:35  |

## College Terms 2018

|               |                        | Commences      | Finishes       |
|---------------|------------------------|----------------|----------------|
| <b>Term 1</b> | Staff Development Days | 29th January   | 30th January   |
|               | Years 7, 11 and 12     | 31st January   | 13th April     |
|               | Years 8, 9, and 10     | 1st February   | 13th April     |
|               | School Holidays        | 14th April     | 29th April     |
| <b>Term 2</b> | Staff Development Day  | 30th April     |                |
|               | All Students           | 1st May        | 6th July       |
|               | School Holidays        | 7th July       | 22nd July      |
| <b>Term 3</b> | Staff Development Day  | 23rd July      |                |
|               | All Students           | 24th July      | 28th September |
|               | School Holidays        | 29th September | 14th October   |
| <b>Term 4</b> | All Students           | 15th October   | 6th December   |
|               | Staff Development Day  | 19th October   |                |
|               | College Awards Evening | 6th December   |                |



## Guidelines on the Use of this Diary

### For Students

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

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Student Signature

### For Parents

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

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Parent/Guardian Signature



# St Dominic's College

## A Brief History of St Dominic's

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

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

## Touchstones of Catholic Schools in the Edmund Rice Tradition



### Liberating Education

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



### Inclusive Community

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



### Gospel Spirituality

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



### Justice and Solidarity

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



## Identity

### Blessed Edmund Ignatius Rice



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

### Christian Brothers

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

### Edmund Rice Education Australia

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

### Br Patrick Ambrose Treacy CFC

#### Pioneer and Builder of the Christian Brothers Congregation in Australia.



Born in Ireland in 1834, Patrick Ambrose Treacy spent his formative years in Thurles, Tipperary, at the Christian Brothers' school, later entering the Brothers' novitiate in Waterford.

In August 1868 he departed Dublin, arriving in Melbourne, Australia, in November. Ambrose arrived when free, secular and compulsory education was being introduced.

He accepted the challenge of providing a quality Catholic education and would continue to address it for the next 30 years. This involved providing teachers, raising finance and erecting buildings without government assistance. His fundraising journeys to goldfields in remote areas that are the stuff of legend.

By 1900, when he retired after thirty years as a provincial superior, he had established twenty-seven schools in the principal cities of Australia, and one in New Zealand. He was recalled to Ireland in 1900 as an assistant to the superior-general, and returned to the Australian province in 1910.

Although retired, he insisted on working and was sent to Brisbane in a bid to prolong his years in a warm climate. He died at St Joseph's College, Gregory Terrace, on 2 October 1912 and was buried at Nudgee Cemetery.

The function/event room at St Dominic's was named in his honour in 2013. It is known as the Br P. A. Treacy Room.



# St Dominic's College

## Social Justice Outreach Program

### Introduction to Mandatory Social Justice Outreach Program

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

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

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

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

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

### What do I have to do?

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

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

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

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

*\*The College holds a Certificate of Placement – Public and Products Liability provided by our insurer that can be found on our website.*

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

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

1. 25 hours St Dominic Savio Award for Social Justice
2. 50 hours Blessed Edmund Rice Leadership Award in Social Justice
3. 100 hours Waterford Award for Compassion



## Social Justice Outreach Program (cont)

### Recording Process

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

### Reflection on Service

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

### Submission of Social Justice Record

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

### Where to next?

Your Homeroom teacher will sign that you have completed the **Social Justice Outreach Program** for the current year and enter this in the Social Justice Spreadsheet as the College's record. This will then go on to your College Report.

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

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



### House Points for the Social Justice Outreach Program

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

- 1 point** Social Justice Records submitted in Term 1
- 25 points** Awarded to any Homeroom that has all Social Justice Records submitted by the end of Term 2
- 50 points** First Homeroom to submit all Social Justice Records in the College
- 25 points** St Dominic Savio Award for Social Justice (25 extra hours)
- 50 points** Blessed Edmund Rice Leadership Award in Social Justice (50 extra hours)
- 100 points** Waterford Award for Compassion (100 extra hours)





## DHARUK HOUSE CREST

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



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



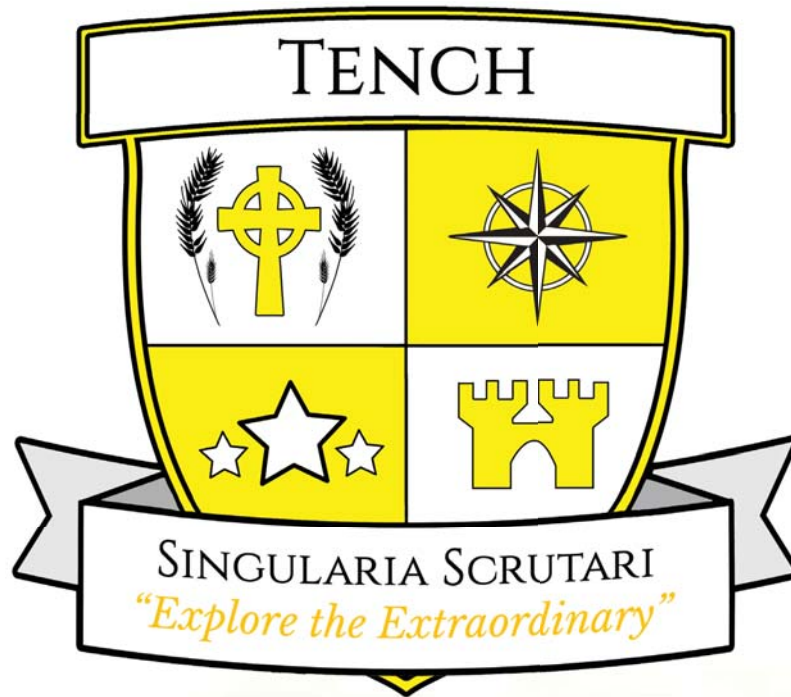
**The Christian Brothers Celtic Cross** represents the link between St Dominic's College and the Christian Brothers. The symbol of faith connects Dharuk house with the touchstone of 'Inclusive Community'.



