



St John's College
WOODLAWN



Information for Parents and Students 2025





We acknowledge the Widjabal Wiyabal people of the Bundjalung Nation,
the traditional custodians of the lands on which our College resides.

We pay our respects to their elders past, present and emerging, for they
hold the memories, the traditions, and culture of the Bundjalung peoples.



St John's College WOODLAWN

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Dear Parents/Guardians,

Welcome to another year in the illustrious history of St John's College, Woodlawn - a history to which your child now belongs. It is important for students, therefore, to create that sense of belonging by identification with the community, by participation in the community and through an understanding of the values that are the foundation of the College.

For much of the history of St John's, the College was run by the Marist Fathers who encouraged their students to strive for excellence in all aspects of their lives. It was not, however, a striving for excellence for its own sake; for sake of self-glorification. Rather, it was a striving for excellence as a means by which each individual is able to realise the God given potential.

As part of the broader network of Lismore Diocesan schools, Woodlawn continues that tradition, by offering staff a Marist Immersion experience, and training our student leaders through a Marist formation program. Through these programs, the Marist spirit continues to permeate the seams of Woodlawn, enriching and colouring the daily life of the school as we educate your sons and daughters in the Catholic tradition and in the 'Woodlawn Way' our community connections to faith, integrity and relationships underpin the strength of our community.

Education today is a collaborative venture. It is vital, therefore, that staff, parents/guardians and students are all familiar with the contents of this booklet. As well as outlining the day-to-day procedures of the College, this publication contains contact and communication procedures to assist us in developing deep understanding, support and trust with each other. Together, with a common understanding, we nurture and promote the spiritual, academic, cultural and physical growth of our students.

We trust you will find this booklet useful as you chart the way forward for your child. We look forward to working with you on the exciting adventure that is secondary education in 2024.

Tenete Traditiones,

Annette Reen

Principal



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St John's College
WOODLAWN

Mission

Mission for Catholic Education in the Diocese of Lismore

"Catholic education exists for the saving mission of the Church. This mission is expressed in animated and identifiably Catholic learning communities immersed in the presence of Christ and serving His Church. These communities promote the communication of Truth, an abundance of life for all and service. In so doing they engage the hearts and minds of students leading them more deeply into the life of Christ and the Church, so they can achieve the 'Fullness of Life.'"

Vision Statement and Belief Statements

St John's College Woodlawn, as a Christ centred learning community,
is inspired by the Holy Spirit to live the Gospel way of life,
and to witness faith, hope, love and service in the way of Mary.

Our School Motto is: *Tenete Traditiones*

"Therefore, hold fast to the traditions which you have learned, whether by word or example."

Thessalonians 2:15

1. Aims and Expectations

Aims of St John's College

St John's College, Woodlawn is a co-educational Catholic College, under the direction of the Parish of St Carthage's, Lismore and the Diocese of Lismore Catholic Schools Limited (DLCSL). It is dedicated to creating *"an atmosphere permeated by the Gospel spirit of freedom and love"*.

Drawing on the tradition and spirit of the priests and brothers of the Society of Mary (Marists), the staff and parents/guardians work as partners and collaborators in the mission of *"building a new Church in the spirit of Mary"*.

Consistent with the College Mission Statement, the College aims:

1. to develop an environment in which Catholic faith grows, where the Gospel spirit of love is a paramount, and where the Marist commitment to model Mary's way of following Christ is evident;
2. to encourage within each student the development of a personal faith commitment;
3. to foster and guide the spiritual, cultural, academic, social and physical development of the students to prepare them for life beyond school;
4. to generate self-esteem and confidence in each student;
5. to foster a strong sense of civic and personal responsibility, and cultivate appreciation for human rights, all of which will inspire active citizenship and embody Catholic Social Teachings;
6. to provide a wide range of cocurricular activities that connect our students to our community. These also help develop important skills such as leadership, teamwork, communication and time management.

Expectations for Our Students

At Woodlawn, we embrace a diverse community and recognise that each student brings unique experiences and perspectives. We encourage all students to feel a sense of belonging and commitment to our College.

Here are some share expectations:

1. Choice and Acceptance: We celebrate that students at Woodlawn have chosen to be part of our community, whether they are here by choice or are exploring new opportunities. We welcome all individuals who are open to engaging with our College community.
2. Support for Our Values: We invite both students and their families to actively participate in fostering the Catholic and Marist values that shape our College culture. Your involvement helps create a supportive and enriching atmosphere for everyone.
3. Commitment to Community Standards: We ask all students to collaborate in maintaining a safe and effective learning environment by adhering to the guidelines established by the College. Together, we can ensure that Woodlawn remains a place where everyone can flourish.

To behave as a truly Christian and responsible member of the College community, it is expected that each student will:

- take part in community prayers and liturgy and be respectful of the sacred character of the Chapel;
- treat all members of the College community (students, teachers and staff) with respect and understanding;
- avoid all physical violence or dangerous activities and observe rules designed to create a safe environment for all;
- respect the property of others and the College, and not steal, damage or wilfully misuse such property;
- value their own health and the health of others, avoid using or encouraging others to use harmful substances, and participate in sporting programs designed for healthy living;
- in keeping with this expectation, accept that the supply of, the encouragement of and the use of harmful substances such as tobacco, alcohol, vapes or other drugs is prohibited by law;
- understand and accept that the supply, use or encouragement of the use of harmful and illegal substances will attract sanctions which may include suspension or expulsion. (Students in the company of other students who are smoking, or using drugs or alcohol are also liable to disciplinary action);
- be conscientious about classwork, be punctual for classes and study, respect the right of others to study and to learn without being distracted, and therefore allow all students to flourish.



2. Traditions

Religious

Background

St John's College, Woodlawn, was founded from St Patrick's College, Wellington, New Zealand in 1931. The Marists who began the school themselves originated in France in the early 19th century.

As a College in the Marist tradition, Woodlawn is committed to a full presentation of Gospel values based on the person of Jesus Christ and according to the Catholic tradition. It is committed to passing on a tradition of living the Gospel, just as Mary, the mother of Jesus, lived it. In response to Jesus' call to live life to the full, the College seeks to provide educational and pastoral opportunities which cater for students' social, physical, academic and sporting needs.

The patron of our College is St John the Evangelist. Very close to Jesus his master, St John took Mary into his care after Jesus' death. Inspired by his relationship with his Lord, we call our students to join us in coming to know our Lord as St John did.

The College respects all religious traditions. It encourages and promotes this vision through prayer, liturgical action and religious studies.

Chapel

The Chapel is the centre of the College and the place where the most important gatherings of the College community take place around the Eucharistic table of the Lord. There are many opportunities for students to participate in common prayer and all students attend the many liturgical celebrations which occur throughout the year.

Religious Education

Religious Education is compulsory for all students at the College. The Religious Education Program, Catholic Studies, includes units on scripture study, Catholic beliefs and practices, the moral teaching of the Church, social justice and Christian living. Students may also participate in Ministry Classes where they have the opportunity to share their faith and be involved in peer to peer ministry.

Class Prayers

In classrooms there are many opportunities for prayer, particularly thanksgiving for the blessings received and petition for the needs of students, their parents/guardians, their families, and our world. These take place in the context of Home Group sessions and Catholic Studies classes.



Houses

Carroll

– whose colour is green, is named after Bishop Carroll. It was his decision to establish a College at Woodlawn.

Segrief

– whose colour is red, is named after Woodlawn's first Rector, Father Thomas Segrief, SM.

Bell

– whose colour is gold, is named after Woodlawn's second Rector, Father James Bell, SM.

Kennedy

– whose colour is blue, is named after Father John Kennedy, SM Woodlawn's third Rector.

Bishop John Carroll

John Carroll was born in Piltown, County Kilkenny, Ireland, on Christmas day 1865. He was ordained a Priest on 31 May, 1890 and immediately came to Australia. For twenty years he worked in the Archdiocese of Sydney. He was consecrated Bishop of Lismore by Cardinal Moran on 6 March, 1910, becoming the second Bishop of Lismore. He invited the Marist Fathers' from New Zealand to build and staff a College for boys, which was opened in 1931 and named after St John the Evangelist.

"Woodlawn will cherish his memory, for that memory is already incorporated into the life of the College. It is easy to remember his stately figure at the College sports, as he congratulated the winners and said a kind word to the losers; at the annual clergy cricket match, keenly enjoying every moment of the game; chatting to the boys as they readily gathered around him during his many informal visits to the College, presiding at Prize Giving and above all, saying Mass in the College Chapel." (Eagle, 1949).

Father Thomas Segrief, SM

Rector 1931-1937

In response to Bishop Carroll's invitation to open a boys' College at Woodlawn, Father O'Reilly, the New Zealand Provincial of the Marist Fathers, chose Father Thomas Segrief in 1924 to canvass the Lismore Diocese for funds and to be the College's first Rector. He was a university graduate and had taught at St Patrick's College, Wellington. He was the first New Zealand Catholic Chaplain chosen for service in World War I in 1914. During the war he served in Egypt, Gallipoli and France.

It was he who laid the solid foundations on which others would build. Father Segrief died in 1940.

Father James Bell, SM

Rector 1938-1943

Father Bell came to Woodlawn in 1938 after teaching in Marist Colleges in Wellington and Christchurch. He was an outstanding teacher, sportsmaster, coach and Rector.

"During his term of office, the academic side of the school achieved outstanding success. Bursaries on the Intermediate and Leaving Certificate were won in great number, and the year before he left us it was to reach a climax in excellent passes in the Leaving Certificate and a First in the State in Mathematics." (Eagle, 1944)

After leaving Woodlawn in 1943, Father Bell later became Provincial of the Australian Province and assistant to the Marist Superior General in Rome.

Father John Kennedy, SM

Rector 1944-1949

Father Kennedy had graduated with a Master of Arts with Honours in History from Victoria University, Wellington. Before coming to Woodlawn in 1944, he had been involved with education for twenty years in New Zealand, including time as Rector of St Patrick's College, Silverstream, Wellington.

During his time as Rector, Woodlawn's numbers increased greatly.

"Father Kennedy brought with him to St John's a reputation for scholarship and an unrivalled knowledge of the work of education in all its phases. it was in character training that he excelled. Firmly convinced that education does not mean merely the training of a boy for commercial or industrial activity he strove to form in the boys strong moral, intellectual and social habits – his aim was to educate the whole man."

"He left St John's with the knowledge that its traditions were intact, its school roll grown to vast proportions and its name written large on the scroll of Catholic Education in Australia." (Eagle, 1949)



3. Contacting the College

Contact Details

All visitors to the College must sign in at Reception upon arrival and sign out on departure.

College Office:	Phone: 6626 2600 (8.00am – 4.00pm)
Student Services - Absences:	Phone: 6626 2629 Email: lisjc-studentservices@lism.catholic.edu.au
Curriculum:	Mrs Sally Ryall
Vocational Pathways:	Mr Bernie Maginnity
Vocational Education:	Mrs Tanya Pearson
Distance Education:	Mr Matt Irvin
Fees:	Ms Kendall Thomson
Woodlawn Ex-Students Association Inc:	Mr Damian Price (President)

Enquiries related to general school behaviour should be directed to the Subject Teacher, Key Learning Area Leader, your child's Leader of Student Wellbeing or the Leader of Pastoral Care.

Assistant Principal – Learning & Teaching:	Mr Matthew Bailey
Assistant Principal – Mission:	Mrs Fiona Fennamore
Leader of Administration:	Mrs Tracy Robinson

Student Wellbeing Team

Leader of Pastoral Care: Mrs Karen Davies

Year 7:	Ms Erin Parrey; Mrs Michelle Wright (Assistant)
Year 8:	Mr Luke Collings
Year 9:	Ms Justine Kennedy
Year 10:	Mr Luke Flynn
Year 11:	Ms Annabelle Green
Year 12:	Mr Joel Saye

College Staff 2025

College Leadership Team

PRINCIPAL: Mrs Annette Reen

ASSISTANT PRINCIPAL – LEARNING & TEACHING:
Mr Matthew Bailey

ASSISTANT PRINCIPAL – MISSION:
Mrs Fiona Fennamore

LEADER OF PASTORAL CARE:
Mr Nick Jones

LEADER OF CURRICULUM: Mrs Sally Ryall

LEADER OF PEDAGOGY: Mrs Nicole Hetherington

COLLEGE MANAGER: Mrs Debbie Melino

Mission Team

SCHOOL EVANGELISATION: Mrs Kallie Deegan

CATECHESIS: Mrs Grace McGirr

Learning & Teaching Team

ENGLISH: Mrs Claire Ritchie

CATECHESIS: Mrs Grace McGirr

MATHEMATICS: Mr Peter O'Toole

SCIENCE: Dr Toni Pacey

HUMANITIES: Ms Stefanie Darke

TAS: Mr David Maslen

CREATIVE ARTS: Mrs Sharon Thompson

PD/H/PE: Ms Jane Farrugia

INCLUSION COORDINATOR: Mrs Bethany Cani
(acting)