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



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



## TENCH HOUSE CREST

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



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



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



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



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



## RICE HOUSE CREST

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



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



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



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



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



## SURAWSKI HOUSE CREST

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



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



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



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



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



# St Dominic's College

## Br. Jeff Regan House Cup

### Points Allocation



### Co-Curricular Involvement

#### House/Year/Internal Sport

|  |     |
|--|-----|
| 1st .....  | 100 |
| 2nd .....  | 75  |
| 3rd.....   | 50  |
| 4th .....  | 25  |
| Debating .....                                     | 25  |
| Mock Trial .....                                   | 25  |
| Public Speaking .....                              | 25  |
| Reading/Writing Challenges .....                   | 25  |
| Community Events (eg. Open Day/Discovery Day)..... | 25  |
| College Choir/Band/Performance .....               | 25  |

#### Sport

|                               |     |
|-------------------------------|-----|
| College Carnivals             |     |
| 1st .....                     | 500 |
| 2nd .....                     | 300 |
| 3rd.....                      | 200 |
| 4th .....                     | 100 |
| National Representative ..... | 100 |
| NSW All Schools.....          | 75  |
| CCC Representative .....      | 50  |
| Age Champions.....            | 50  |
| MCS Representative.....       | 25  |
| College Representative .....  | 10  |
| Best & Fairest .....          | 10  |
| Participation/Trials .....    | 1   |

### Academic Achievement

|                                 |    |
|---------------------------------|----|
| 1st in Course .....             | 50 |
| Academic Excellence Award.....  | 50 |
| Academic Commitment Award.....  | 25 |
| Academic Improvement Award..... | 25 |
| KLA Award .....                 | 10 |

#### Competitions

|                        |    |
|------------------------|----|
| High Distinction ..... | 25 |
| Distinction .....      | 20 |
| Credit.....            | 15 |
| Participation.....     | 5  |

### Justice, Peace & Advocacy\*

|  |     |
|--|-----|
| College Campaigns                          |     |
| 1st .....                                  | 500 |
| 2nd .....                                  | 300 |
| 3rd.....                                   | 200 |
| 4th .....                                  | 100 |
| Blessed Edmund Rice Award (50 Hours) ..... | 50  |
| St Dominic Savio Award (25 Hours) .....    | 25  |

\* Most JPA activities will be recorded in the Social Justice Booklets

### Pastoral Care

|   |     |
|---|-----|
| Level 1.....  | 100 |
| Level 2 .....   | 75  |
| Level 3 .....   | 50  |
| DSE Letters of Commendation (85%+ per Semester) ..... | 25  |
| Service to Others .....                               | 5   |

**Disclaimer:** Points may be allocated towards the Br. Jeff Regan House Cup from the Director of Pastoral Care for participation/achievements from additional events in the calendar year.



## St Dominic's College Learning Statement

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

## Acceptable Use Policy for Information Communication Technology

- a. St Dominic's College wishes to encourage the use of Information Communication Technology (ICT) for accessing information from world-wide resources. Student access to ICT will be provided by the College via approved BYOD devices. Use of ICT is both a responsibility and a privilege. It is therefore expected that students will use ICT in a responsible, efficient, ethical and legal manner. Policies are available via the College website.
- b. Unacceptable use of ICT includes (See full policy):
  - Searching the Internet for obscene material
  - Retrieving, displaying, printing or transferring such material e.g. Pornography
  - Vandalising the data of another user, including users within the College
  - Degrading or disrupting equipment, software or system performance e.g. Hacking
  - Using the network for any illegal activity, including violation of copyright, or other contracts and any Local, State and Federal Law
  - Using an account owned by another user
  - Using unacceptable language in any emails, including to users within the College
  - Non educational Internet use during lesson time
  - Intentional vandalism of a computer or College equipment. Students will be held responsible for the cost of repair
- c. Any breach of the policy listed above is managed via the College Pastoral Care and Discipline Policy and Procedures

## Transport

All OPAL Card applications are online at [transportnsw.info/school-students](http://transportnsw.info/school-students).

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

|                          |  |
|--------------------------|--|
| <b>First offence:</b>    | <b>College detention</b>                   |
| <b>Second offence:</b>   | <b>College suspension</b>                  |
| <b>Further offences:</b> | <b>Enrolment reviewed by the Principal</b> |

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

## Code of Conduct on Buses

### Students will:

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

### Students will not:

- distract the driver, except in an emergency
- eat or drink on the bus
- allow any part of their body to protrude from the bus
- fight, spit, use offensive language, nor place feet on seats
- throw any article inside or out of the bus
- rumble with other students at the rear of the bus
- alter, deface, misuse or fraudulently obtain a bus pass
- give, lend or transfer their bus pass to another student.



# St Dominic's College

## Pastoral Care

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

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

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

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

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

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

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

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



## Pastoral Care (cont)

### Diligence and Sustained Effort (DSE)

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

### Behavioural Expectations

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

### Detention

The College conducts the following detentions:

- 1. Recess or lunchtime Teacher Detentions.** Students may be placed on a recess or lunchtime Teacher Detention for the following reasons:
  - a. Not completing homework;
  - b. Misbehaviour;
  - c. Not completing assessment tasks;
  - d. Incorrect uniform.
- 2. Classroom Teacher Detentions.** Students may be placed on a Classroom Teacher Detention for the following reasons:
  - a. Non completed homework;
  - b. Misbehaviour in class;
  - c. Not completing assessment tasks;
  - d. If a student does not attend the Classroom Teacher Detentions, then the student is placed on two College Detentions.
- 3. College Sport Detentions.** Students may be placed on a College Sport Detention for the following reasons:
  - a. Misbehaviour at Thursday sports activities;
  - b. Students missing their buses to their allocated sport.
  - c. A detention may be issued as a result of misbehaviour or missing allocated buses.





## Pastoral Care (cont)

**4. College Detention.** Students may be placed on a College Detention for the following reasons:

- a. Failure to attend a classroom teacher's detention. Two College Detentions issued;
- b. Misbehaviour;
- c. Lateness to the College on three unexplained occasions a term;
- d. Failure to attend College Detentions may result in a student being suspended from the College.

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

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

## College Level System

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

All students start on Level 4. From this level students can progress to Level 1 for positive contributions to their own education and the school community. Students on Level 4 and above can apply to their Pastoral Co-ordinator to move to Levels 1, 2 or 3. Applicants must provide evidence of their achievements and contributions relating to the following focus areas.

### Focus Areas:

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

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

### Note:

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

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



## Pastoral Care (cont)

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



## Anti Bullying Policy

**Bullying is oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.**

**K Rigby 1996**

### At St Dominic's College:

Our school Motto "Dominus Lux Mea" - The Lord is my Light - challenges us to base everything we do on the teachings of Jesus. Jesus said:

**"Whatever you do to the least of my brothers and sisters you do to me"**

**Face to face bullying** (sometimes referred to as directed bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting (National Safe Schools Framework, 2011).

**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 (National Safe Schools Framework, 2011).

**Cyber bullying** occurs through the use of information or communication technologies such as instant messages, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove (National Safe Schools Framework, 2011).

Bullying takes many forms. Examples of bullying include:

- **Physical** – hitting, pushing, tripping, kicking, spitting on others etc;
- **Verbal** – teasing, using offensive names, ridiculing, spreading rumours etc.;
- **Non-Verbal** – writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures etc;
- **Exclusion** – deliberately excluding others from group, refusing to sit next to someone etc;
- **Extortion** – threatening to take someone's possessions, food or money etc;
- **Property** – stealing, hiding, damaging or destroying property etc;
- **Cyber** – any form of bullying which is carried out through electronic means such as email, social networking eg. Facebook, Twitter etc, 'sms', web page etc.

### The Roles of Bystanders

**Bystanders** (i.e. those students who witness bullying or know about it) are now recognised as a critical part of the group dynamics of bullying. Student bystanders can be divided into several categories:

- a. Students who assist the students who are bullying and actively join in.
- b. Students who encourage and give silent approval to the students who are bullying.
- c. Students who watch the bullying (or hear about it) but are passive and do nothing.
- d. Students who defend or support the student who is being bullied by intervening, getting teacher support or comforting them (National Safe Schools Framework, 2011).

### At St Dominic's College, we Adopt the Following Strategies to Prevent Bullying:

- Staff will actively supervise students in all College activities including classroom, yard, ovals, extra-curricular activities and excursions.
- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc. Much of this is taught explicitly through the PDHPE and Pastoral Care Program.
- Presentations on Resilience, Cyber Bullying and Bullying.
- Programs to support students at risk eg. Rock n Water, Cool Kids.
- Rights and responsibilities of the College Community are published and supported.
- Students are urged to report bullying to the appropriate people. This can be verbally or by using College email.
- College Annual Bullying Survey.



## Anti Bullying Policy (cont)

### How do we Respond to Bullying at St Dominic's College?

Bullying is viewed as a major breach of the school rules and behavioural expectations and therefore follow up action will align with College policies. Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include:

1. Guidance and other support for the recipient of the bullying (eg re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc);
2. Guidance and support for 'bystanders' supporters' and witnesses of the bullying (eg. intervention strategies etc);
3. Age appropriate and consistent sanctions for the student who bullied (eg consistent with College Policy);
4. Interventions and support for the student who bullied included in a Behaviour Support Plan (eg specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc);
5. Where appropriate, informing parents as stated in the policy and involving them in any action and follow up. Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed.

### How to Report a Bullying Incident

1. Inform any member of College staff, parents/guardians and College counsellors immediately. They will notify the appropriate Pastoral Co-ordinator;
2. Email your Pastoral Co-ordinator or the Director of Pastoral Care immediately.

### College's Responsibility

The College are responsible for all forms of bullying that occur within College hours, extra-curricular activities and travel to and from the College. The College takes no responsibility for students actions outside of the College, but is willing to work with families concerned if outside incidences affect student/s well being at the College.

### St Dominic's College Bullying Procedures

#### Initial Bullying Incident

- Report bullying to Teachers, Counsellors, Pastoral Co-ordinators and Parents/Guardians immediately.
- Both parties (bully and bullied) will be involved in mediation conducted by individual Pastoral Co-ordinator/s.
- Parents of bully and bullied are contacted and informed of outcome of mediation.
- The bully and bullied student/s are monitored by the Pastoral Co-ordinator/s. Individual plans devised to support positive behaviour. Periodic review of the plan as required.
- A report of incident is kept with appropriate Pastoral Co-ordinator/s.

#### Repeated Bullying Incidences

- Report bullying to teachers, Counsellors, Pastoral Co-ordinators and parents/guardian immediately.
- Both parties (bully and bullied) will be involved in mediation conducted by individual Pastoral Co-ordinators and Director of Pastoral Care.
- Parents of bully and bullied are contacted and informed of outcome of mediation.
- Interview conducted by Pastoral Co-ordinator/s with parents/guardians involved.
- A record of incident is kept with appropriate Pastoral Co-ordinator/s and Director of Pastoral Care.
- The bully and bullied student/s are monitored by the Pastoral Co-ordinator/s.
- Possible consequences: Afternoon detentions/suspension/placed on Level 6.

#### Further Repeated or Serious Acts of Bullying Incidences

- Report bullying to Teachers, Counsellors, Pastoral Co-ordinators and Parents/Guardians immediately.
- Both parties (bully and bullied) will be involved in mediation conducted by individual Pastoral Co-ordinator/s and Director of Pastoral Care.
- Deputy Principal and Principal informed of incident.
- Parents of bully and bullied are contacted and informed of outcome of mediation.
- Interview conducted by Pastoral Co-ordinators, Director of Pastoral Care or Deputy Principal with parents/guardians involved.
- A record of incident is kept with appropriate Pastoral Co-ordinator/s and Director of Pastoral Care.
- The bully and bullied student/s are monitored by the Director of Pastoral Care.
- Possible consequences: Suspension/placed on Level 7, review of enrolment at the College.



## Procedures to Follow at St Dominic's College

### 1. If You Are Absent From the College

- (a) On the day you return to the College, bring a note explaining your absence. This note should be written and signed by your parent/guardian and given to your Homeroom Teacher. Should you be away from school for more than two days, your parent/guardian telephones the College and sends a note to the Front Office on your return.
- (b) If you require extended leave for reasons other than illness beyond a few days, you must apply in writing for permission from the Principal.