VOCATIONAL EDUCATION TRAINING: Mrs Tanya
Pearson

Other Areas of Responsibility

LEADER OF ADMINISTRATION:

Mrs Tracy Robinson

LIBRARY: Ms Amanda Starr and Ms Catriona Ertz

LEARNING TECHNOLOGIES: Mr Brad Ryall

SPORT: Mr Simon Andrews

VOCATIONAL PATHWAYS: Mr Bernie Maginnity

Teaching Staff

Mr Simon Andrews

Mr Matthew Bailey

Mrs Sophie Base

Mr Brian Battese

Mr Andrew Budnick

Mrs Bethany Cani

Mrs Eleni Challinor

Mr Noah Coleman

Mr Luke Collings

Mr James Coll

Mrs Stevie Colman

Mr Jarrod Cotgrove

Ms Stefanie Darke

Mrs Karen Davies

Mrs Kallie Deegan

Mrs Alyssa Dwyer

Ms Catriona Ertz

Ms Jane Farrugia

Mrs Fiona Fennamore

Ms Kaitlyn Follett

Mr Luke Flynn

Mrs Tania Fraser

Mrs Marlaina Garcia

Mr Ruben Garcia

Ms Gemma Giacobetti

Ms Annabelle Green

Mrs Natalie Harris (on leave)

Mr Jesse Hayden

Mrs Nicole Hetherington

Mr Alex Hodge

Mr Matthew Irvin

Mr Peter Jeffery

Mr Nick Jones

Ms Justine Kennedy

Mr Luc Larcher

Mr Kael Little

Ms Jodie Lynch

Mr Bernie Maginnity

Mr David Maslen

Ms Amy McDowell

Mr Evan McGarrity

Mrs Grace McGirr

Mr Andre McNamara

Mrs Debbie Noble

Ms Summa O'Brien

Mr Peter O'Toole

Dr Toni Pacey

Ms Erin Parrey

Mrs Kara Parrish

Mrs Tanya Pearson

Mrs Marie Perry

Mr Mark Quade

Mrs Annette Reen

Mr Seamus Reen

Mrs Claire Ritchie

Mr Gerard Ritchie

Mr Todd Robinson

Mr Bradley Ryall

Mrs Sally Ryall

Mr Joel Saye

Ms Jessica Schultz (on leave)

Mr Brock Smith

Ms Amanda Starr

Mr Ben Taylor

Mr Scott Taylor

Mrs Sharon Thompson

Mrs Tayla Tickle (on leave)

Mrs Michelle Wright

Mr Michael Woerner

Ms Natasha Wotherspoon

Support Staff

COLLEGE MANAGER: Mrs Debbie Melino

COLLEGE REGISTRAR: Mrs Jasmine Andrews

COLLEGE COUNSELLORS: Mrs Susan Doughty, Mrs Christina Hazell and Mrs Jacqui Rojo

COLLEGE SECRETARIES: Ms Anita Bressan, Mrs Janine Hutchinson and Mrs Megan McPhee

EX-STUDENTS' SECRETARY: Mrs Jasmine Andrews

STUDENT SERVICES SECRETARY:

Mrs Sharon Robotham

FINANCE MANAGER: Mrs Nicola Bell

FINANCE OFFICERS: Mrs Tammie Creary and Ms Kendall Thomson

AGRICULTURE ASSISTANT: Mr Craig Fowler

CREATIVE ARTS ASSISTANT: Ms Emelia Doolan

FOOD TECHNOLOGY/TEXTILES: Mrs Eliza Smith (on leave) and Ms Malaika Taylor

INDIGENOUS EDUCATION WORKER: Mr Leonard Moran

LIBRARY ASSISTANTS: Mrs Helen Koellner and Mrs Fiona Thompson

SCIENCE ASSISTANT: Mrs Leigh Tickner and Ms Frere Bailey

TAS ASSISTANT: Mr Trevor Robb

COLLEGE YOUTH MINISTER: Ms Eliza Blunn

SPORT/PDHPE ASSISTANT: Ms Jaya Wisemantel

House Patrons

BELL: Mr Peter O'Toole and Mrs Marie Perry

CARROLL: Mr Luke Flynn and Ms Erin Parrey

KENNEDY: Mr Andre McNamara and Ms Stefanie Darke

SEGRIEF: Mr Jesse Hayden and Ms Amy McDowell

Learning Support Assistants

Mrs Vicki Bugden

Mrs Joanne Fahey

Mr Cody Johnston

Mr Aidan Kennedy

Mr Les McLennan

Mr Richard Seymour

Ms Victoria Stansfield

Mrs Emma Tulk

Mrs Lynda Watt

Mr Liam Weekes

Catering and House Staff

Ms Lisa Canini

Ms Edie Higgins

Mr Darryl Hurst

Mr Anthony Perkins

Mrs Sonya Pope

Mrs Valerie McWhirter

Maintenance Staff

Mr Trent Bowler

Mr Max Condon-Hunnisett

Mr Kirk Elliott

Appropriate Expression of Concern

The College has a set of procedures on how parents/guardians could/should most appropriately and effectively express concerns regarding the operation of the College. The procedures are based on the following assumptions:

1. Expressing concerns can provide opportunities for community building.
2. The first point of reference should be the person most directly connected to the potential cause of the concern, then, if necessary, sequenced systematically.
3. The tone of the meeting/communication is important and requires respectful preparation.

More information can be found in the booklet "Process for Expressing Parental/Guardian Concern" which is available at the College Office.

Contacting Staff

Parents/guardians should note the names of staff most immediately concerned for their child's needs, particularly in the early weeks of school, namely, Home Group Teacher, Leader of Student Wellbeing and class/subject teachers. Initially, these should represent the first point of reference for students in need of assistance and the first contact points for parents/guardians with enquiries concerning their child's progress.

Staff Liaison: Contacting the College

Home Group Teachers: are responsible for Home Group session, attendance, pastoral care of Home Group, report comments, uniform check, student appearance, checking student planners.

Class/Subject Teachers: are responsible for the management, welfare and academic progress of students in his/her subject, primarily during class teaching time.

Leaders of Learning: in conjunction with class/subject teachers, are responsible for academic performance and behaviour management of students in his/her area.

Leader of Curriculum: has overall responsibility for the management of the total curriculum. The Leader of Curriculum (in liaison with relevant Leaders of Learning / Leader of Student Wellbeing / Vocational Pathways Coordinator) will assist parents, guardians and students with subject selection. Any change to a student's pattern of study (subject or level) must be approved by the Leader of Curriculum.