### 2. If You Are Late To the College

If you arrive after 8.35am, you are required to report immediately to the Front Office to obtain a late slip. Students will be issued a College Detention if they acquire three unexplained lateness's per term.

### 3. If You Have an Appointment During School Hours

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

### 4. If You Feel Sick or are Injured at School

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

### 5. Yr 10-12 Students Only

All boys are issued with an assessment handbook which outlines procedures regarding illness/misadventure appeals, this handbook is to be read and adhered to. Illness and Misadventure Forms are for student Y7 - Y12.

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

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

### 7. If You Lose Some Property

Report the loss to your class teacher and Pastoral Co-ordinator immediately and enquire at the College Uniform Shop.

### 8. If You Find Some Property

Take it to the Director of Pastoral Care or, for items of clothing, the College Uniform Shop.

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

You should present a note from your parent/guardian to the teacher concerned or to the Sports Co-ordinator.

### 10. If You Change Your Address, Telephone Number, Etc.

Your parent/guardian should notify the College, in writing, as soon as possible. Change of details forms are available from the Front Office.

### 11. If You Require Leave During the School Term

Your parents/guardian must notify the Principal's Secretary, in writing, as soon as possible.

### 12. If You Have Material That Needs to be Photocopied

The ERLC has a photocopier for student use. There is a cost involved in photocopying.

### 13. If You Break Something or Find Something Broken or Out of Order

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

### 14. If You Need Assistance with Personal Problems

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

### 15. If You Lose Your Bus Pass

Contact OPAL website and report details.

### 16. If You Have Money To Hand in For Fees, Excursions, Etc.

This money must be placed in a sealed envelope with the amount, purpose, your name and home room clearly labelled on it. The envelope should be handed in at the Fees Office as soon as you arrive at the College.

### 17. If You Leave the Room During School Class Time

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



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

### College Counsellors

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

### Afternoon Study

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

### College Routines

Students are to wait outside their classroom in orderly lines until the teacher invites them to enter the room. Similarly, at bus lines and at the canteen, boys are to wait quietly and patiently.

Before school, at recess and lunch, classrooms, stairways and upstairs balconies are out of bounds. Boys should not loiter in/near the toilets, the ERLC foyer or outside the College offices. The staff car park and the area to the west of the hall are strictly off limits. The ovals, oval banks and Copeland Street bus shelter are all out of bounds before school. Food is not to be taken onto the ovals, and all rubbish is to be placed into the bins. "Hands off" is the norm – except for touch football on the oval. No running is allowed. For the same reasons, bikes, skateboards are not to be ridden in College grounds.

Drinks/toilets should be the exception.

Students must arrive to class on time.

Students are not permitted to enter staff work or lunch areas. Teachers should not be disturbed during the first five minutes of recess or lunch.

### College Hours and Supervision of Students

The grounds are open for students' entry from 8.05am each morning. Teacher supervision is provided from 8.05am until the last bus departs at 3.30pm. Lessons commence each day at 8.35am and conclude at 3.00pm on Mondays to Fridays. At all times outside the period from 8.05am to 3.30pm on Mondays to Fridays, the College grounds and buildings are out of bounds to all students unless they are required to remain for disciplinary reasons or teacher supervised extra curriculum activities.

It is therefore the case that while normal supervision of students by the College will be undertaken between 8.05am and 3.30pm on Mondays to Fridays, no supervision will be provided other than between those hours, and no responsibility will be taken by the school for any consequences of the activities or students outside those hours.

Parents are requested to assist the school in the interest of the students safety by ensuring that their son(s) does not attend or remain in the precincts of the College outside the hours of 8.05am to 3.30pm on Mondays to Fridays. If any parent or guardian has difficulty in meeting these requirements, they should contact the College in order to discuss what special arrangements might be made for that child.

If students are picked up outside the hours mentioned above, the College requests they wait in the front office.

The College will not be responsible for supervising or caring for students outside the College premises unless the students are engaged in a College sponsored activity e.g. an excursion, attendance required for disciplinary purposes, a sporting event or other extra curricular activities. The College will not be responsible for supervising students at bus stops or train stations away from the College property 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. Special arrangements will be made in relation to authorized school activities which require the attendance of students at the College outside these hours such as sport commitments on Thursdays.



# St Dominic's College

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

### Canteen

The College Canteen is run by outside contractors. They offer a good range of nutritious, tasty foods at reasonable prices. Student conduct at the canteen should be characterised by "Please", "Thank You" and patience.

### Sick Bay

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

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

Students needing to take special medication at the College need to provide a note from home, label it correctly and store it with the front office.

### Edmund Rice Learning Centre (ERLC)

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

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

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

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

### Internet Access

Accessing inappropriate internet sites, especially inappropriate sex-related material, or even attempting access or being party to the transmission or receiving of any offensive material, graphic or text, will be treated as a serious offence. All students must complete a contract regarding responsible use of the internet and the College computer facilities. Non compliance with this will result in the student NOT having access to the College Network facilities.

### Insurance

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

### Driving to the College

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

There will be no exception. Notification that Year 12 students may drive cars will be given by the Principal. Students should not seek permission until such notification is given.

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



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

### Uniform

Uniform is to be worn correctly coming to, at, and going from the College. Incorrect uniform may be confiscated by the Pastoral Co-ordinators or Director of Pastoral Care. Students who do not comply to the College's uniform policy may be placed on a College detention.

All articles of clothing should be clearly labelled.

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

Only College caps are to be worn for all outdoor activities.

The College Sports uniform is to be worn to school only on Thursdays.

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

### Summer Uniform (Terms 1 and 4)

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

### Winter Uniform (Terms 2 and 3)

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

### College Grooming Policy

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

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

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

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





# St Dominic's College

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

### College PE/Sports Uniform

The College PDHPE/Sport uniform can only be purchased at the College Uniform Shop. All boys are expected to be neat and presentable at all times. Only the St Dominic's labelled uniform is acceptable.

- College Polo Shirt/House Shirt
- College Sports Shorts
- College Socks: Blue and white
- College Tracksuit
- Sports Shoes: Lace up sports shoes.
- All students must purchase a College Cap. The College has a 'no hat, no play' policy in open areas.