Leaders of Student Wellbeing: have responsibility for the welfare and overall academic progress of the students in their year group. The Leaders of Student Wellbeing of Years 11 and 12 assist the Leader of Curriculum and the Vocational Pathways Coordinator with HSC entry details and with the dissemination of relevant information from NESAs. Each Leader of Student Wellbeing is a member of the Welfare Team and also liaises with the College Counsellors in regard to pastoral welfare issues.

Leader of Pastoral Care: advises staff on matters pertaining to the welfare and management of students in their care and is also responsible for issues or misbehaviour that may arise outside of school, or on public transport, or misbehaviour that is a major breach of College rules.

Assistant Principal - Mission: has responsibility for the Catholic teaching, practice and ethos of the College, along with other administrative matters, as delegated by the Principal. In conjunction with the Leader of School Evangelisation they coordinate College Liturgies and Retreat programs.

Assistant Principal – Learning and Teaching: has the overall responsibility for the leadership of the College curriculum and other administrative matters, as delegated by the Principal.

Parents/guardians should feel free to contact their son's or daughter's Home Group Teacher, Leader of Student Wellbeing or Subject Teacher regarding any matter pertaining to his/her progress at school.

4. Fees

School Finances

The College relies on three main sources of income and each is essential to the continued operation of St John's College, Woodlawn. They are:

1. Compulsory Fees charged for each student
2. St John's College, Woodlawn Resource Hire Fees
3. Contributions from the School Community Forum's fundraising activities

There are some additional costs for special programs and projects mentioned in this booklet.

School Fees and Charges - 2025

The payment of College tuition fees and general other costs are required as per the terms on each invoice. Payment schedules are offered and encouraged by the College.

There is a reduction of 10%, on tuition only, for siblings attending the College at the same time. Additionally, the fourth and subsequent children will not be charged (tuition fees only), whilst four or more siblings are concurrently enrolled at the College. All fees and sibling discounts are subject to yearly variation unless stated otherwise.

Tuition Fees Only- 2025

Years 7 and 8 (4 terms)	\$4,336 Annually
Years 9 and 10 (4 terms)	\$4,556 Annually
Year 11 (4 terms)	\$5,088 Annually
Year 12 (3 terms)	\$5,148 Annually

Resource Hire Fee

The Resource Hire Fee of \$363, represents a partial offset of resources provided to students by the College each year. This includes textbooks, novels, printing, various software licences and applications and internet access. This fee applies to all students.

Charges to Accounts

The College will invoice all tuition fees via email when applicable. You may also receive account statements via email, these will include all tuition fees and any miscellaneous charges that have been charged to your account. Miscellaneous charges include, but are not limited to:

- Reflection Days
- General Excursions
- Compulsory items, including Year 7 Book Pack
- Compulsory camps from Years 7 to 9 and Senior Retreat

Collection of Monies

The College's preferred method of payment is via the Compass Parent Portal. We also accept cash and cheques, these can be handed into the Front Office. We also accept BPAY payments, the individual reference details are available at the bottom of your monthly College statement. An EFTPOS terminal is also available at the Front Office for payments. Cash out is not available. Note: Overseas credit cards attract additional fees which will be charged to the student's account.

Mandatory Subject Costs for Years 7 and 8

In some subjects, an additional cost is charged to cover materials and equipment needed by the student. The cost is added to the students account at the beginning of the school year for Years 7 and 8 only.

Subjects	Year 7	Year 8
Technology	\$60	\$60
Visual Arts	\$60	\$60

Elective Subject Levies for Years 9, 10, 11 and 12 (per year)

Any electives that have been selected by students will be charged to the students account from Term 2 onwards.



Levies for Elective Courses in Years 9, 10, 11 and 12 (per year)

The following schedule sets out the levies charged for elective subjects in Years 9, 10, 11 and 12. The levies are charged at the beginning of Term 2 and cover the costs of consumable and other resource materials used by the students. The levies are administered by the respective subject departments. These levies are reviewed every year.

Subjects	Year 9	Year 10	Year 11	Year 12
Board Developed Courses				
Agriculture	\$50 [^]	\$50 [^]		
Dance			[^]	[^]
Design & Technology		\$120	\$182(A)	\$100 [^] #(A)
Drama			[^]	[^]
Food Technology	\$140	\$140	\$210	\$190
Music	\$65	\$65	\$65	\$65
Textile and Design			\$90 [^] #	\$90 [^] #
Textile Technology	\$110	\$110		
Visual Arts	\$100	\$140	\$125 [^] #	\$125 [^] #
Content Endorsed Course				
Ceramics			\$165	\$165
Photography, Video & Digital Imaging	\$140	\$140	\$165	\$125
Visual Design			\$115 [^]	\$115 [^]
Industrial Technology				
• Farm Maintenance		\$182		
• Metals	\$190			
• Timber	\$190	\$170		
• Timber Products & Furniture			\$190 [^] # (A)	\$120 [^] # (A)
Vocational Education - delivered at the College				
• Business Services			\$100	\$100
• Cafe Skills		\$325*-		
• Construction			\$372 [^] -(B)	\$180 [^] -
• Entertainment Industry			\$100 [^] -	\$100 [^] -
• Fitness			\$250- [^] ≠	\$250- ^α [^]
• Furniture Making			\$250-#	\$250-
• Hospitality Operations – Cookery			\$200-	\$200-
• Manufacturing & Engineering			\$200-	\$200-
• Primary Industries			\$200#O-	\$110-#
Online Delivery Courses (many are available and are delivered by the Diocese of Lismore - Online Education Centre)				
			\$400	\$400
Distance Education (Charged by NSW Dept. of Education & Training)				
	\$400	\$400	\$800	\$800

- # There is an additional cost for field trips and compulsory excursions
[^] Students are required to purchase all materials required for any major project
- Additional cost of White Card and/or First Aid Training if not paid Term 4 Year 10
(A) Includes Safety Pack (eye and hearing protection \$32)
* Includes of Barista Course Qualification \$195 if not paid Term 4 Year 10
^α Includes extension training of 2 external units
≠ Includes towel required for Year 11
O Includes Presentation Green Shirt & PPE Kit
(B) Includes Basic Building and Construction Skills Text \$82

Camps and Retreats

All students in Years 7, 8, 9 and 11 participate in camp/retreat style programs at various times throughout the year. The program is a significant factor in promoting the personal and spiritual development of the students as well as building and developing a range of essential life skills. Attendance at camps and retreats is compulsory. Students cannot participate in 'optional' trips, if they do not attend compulsory camps/retreats. Always contact your student's Leader or Student Wellbeing if meeting costs is proving difficult.

The current program is structured as follows:

Year	Camp	Timing	Approximate Cost
7	Sleepout at the College	Term 2	\$80
8	Tyalgum – Leadership and Personal Development (3 days intensive outdoor program)	Term 2	\$350
9	Camp Kokoda	Term 3	\$420
11/12	Bornhoffen – Senior Retreat (3 days)	Term 4 (for Year 12)	\$380

While the cost of the camp and retreat program is borne by parents/guardians, every effort is made to keep the costs to a minimum. The costs noted above are subject to change based on final costs as advised by camp providers.

In addition to the above compulsory camps, a range of optional development programs are offered. Details of those camps will be advertised at the relevant time. These additional opportunities are available to all students, and are voluntary. Eligibility for the voluntary camps is subject to fees being paid up-to-date.

Fee Policy

A detailed version of the Fee Policy can be found in Section G.

5. General College Information

Student Laptop Program

St John's College, Woodlawn has a 'Bring Your Own Device' or 'BYOD' program.

While there is no longer a 'specified' device requirement, iPads and Chromebooks have insufficient capabilities for our secondary curriculum and therefore, a fully functioning laptop is the required minimum device.

The minimum specifications for your device are:

- **Operating System:** MacOS 13 (Ventura) or Windows 10
- **RAM:** 8GB
- **CPU:** 8-core Core i5
- **Storage:** 256GB SSD

We recommend for the best experience:

- **Operating System:** MacOS 13 (Ventura) or Windows 10
- **RAM:** 16GB
- **CPU:** 8-core Core i5 or higher
- **Storage:** 512GB SSD
- **Other:** USB-C Charging

Students are responsible for bringing a fully charged device to school and recharging their device at home each night.

Devices can be purchased from any supplier, however, we have organised an ordering portal with LWT (<https://stcw.orderportal.com.au/>) for your convenience.

Three (3) years AppleCare, HP Onsite, or equivalent Warranty and three (3) years Accidental Damage and Theft protection are highly recommended, these can be purchased with the device through our LWT portal, or through whichever supplier you choose.

Student Planners

The Student Planner/Senior Student Planner is an important aid to help students organise and improve their studies and allows for written communication between teachers and parents/guardians. The planner is designed to make students' school experience a success by promoting and supporting effective time management and organisational skills. Planners should be taken to each lesson and Home Group every day.

1. **The Planner should be maintained in excellent order.** No writing is permitted on the cover other than details of your name and class.
2. Details of set homework, assignments, assessment tasks, projects and tests can be recorded in the Planner. Throughout the school year students should record and update results, awards and achievements in the Record of Achievement section of the Planner.

3. Planners that are lost must be replaced as soon as possible. Students who have lost their Planner can arrange a replacement through Student Services. The cost of the new planner will be charged to the student's fees account.
4. Planners are also used to monitor students who are out of uniform. These will be stamped by a member of the Pastoral Care team.
5. Home Group Teachers may check the Planners and parents/guardians are encouraged to monitor its use. Leaders of Student Wellbeing may make a periodic check of the Planners of students in their care.
If there is an important communication from parents/guardians it is the student's responsibility to show the note to the relevant staff member.

Home Group

The school day involves a Home Group meeting which lasts for fifteen minutes. Each student is allocated to a Home Group which is vertically arranged within the House structure. The students in the Home Group are supervised and cared for by a Home Group teacher who remains with them throughout their time at the College (all things being equal). The main objectives of the Home Group session are to help meet both the pastoral and administrative needs of our students by providing a time for regular daily contact between staff and students and also involves students helping other students in a caring environment. Home Group teachers can work with students each semester to set study goals and to review academic progress. During Home Group the following responsibilities are undertaken and activities occur:

- a morning prayer is shared;
- College expectations are clarified and issues explored to both motivate students and help them with resilience goals;
- pastoral strategies are implemented;
- the daily roll is marked;
- the College Daily Bulletin is read;
- student uniform and grooming is checked.

Class Change Procedures

Students in Years 7 to 10 at St John's College, Woodlawn are allocated to a mixed ability base class after extensive consultation with staff. There are 6 base classes in Year 7 and 5 in Years 8 to 10. In Years 9 & 10, a level of academic streaming does occur within Mathematics classes to meet the requirements of the NESA Stages 5.1/5.2/5.3 Mathematics courses.

Class changes are not made at parent request. On occasions, if welfare or academic concerns arise, College staff will collaborate with families and students to ensure that student needs are being met. Class changes of a welfare nature will generally only be considered if there is a supporting recommendation provided by a Mental Health Professional.

Leaders of Student Wellbeing are responsible for collating student information and making class placement recommendations to the College Leadership Team. The Principal makes the final decision on all student class placements and staffing allocations.

Student Attendance

Under Section 25 of the *Education Act (1990)* parents/guardians are responsible for:

- enrolling their children of compulsory school age in a government or registered non-government

school or registering them with the New South Wales Education Standards Authority (NESA) for home schooling;

- ensuring that their children attend school regularly;
- explaining the absence of their children from school promptly and within seven days to the school;
- taking measures to resolve attendance issues involving their children.

Hours of Attendance

The College cannot accept legal responsibility for students prior to 8.30 a.m. or after 3.30 p.m. Classes begin at 8.55 a.m. and conclude at 3.15 p.m. The College grounds and buildings will not be supervised outside the normal hours of attendance (8.30 a.m. – 3.30 p.m.) unless otherwise stated.

Student Drop-off & Pick-up Zone

The student drop-off zone is located at the sporting field entrance leading to a roundabout with two-way traffic where you may drop-off and pick-up in a marked drop-off zone. There are waiting bays for short stopping on the left hand side when entering, if required. Please also note that the College speed limit is a maximum of 15km/hr.

Student Absence

If a student of compulsory school age (i.e. between the age of 6 and 17 years) is unable to attend school because of illness, etc., parents/guardians are asked to contact Student Services via Compass, phone or email prior to 9.00 a.m. on the day of the absence. All student absences must be explained. An SMS message will be sent to the nominated contact person at 10.30 a.m. each day for any unexplained absence. If you receive an SMS message, please reply with an explanation for the absence on the phone that received the SMS.

In the case of lengthy and/or foreseen absences, an application should be made to the Principal requesting permission for the student to be absent from school and providing details of the reasons for the absence. Application forms are available via a link attached to the fortnightly Newsletter or from the Student Services Office. It is important that arrangements are made to ensure that all Assessment Tasks and other commitments are fulfilled.

Unexplained Absence

Students who attend school regularly will benefit greatly from the learning and teaching experiences as well as the pastoral opportunities provided by the College.

Under the *Education Act (1990)*, absences not explained by parents/guardians are to be recorded as unexplained, irrespective of whether an explanation is received after the seven school days has expired.