College jumpers may be worn under their College Tracksuit during the colder months.

If the full sports uniform cannot be worn, then students are expected to wear full and correct summer/winter uniform.

For *representative sports*, boys may be required to purchase additional uniform items such as football shorts and socks. They may need to wear these during games however they must change back into their College sports uniform at the completion of games.

Students must wear correct playing attire when representing the College.

### Technology Rooms

As a safety measure, approved school shoes must be worn into Technology rooms. Students who, for whatever reason, do not have approved school shoes, cannot participate in the practical lessons.

### College Uniform Shop

The College Uniform Shop opens Monday, Tuesday and Thursday from 8am to 3pm. The College Uniform Shop stocks the full College uniform and is the only place that the uniform can be purchased.

### Drugs

The College has a strict no drug policy. Any student in possession of illegal substances or dealing in illicit substances may be suspended pending investigation. Termination of enrolment may result if the College is satisfied that the student was in possession of, or was in any way involved in, the supply or distribution of illegal drugs. Consequences involving suspension and drop of levels will also apply to all involved in the use of drugs.

### Smoking/Alcohol

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

### Chewing Gum, All Forms of Liquid Paper and Textas

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



## Prayers

### 1. The Angelus

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

### 2. Our Father

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

### 3. Glory be to the Father

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

### 4. Peace Prayer

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

### 5. Hail Mary

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



## Glossary

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

## Wellbeing Tracker

This component is just as important as the Daily Reflections. You will monitor four vitally important components of wellbeing: sleep, exercise, diet and mindfulness.



**EXERCISE**  
(Aim: 20 minutes)

Doctors strongly advise 20 minutes of exercise a day. Exercise helps to relieve stress, improve memory and boost your overall mood. Even if you are tired, a 20 minute walk will make a difference to your state of mind.



**SLEEP**  
(Aim: 7-10 hours)

Whilst it is not always possible, the recommended amount of sleep for optimal functioning is 7 to 10 hours. There is a strong correlation between sleep and mental health, so do your best to get to bed early.



**DIET**  
(Aim: 7-10 rating)

We don't need to say too much here. You know which foods are good for you. Here, you are asked to give yourself a mark out of 10 for your diet.



**MINDFULNESS**  
(Minimum: 5 minutes)

Mindfulness is the ability to shut off disruptive thoughts so we can enjoy the present moment. The research on this is very well documented, yet not too many of us stop and take the time to rest our brains so that we can enjoy what is happening in the moment. It is recommended that you download these three mindfulness apps and work out which one you enjoy using most on a daily basis: The Resilience Project, Headspace and Buddhify 2.



## HOW IT WORKS

### Daily Reflections

The daily questions are designed to help you explore the concepts of **gratitude and empathy**. Why gratitude and empathy? Have a read.

What went well today?

.....

.....

.....



/min



/hrs



/out of 10



Completed

### GRATITUDE

Gratitude is the ability to pay attention to what you have, as opposed to worrying about the things you don't have. Research tells us that after 21 days of practicing gratitude, we rewire our brain to start scanning the world for the positive. This simple activity retrains us to experience greater levels of positive emotion. After six weeks of practicing gratitude, a whole range of things start to happen; we become more optimistic, more attentive, levels of anxiety and depression decrease and we enjoy a better quality of sleep.

### EMPATHY

Empathy is when you put yourself in someone else's shoes. It's when you put selfless thoughts into action. The neuroscience behind empathy is amazing. When you do something kind for someone, your brain releases oxytocin, the love hormone, which makes you feel good. It's not the reason we do it, but when we do kind things for other people, we feel happier.

## THE STORY OF STUNZIN

This is Stunzin. He is pretty much the reason that The Resilience Project exists.

He was the happiest person I have ever met in my entire life. He has very little to call his own. In fact, Stunzin sleeps on a dirt floor. Despite this, he was always smiling and always positive, no matter what is going on in his day.

I remember finding this amazing as I thought about all the people that I know in Australia who find it really hard to be happy. Some people stage with mental ill-health, whilst others just find it really hard to be happy on a day to day basis.

Because of this kid, I stayed in his village for a few months. My aim was to work out what he did everyday that just made him so happy. I worked out what they were. He practised three things every single day: **gratitude, empathy and mindfulness**.

Good luck in 2018. You will get the chance to practise these every weekday in your planner.

If you stick to these, you will notice you will start to feel happier.

To hear more about Stunzin, his school friends and Hugh's time in his village, go to <https://youtu.be/eBkqveMEtb4>.





**GOAL SETTING**

**Short term goals**

|                 |                            |
|-----------------|----------------------------|
| <b>GOAL ONE</b> | How will you achieve this? |
|                 |                            |
|                 |                            |
|                 |                            |
| <b>GOAL TWO</b> | How will you achieve this? |
|                 |                            |
|                 |                            |
|                 |                            |

**REFLECTION**

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

**SMARTER GOALS**

**S** .....

**M** .....

**A** .....

**R** .....

**T** .....

**E** .....

**R** .....

In 2008, I found myself living in an underprivileged village called Thickeny, in the far north of India, volunteering at the local school. While I was there, I met a young boy by the name of Stunzin. He was the happiest person I have ever met in my entire life. He was always smiling, always laughing and was always so positive about everything. At the time, I found that pretty amazing because in his village there was no running water, no electricity and everyone slept on the floor of their huts – there were no beds.

While I was living in this community, I couldn't help but think about my little sister Georgia. When Georgia was at school, she was diagnosed with mental ill-health. Because of her mental ill-health, she found it quite hard to be happy. My sister is no different to many people in Australia. In fact, one in four adolescents in Australia experiences mental ill-health.

I actually found this whole situation pretty confusing. I couldn't stop thinking about the fact that people in this village were just so much happier than we are back here in Australia, yet they have hardly anything to call their own.

I ended up staying in this village for quite a long time. My aim was to work out what people like Stunzin do everyday that just makes them so happy.