If a student of compulsory school age has a recurring number of unexplained or unacceptable absences from school, the College is required to contact the DLCS office. The College may then initiate a number of additional school-based strategies including:

- student and parent/guardian interviews;
- reviewing the appropriateness of the student's educational program;
- development of a school-based Attendance Improvement Plan;
- referral to the College Counsellor or outside agency;
- support from College based personnel.

Late Arrival

Students who arrive late to school must report to the Student Services Office before proceeding to class. The student must have an explanation as to why they are late; alternatively, a parent must accompany them to the Student Services Office.

Early Departure

Students may not leave the School premises during school hours without signing out through the Student Services Office. Parents must have notified the school, in advance, of the absence. Parents/guardians can collect their children from the Student Service Office or meet them in the carpark.

Lockers

All students will be allocated a locker. The sensible use of the lockers ensures that all students have a secure area in which to store their valuable books and equipment. Students are requested to always lock their lockers after use and not divulge their padlock code to other students. Students are allocated a combination lock on their arrival at the College. Lost or damaged padlocks should be reported to the relevant Leader of Student Wellbeing. The cost of a replacement will be met by the student. Students are expected to ensure that the locker is kept tidy and free of stickers and graffiti.

Students need to store all of their school resources and College bag in their locker on arrival at school. Lockers are to be accessed before Home Group, at recess, lunch and at the conclusion of Period 5. During the school day, students should only carry the equipment necessary for each two period block of lessons.

College Uniform

All items of St John's College uniform are available from the College Uniform Shop. Opening hours can be found in the College Newsletter.

Students are not permitted to wear a mixture of uniforms. If a student cannot wear any part of the uniform on a certain day, the student must bring a note signed and dated by a parent/guardian. The student presents this note to a member of the Pastoral Care team who will stamp the College Planner with the relevant details.

All items of uniform must be clearly marked with the student's name.

Summer Uniform – Terms 1 and 4

Boys' Uniform

Shirt	White shirt with crest on pocket & green piping on sleeves.
Shorts	Grey polyester dress shorts worn on the waist. Drill shorts are not permitted. A plain black or grey belt may be worn.
Socks	Short grey College socks.
Shoes	Conventional black leather lace-up or buckle-up school shoes (polished).
Jumper	Green College jumper or Green College vest (optional for colder days).
Hat	College green wide brimmed hat – to be worn in accordance with SunSmart Policy in Section 10.

Girls' Uniform

Blouse	White blouse with crest on pocket & green piping on sleeves.
Skirt	Green College tartan - double pleats front and back (knee length).
Shorts	Grey shorts.
Socks	Plain white, 'Bonds' style, ankle length, fold over top (Sockettes not permitted), to be worn with the skirt. Short grey College socks to be worn with the shorts.
Shoes	Conventional black leather lace-up or buckle-up school shoes (polished).
Jumper	Green College jumper or green College vest (optional for colder days).
Hat	College green wide brimmed hat – to be worn in accordance with SunSmart Policy in Section 10.

Winter Uniform – Terms 2 and 3 (Formal College Uniform)

Boys' Uniform

Shirt	Plain white long or short sleeved shirt (with College crest on pocket).
Tie	College tie (Years 7-11); Senior College tie (Year 12).
Jumper	Green College jumper or green College vest.
Blazer	Bottle green College blazer. Students must wear College blazer to and from school at times specified.
Trousers	Long mid-grey trousers, worn on the waist (drill trousers are not permitted). A plain black or grey belt must be worn.
Socks	Grey College socks.
Shoes	Conventional black leather lace-up or buckle-up school shoes (polished).
Hat	College green wide brimmed hat – to be worn in accordance with SunSmart Policy in Section 10.
Scarf	College woollen scarf (optional).

Girls' Uniform

Shirt	Plain white long or short sleeved shirt (with College crest on pocket).
Tie	College tie (Years 7-11); Senior College tie (Year 12).
Jumper	Green College jumper or green College vest.
Blazer	Bottle green College blazer. Students must wear College blazer to and from school at specified times.
Skirt	College mid-grey skirt double pleats front and back (knee length).
Tights or socks	Grey opaque tights. (Short plain white ankle length 'Bonds' style socks may be worn in warmer weather but not as part of the Formal College Uniform).
Trousers	Long mid-grey trousers, worn on the waist (drill trousers are not permitted). A plain black or grey belt may be worn.
Socks	Short grey College socks to be worn with the trousers.
Shoes	Conventional black leather lace-up or buckle-up school shoes (polished). Black sports shoes are not permitted.
Hat	College green wide brimmed hat – to be worn in accordance with SunSmart Policy.

Girls' Uniform

Scarf	College woollen scarf (optional).
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Sports Uniform

This is to be worn for integrated sport and on Wednesdays.

Boys' and Girls' Uniform

Shirt	College sports shirt.
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Shorts	Black College sports shorts with embroidered 'Eagle' badge. (Other styles of black shorts with labels, logos, prints etc., are not permitted).
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Socks	College sports socks (only style permitted).
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Shoes	Clean sports shoes. No skate or canvas shoes permitted.
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Tracksuit	College tracksuit (to be worn with sports uniform including Wednesdays).
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Hat	College green wide brimmed hat.
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Hoodie	College red hoodie (to be worn ONLY on Wednesdays)
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P.E. Uniform

On days when rostered for PDHPE class, each student must bring the correct sports clothes and equipment for that class. Students will be informed in advance by PDHPE staff what clothes and equipment they require for the next lesson. The following items are required for P.E.

Boys' and Girls' Uniform

Shorts	Black College sports shorts with embroidered 'Eagle' badge. (Other styles of black shorts with labels, logos, prints etc. are not permitted).
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Socks	College sports socks (only style permitted).
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Shoes	Clean sports shoes (white or black permitted). Loafers, skate and canvas shoes are not permitted. Sports shoes must be designed for court or field use.
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Shirt	College sports shirt or House sports shirt - see below.
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Hat	College green wide brimmed hat.
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Swimmers	Boys – Swimming shorts. Rash shirts may also be worn for additional sun protection. Girls – One-piece swimming costumes. Rash shirts may also be worn for additional sun protection.
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Students should check their timetables and note in their Student Planner the days they are required to take specific gear for PDHPE (**see PDHPE Uniform statement on page 58**).

House Sports Uniform

A House Sports Uniform is required to be worn for significant inter-House sporting competitions. The most notable of these are the annual Swimming and Athletics Carnivals and Cross Country Competition. All items are available from the College Uniform Shop.

For Swimming/Athletics Carnivals, Cross Country and Special House Sporting Events

Shirt	House sports shirt (polo style) in House colour and House name embroidered. Bell: Gold Carroll: Green Kennedy: Blue Segrief: Red
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Shorts	Black College sports shorts with embroidered 'Eagle' badge. (Other styles of black shorts with labels, logos, prints etc. are not permitted).
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Hat	College green wide brimmed hat – to be worn in accordance with SunSmart Policy in Section 10.
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Socks	College Sport Socks
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For Swimming Carnivals

Boys	Swimming shorts. Rash shirts may also be worn for additional sun protection.
Girls	One-piece swimming costumes. Rash shirts may also be worn for additional sun protection.
Hat	College green wide brimmed hat – to be worn in accordance with SunSmart Policy in Section 10.
Rash shirt	Students are recommended to wear a rash shirt while in the pool area.

Uniform requirements for TAS classes

Parents/guardians and students need to be aware that it is a Department of Education & Workcover directive that NO student may enter a Technology classroom unless they are wearing the correct protective footwear.

This means that at St John's College, students are required to wear their normal black leather, lace-up shoes for all Technology classes including those scheduled on days that students have PDHPE or sport. It is also a requirement in all TAS classes that hair that is shoulder length or longer be tied back in accordance with College expectations and safety guidelines. Additionally, all students in Food Technology classes are required to wear a protective apron.

Personal Presentation

Students must be clean, neat and tidy at all times, including but not limited to:

- extremes in hairstyle, cut or colour are not permitted (i.e. "mullets");
- hair longer than shoulder length must be tied back;
- hair accessories should be in keeping with College colours;
- students must be clean shaven at all times;
- make-up should be kept to a natural appearance;
- nails should be kept to neutral shades or French tips.

Tattoos

These are not to be visible.

Jewellery and piercings

Students are permitted to wear:

- no more than 2 plain rings on each hand;
- no more than 2 earrings per ear. These are to be studs or sleepers. NB: No other piercings are acceptable;
- 1 necklace;
- 1 watch;
- 2 plain bracelets or bangles.

These are not exhaustive lists. Members of the College Leadership Team are the final arbiters on what is deemed acceptable in all Uniform and Personal Grooming matters.

School Bag

The College has two styles of School Bag. One is a dark green nylon back-pack (two sizes available) and the second is a dark green nylon carry bag (suitable for use as a sports bag and practical TAS subjects). The school bags are to remain free of graffiti and markings other than a student's name which should be clearly written on the label provided. These bags are available at the College Uniform Shop. The contents of the school bag should not exceed 10% of the student's body weight.

College Uniform Shop

The College Uniform Shop operates out of the Colin Centre and is managed by P & C Uniforms. Uniforms can be purchased online or on-site. A full range of uniforms are available from the store, which operates on Monday 8.00 a.m. – 9.30 a.m. and Wednesday 11.00 a.m. – 2.00 p.m. The College Uniform Shop is also open on the last Saturday preceding the start of each school term. Online delivery is also available and purchases can be delivered to the students through our Student Services Office.

Second Hand Uniform Shop

In addition, the School Community Forum operates a second hand Uniform Shop in the Colin Centre. This is open on the same days and during the same hours as the Uniform Shop. Please note there are no EFTPOS facilities and only cash payments are available.

Opening hours and times for both shops are available in the College Newsletter.

Valuables

Large sums of money and other valuable items should not normally be brought to the College. However, if in special circumstances valuables need to be brought to the College, students may take them to the Student Services Office for safe keeping. Mobile phones are to be placed in the student's locker at the beginning of the day and are to remain there until the end of the school day. (See Mobile Phones and Other Smart Devices on page 58). The College accepts no responsibility for the loss or damage of any such items.

Transport

All students travelling on public transport are expected to be polite and courteous and to maintain the highest standards of behaviour. Students are reminded that the good name of the College and that of their fellow students is threatened by poor or unacceptable behaviour. The College Administration endorses the Code of Conduct issued by the Ministry of Transport and supports the bus companies' right to take action against students who behave in an unacceptable or irresponsible manner.

Bus Travel To and From the College

There are various bus companies that transport students to and from the College. Some of these companies will transfer students directly to the College, others will require students to alight at the Lismore Schools' Bus Interchange, located in Leycester and Hindmarsh Streets, and catch a second bus for transport to the College. This second bus is from Northern Rivers Bus Lines and will use bus bays 19 or 20.

Buses will depart from the Interchange between 8:25am and 8:40am, arriving in time for Home Group which begins at 8:55am. It is the responsibility of students to ensure they do not delay in catching a bus to the College.

All buses depart from the Front Drive in the afternoon, beginning at 3:25pm.

Application forms for bus travel are available online at apps.transport.nsw.gov.au/ssts/#/

Dropping-Off and Picking-Up Students

This can be done via the sporting field entrance. You may drop off and pick up in a marked drop-off zone. There are waiting bays for short stopping on the left hand side when entering, if required.

Visitors to the College for other purposes should use the entrance below the Tennis Courts and utilise the Front Drive for parking.

See Traffic Flow map on the following page. Please note that the College speed limit is a maximum of 15km/hour as the safety of students is paramount at all times.