I am very excited to tell you that I learnt three things from this village. They practise gratitude, empathy and mindfulness everyday. It turns out this isn't just ancient wisdom from the village I was living in... the biggest universities in the world totally support these three things. The research is clear. Practise these things and you can experience better wellbeing and feel happier. Oh and by the way, my sister practises these things all the time, and she's in a real happy place now. Thanks Stunzin!

Good luck guys, I hope you enjoy it!

Hugh van Cuylenburg,  
**The Resilience Project**



## Student Assessment Procedures - Outline

### Years 7 to 9

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

#### NOTE:

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



## Student Assessment Procedures - Outline (cont)

### Years 10 to 12

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

#### NOTE:

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



## College Learning Scaffolds – Years 7 to 9

### Years 7 to 9 Writing Scaffold - TEEEC Paragraph Structure

TEEEEC is a paragraph writing structure that advises students on how to construct a detailed paragraph within written responses. All Students in Years 7 to 9 will be expected to use the TEEEC paragraph structure across all Key Learning Areas. When using TEEEC, paragraphs should contain a minimum of 5 sentences.

Extended written responses should contain an **introduction**, 3 **TEEEEC** paragraphs and a **conclusion**.

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

### Mathematics – KFC Problem Solving Technique

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

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





## College Learning Scaffolds – Years 10 to 12

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

### SEEL Paragraph Writing

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

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

### ALARM - A Learning and Responding Matrix

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

### Mathematics – KFC Problem Solving Technique

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

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



## Home Study Policy

Home study at St Dominic's College is an integral part of the ongoing teaching and learning process. Its purpose is to serve the student's learning. Home study provides opportunity for pre-learning, consolidation; revision and extension of course work and develops good study and organisational skills. Thus, there is no differentiation between the learning continuums whether it be in or outside the specific classroom. The college assesses each student's commitment to their overall learning approach and home study each term as part of their Diligence and Sustained Effort (DSE) reports.

The nature and amount of home study within and across subjects will vary according to the age, stage of education, learning needs and subject requirements. The need for a balance between learning, family commitments and leisure time is acknowledged. A student is expected to engage in regular study each and every day but not exceeding the indicative hours: Year 7 - 1hr 15 mins; Year 8 - 1hr 15 mins; Year 9 - 1hr 30 mins; Year 10 - 1hr 30 mins; Year 11 - 2hrs; Year 12 - 2hrs.

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

Having a clear time management program would assist students and parents in finding the balance between learning and family commitments. Please use the Study/Homeroom guideline in the diary.

### The Subject Teacher is to:

- Provide quality feedback on student progress during the unit of learning. (Staff markbook, Student books visibly marked, DSE Grades)
- Document student failure to complete assigned learning and provide associated support in ensuring these outcomes are achieved.
- Ensure that home study is consistent with the teaching and learning program currently being undertaken.

### The student is to:

- Establish an effective home study routine in quiet surroundings conducive to effective study.
- Use his diary to plan his time in order to complete tasks before or by the due date.
- Request help/direction from teachers when needed.
- Enquire about learning missed during absence immediately on his return to College.
- Complete tasks to the best of his ability.
- Ensure that all work completed is his own work.
- Accept consequences for failure to complete assigned tasks.

### The parent/carers are to:

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

### Study options include:

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

### Resources available at St Dominic's College:

- The ERLC is open both before and after College
- Afternoon study classes (ERLC)
- Maths/Science Help on designated afternoons
- CAPA and TAS spaces are provided to assist students in preparation of practical work.



## Metropolitan Catholic Colleges Association - Code of Conduct

The College is part of the Metropolitan Catholic Colleges Association. Any student representing the College is bound to the following Code of Conduct:

### Players Code

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

### Spectators Code

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

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



## PDHPE Equipment and Uniform Policy

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

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

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

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

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

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

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

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

The College sports socks are not to be worn with the normal College uniform and are to be changed after each practical class.



## Emergency Evacuation Response For Staff and Students

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

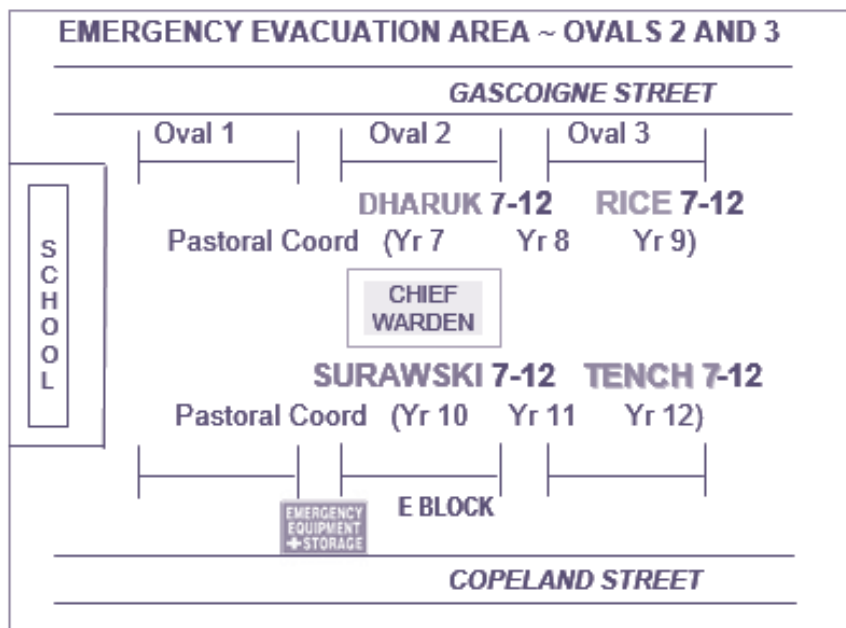
**DO NOT** RETURN TO AN EVACUATED BUILDING UNDER ANY CIRCUMSTANCES  
THE CHIEF WARDEN WILL ANNOUNCE THE "ALL CLEAR" – FOLLOW ALL INSTRUCTIONS.

**DO NOT** USE THE LIFT.

**DO NOT** USE YOUR MOBILE PHONE AT ANY TIME.

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

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





## Full Lockdown Procedures



**A CLEAR AUDIBLE SIGNAL OR ANNOUNCEMENT WILL BE GIVEN.**

### Where to go?

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

If SAFE TO DO SO and occurrence is during:

#### Recess or Lunchtime

Move directly to and unlock your Homeroom classroom. If you do not feel safe to do so, take cover in the nearest classroom or the Br. Warner Hall.

#### Before or After College

Move directly to either the Br. Warner Hall, oval or classrooms, whichever is the closer?

#### Assembly in Hall

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

#### Class time

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

### What if the Fire Alarm also sounds?

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

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

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

### Secure an area

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

### Check Roll

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



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





## Merit Signatures

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

- 5 Signatures in a KLA - Receive a KLA Award

See your Pastoral Co-ordinator if:

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

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





**Merit Signatures (cont)**

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





**Social Justice Outreach Program**

**Record of Service**

Name: \_\_\_\_\_ H/Room: \_\_\_\_\_

Homeroom Teacher(s): \_\_\_\_\_

| No                              | Activity and Organisation | Hours | Supervisor's Signature and Comment |
|---------------------------------|---------------------------|-------|------------------------------------|
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
|                                 |                           |       |                                    |
| <b>Total of Mandatory Hours</b> |                           |       |                                    |



# St Dominic's College

## Social Justice Outreach Program

### Reflection on service

Students are to complete the answers below in full sentences.

1) Why did you choose this activity and organisation?

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

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

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

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

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**Student Signature:** \_\_\_\_\_ **Parent/Guardian Signature:** \_\_\_\_\_

**Date submitted:** \_\_\_\_\_

**Homeroom Teacher Signature** \_\_\_\_\_ **Entered in Social Justice Spreadsheet** \_\_\_\_\_

Homeroom teacher to place this form in Social Justice Pigeon hole. *Thank you!*



## This Year 2018

| JANUARY |          |    |    |    |           |    | FEBRUARY |    |    |    |    |    |    | MARCH |    |    |    |    |           |           | APRIL |    |          |           |    |    |    |   |
|---------|----------|----|----|----|-----------|----|----------|----|----|----|----|----|----|-------|----|----|----|----|-----------|-----------|-------|----|----------|-----------|----|----|----|---|
| S       | M        | T  | W  | T  | F         | S  | S        | M  | T  | W  | T  | F  | S  | S     | M  | T  | W  | T  | F         | S         | S     | M  | T        | W         | T  | F  | S  |   |
|         | <b>1</b> | 2  | 3  | 4  | 5         | 6  |          |    |    |    | 1  | 2  | 3  |       |    |    |    |    | 1         | 2         | 3     | 1  | <b>2</b> | 3         | 4  | 5  | 6  | 7 |
| 7       | 8        | 9  | 10 | 11 | 12        | 13 | 4        | 5  | 6  | 7  | 8  | 9  | 10 | 4     | 5  | 6  | 7  | 8  | 9         | 10        | 8     | 9  | 10       | 11        | 12 | 13 | 14 |   |
| 14      | 15       | 16 | 17 | 18 | 19        | 20 | 11       | 12 | 13 | 14 | 15 | 16 | 17 | 11    | 12 | 13 | 14 | 15 | 16        | 17        | 15    | 16 | 17       | 18        | 19 | 20 | 21 |   |
| 21      | 22       | 23 | 24 | 25 | <b>26</b> | 27 | 18       | 19 | 20 | 21 | 22 | 23 | 24 | 18    | 19 | 20 | 21 | 22 | 23        | 24        | 22    | 23 | 24       | <b>25</b> | 26 | 27 | 28 |   |
| 28      | 29       | 30 | 31 |    |           |    | 25       | 26 | 27 | 28 |    |    |    | 25    | 26 | 27 | 28 | 29 | <b>30</b> | <b>31</b> | 29    | 30 |          |           |    |    |    |   |

| MAY |    |    |    |    |    |    | JUNE |           |    |    |    |    |    | JULY |    |    |    |    |    |    | AUGUST |    |    |    |    |    |    |   |
|-----|----|----|----|----|----|----|------|-----------|----|----|----|----|----|------|----|----|----|----|----|----|--------|----|----|----|----|----|----|---|
| S   | M  | T  | W  | T  | F  | S  | S    | M         | T  | W  | T  | F  | S  | S    | M  | T  | W  | T  | F  | S  | S      | M  | T  | W  | T  | F  | S  |   |
|     |    | 1  | 2  | 3  | 4  | 5  |      |           |    |    |    | 1  | 2  | 1    | 2  | 3  | 4  | 5  | 6  | 7  |        |    |    |    | 1  | 2  | 3  | 4 |
| 6   | 7  | 8  | 9  | 10 | 11 | 12 | 3    | 4         | 5  | 6  | 7  | 8  | 9  | 8    | 9  | 10 | 11 | 12 | 13 | 14 | 5      | 6  | 7  | 8  | 9  | 10 | 11 |   |
| 13  | 14 | 15 | 16 | 17 | 18 | 19 | 10   | <b>11</b> | 12 | 13 | 14 | 15 | 16 | 15   | 16 | 17 | 18 | 19 | 20 | 21 | 12     | 13 | 14 | 15 | 16 | 17 | 18 |   |
| 20  | 21 | 22 | 23 | 24 | 25 | 26 | 17   | 18        | 19 | 20 | 21 | 22 | 23 | 22   | 23 | 24 | 25 | 26 | 27 | 28 | 19     | 20 | 21 | 22 | 23 | 24 | 25 |   |
| 27  | 28 | 29 | 30 | 31 |    |    | 24   | 25        | 26 | 27 | 28 | 29 | 30 | 29   | 30 | 31 |    |    |    |    | 26     | 27 | 28 | 29 | 30 | 31 |    |   |

| SEPTEMBER |    |    |    |    |    |    | OCTOBER  |    |    |    |    |    |    | NOVEMBER |    |    |    |    |    |    | DECEMBER |           |           |    |    |    |    |
|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|----------|-----------|-----------|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S        | M         | T         | W  | T  | F  | S  |
| 30        |    |    |    |    |    | 1  | <b>1</b> | 2  | 3  | 4  | 5  | 6  |    |          |    |    | 1  | 2  | 3  | 30 | 31       |           |           |    |    | 1  |    |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  | 7        | 8  | 9  | 10 | 11 | 12 | 13 | 4        | 5  | 6  | 7  | 8  | 9  | 10 | 2        | 3         | 4         | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 | 14       | 15 | 16 | 17 | 18 | 19 | 20 | 11       | 12 | 13 | 14 | 15 | 16 | 17 | 9        | 10        | 11        | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 | 21       | 22 | 23 | 24 | 25 | 26 | 27 | 18       | 19 | 20 | 21 | 22 | 23 | 24 | 16       | 17        | 18        | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 | 28       | 29 | 30 | 31 |    |    |    | 25       | 26 | 27 | 28 | 29 | 30 | 23 | 24       | <b>25</b> | <b>26</b> | 27 | 28 | 29 |    |

## Next Year 2019

| JANUARY |           |    |    |    |    |    | FEBRUARY |    |    |    |    |    |    | MARCH |    |    |    |    |    |    | APRIL |           |    |    |           |           |           |   |   |   |
|---------|-----------|----|----|----|----|----|----------|----|----|----|----|----|----|-------|----|----|----|----|----|----|-------|-----------|----|----|-----------|-----------|-----------|---|---|---|
| S       | M         | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S     | M  | T  | W  | T  | F  | S  | S     | M         | T  | W  | T         | F         | S         |   |   |   |
|         | <b>1</b>  | 2  | 3  | 4  | 5  |    |          |    |    |    |    | 1  | 2  | 31    |    |    |    |    | 1  | 2  |       |           |    |    | 1         | 2         | 3         | 4 | 5 | 6 |
| 6       | 7         | 8  | 9  | 10 | 11 | 12 | 3        | 4  | 5  | 6  | 7  | 8  | 9  | 3     | 4  | 5  | 6  | 7  | 8  | 9  | 7     | 8         | 9  | 10 | 11        | 12        | 13        |   |   |   |
| 13      | 14        | 15 | 16 | 17 | 18 | 19 | 10       | 11 | 12 | 13 | 14 | 15 | 16 | 10    | 11 | 12 | 13 | 14 | 15 | 16 | 14    | 15        | 16 | 17 | 18        | <b>19</b> | <b>20</b> |   |   |   |
| 20      | 21        | 22 | 23 | 24 | 25 | 26 | 17       | 18 | 19 | 20 | 21 | 22 | 23 | 17    | 18 | 19 | 20 | 21 | 22 | 23 | 21    | <b>22</b> | 23 | 24 | <b>25</b> | 26        | 27        |   |   |   |
| 27      | <b>28</b> | 29 | 30 | 31 |    |    | 24       | 25 | 26 | 27 | 28 |    |    | 24    | 25 | 26 | 27 | 28 | 29 | 30 | 28    | 29        | 30 |    |           |           |           |   |   |   |

| MAY |    |    |    |    |    |    | JUNE |           |    |    |    |    |    | JULY |    |    |    |    |    |    | AUGUST |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|------|-----------|----|----|----|----|----|------|----|----|----|----|----|----|--------|----|----|----|----|----|----|
| S   | M  | T  | W  | T  | F  | S  | S    | M         | T  | W  | T  | F  | S  | S    | M  | T  | W  | T  | F  | S  | S      | M  | T  | W  | T  | F  | S  |
|     |    | 1  | 2  | 3  | 4  |    | 30   |           |    |    |    | 1  | 1  | 2    | 3  | 4  | 5  | 6  |    |    |        |    | 1  | 2  | 3  |    |    |
| 5   | 6  | 7  | 8  | 9  | 10 | 11 | 2    | 3         | 4  | 5  | 6  | 7  | 8  | 7    | 8  | 9  | 10 | 11 | 12 | 13 | 4      | 5  | 6  | 7  | 8  | 9  | 10 |
| 12  | 13 | 14 | 15 | 16 | 17 | 18 | 9    | <b>10</b> | 11 | 12 | 13 | 14 | 15 | 14   | 15 | 16 | 17 | 18 | 19 | 20 | 11     | 12 | 13 | 14 | 15 | 16 | 17 |
| 19  | 20 | 21 | 22 | 23 | 24 | 25 | 16   | 17        | 18 | 19 | 20 | 21 | 22 | 21   | 22 | 23 | 24 | 25 | 26 | 27 | 18     | 19 | 20 | 21 | 22 | 23 | 24 |
| 26  | 27 | 28 | 29 | 30 | 31 |    | 23   | 24        | 25 | 26 | 27 | 28 | 29 | 28   | 29 | 30 | 31 |    |    |    | 25     | 26 | 27 | 28 | 29 | 30 | 31 |

| SEPTEMBER |    |    |    |    |    |    | OCTOBER |          |    |    |    |    |    | NOVEMBER |    |    |    |    |    |    | DECEMBER |    |    |           |           |    |    |
|-----------|----|----|----|----|----|----|---------|----------|----|----|----|----|----|----------|----|----|----|----|----|----|----------|----|----|-----------|-----------|----|----|
| S         | M  | T  | W  | T  | F  | S  | S       | M        | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W         | T         | F  | S  |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |         |          |    |    | 1  | 2  | 3  | 4        | 5  |    |    |    |    |    | 1        | 2  | 3  | 4         | 5         | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 | 6       | <b>7</b> | 8  | 9  | 10 | 11 | 12 | 3        | 4  | 5  | 6  | 7  | 8  | 9  | 8        | 9  | 10 | 11        | 12        | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 | 13      | 14       | 15 | 16 | 17 | 18 | 19 | 10       | 11 | 12 | 13 | 14 | 15 | 16 | 15       | 16 | 17 | 18        | 19        | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 | 20      | 21       | 22 | 23 | 24 | 25 | 26 | 17       | 18 | 19 | 20 | 21 | 22 | 23 | 22       | 23 | 24 | <b>25</b> | <b>26</b> | 27 | 28 |
| 29        | 30 |    |    |    |    |    | 27      | 28       | 29 | 30 | 31 |    |    | 24       | 25 | 26 | 27 | 28 | 29 | 30 | 29       | 30 | 31 |           |           |    |    |



# St Dominic's College

## Weekly Assessment Planner

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



## Weekly Assessment Planner

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