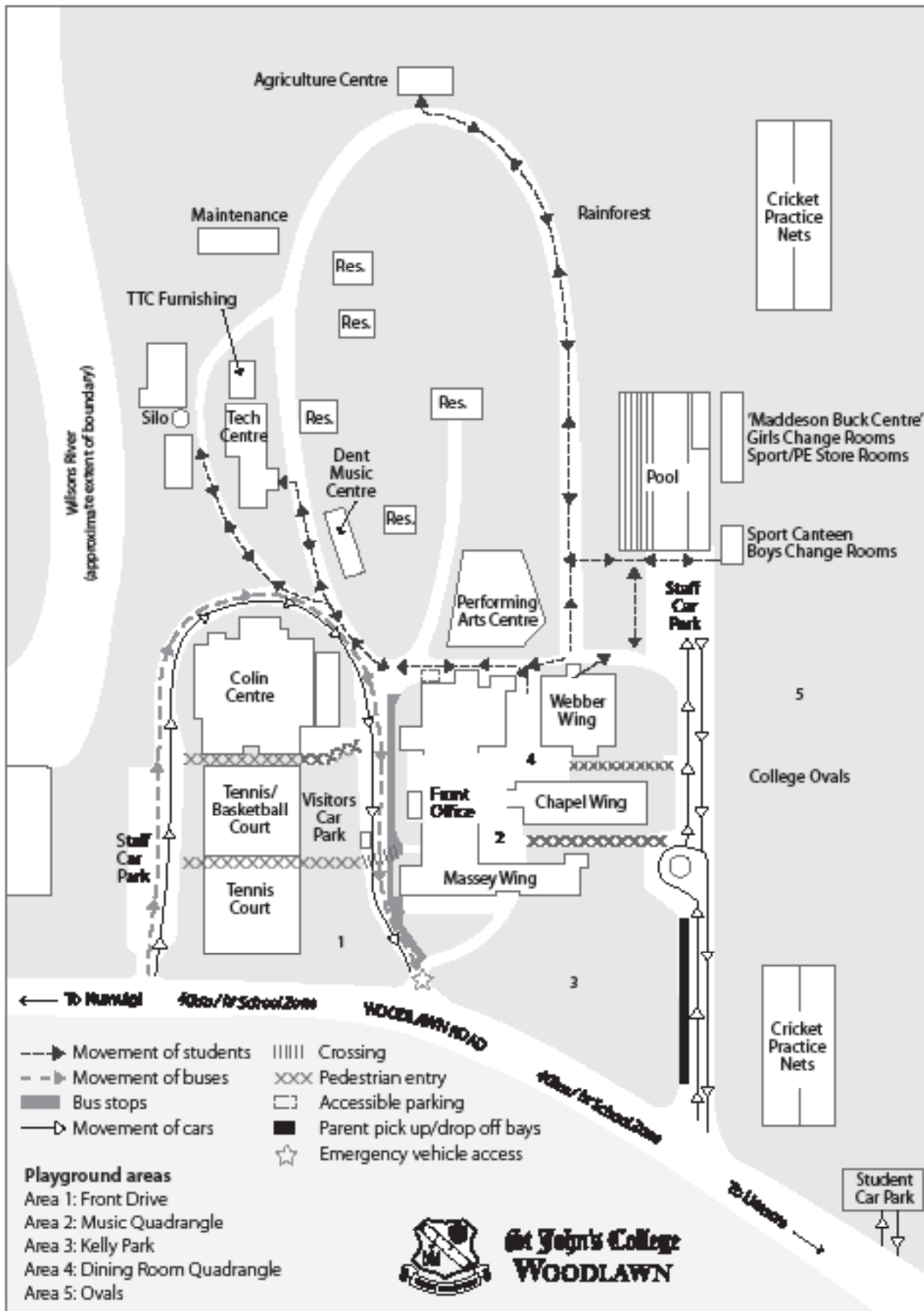
Year 12 Student Driving

Families will be notified when driving can commence. Once notification has been received, parents and students complete the Student Driving Permission forms that can be found on Compass in the School Documentation Folder. It is essential that the guidelines are adhered to so that student safety can be assured. Students who do not follow these may be subject to sanctions.

Bicycles

Because of Woodlawn's distance from town and the dangers encountered on the road at busy times such as before and after school, students are not permitted to ride bicycles to the College.

St John's College, Woodlawn - Site Plan and Traffic Flow



Prohibited Items

There are many items that are dangerous or inappropriate in the school setting and therefore must not be brought to the College. Students are not to bring to the College, or handle while at the College or engaged in College activities, any of the following items:

- Liquid paper;
- Chewing gum;
- Aerosol cans;
- Laser pointers and other laser devices;
- Pocket knives, knives or other weapons;
- Any other items that represent a hazard to staff or students;
- E-cigarettes
- Illicit drugs and associated paraphenalia.

This is not an exhaustive list. Students who do not comply with this expectation will be referred to their relevant Leader of Student Wellbeing.

Out of Bounds

Unless under the direct and present supervision of a teacher, the following areas are 'out of bounds' to students during the school day:

- River and other areas outside the perimeter of the College;
- Sheds and storage areas;
- Attic of main building;
- Staff Rooms;
- Pool;
- Kitchen;
- Offices;
- Administration corridor;
- Classrooms outside of class-time;
- Memorial Garden;
- Dent Music Centre;
- Fire exits (at times other than an alarm has sounded);
- Rainforest;
- Car parks (other than on arrival before school and departure after school);
- Br Edward Park (lawn area);
- Residences;
- Ovals at Recess time;
- The Pidcock Centre for Performing Arts during recess and lunch.

Students are expected to use the classrooms, other learning areas and designated playground areas in accordance with the supervising teacher's instructions.

School Lunches and College Canteen

Students have the option of bringing their lunch or purchasing their lunch from the College Canteen.

Student Illness and Sick Bay

Students who are too sick to attend school should remain at home. Medical appointments should, where possible, be arranged outside of school hours.

If students become ill during the school day, the students must see their class teacher who will give them a note to report to the Student Services Office (SSO). The student will be attended to by the SSO staff and if well enough allowed to return to class. However, if the student cannot return to class they will be admitted to sick bay and the parent/guardian will be contacted. Parents/guardians can then make arrangements to collect their son/daughter.

If your child is involved in an emergency situation, the College will provide whatever medical assistance is required and, if possible, contact you immediately. The Confidential Student Information form includes a medical authority. By signing this authority you give your written approval for College staff to render or seek the required attention if such an emergency were to occur, and for you to accept full responsibility for all expenses should any be incurred.

The College has a policy with the Ambulance Service of NSW to provide a service during school hours, that is, approximately 8.30 a.m. until 3.30 p.m., which also covers College sporting activities outside of school hours (such as Saturday and Sunday). Parents/guardians need to be aware that they should ensure their children are covered by insurance to provide ambulance service at times other than the above. Individual cover can be obtained by contacting a private health insurance company. Students with Health Care Cards are automatically covered.

Prescribed Medication

The College does not accept responsibility for administering prescription medication. However, in special circumstances arrangements may be made for the overseeing of some prescription medication via the SSO. There are strict procedures followed for dispensing prescribed medications.

If parents/guardians wish to take advantage of this service, they must:

- (i) complete the Medication Administered Parent Form which is available on Compass under the School Documentation Folder.
- (ii) parents/guardians must deliver the medication in person to staff responsible at the SSO.
- (iii) Students who are on a health care plan will need to provide the school with the relevant information.

Infectious Diseases

To ensure that our students and staff are protected in the event of an outbreak of an infectious disease, parents/guardians are required to inform the Principal, as soon as possible, if they have reasonable grounds for believing that their child has a condition listed below:

- Diphtheria
- Measles
- Mumps
- Pertussis (Whooping Cough)
- Poliomyelitis
- Rubella (German Measles)
- Tetanus
- COVID-19

Notification is to be initiated within 24 hours to the College via telephone or email. The parents/guardians must take reasonable precautions, including precautions taken on advice of a Doctor. A Medical Certificate must be provided to the College providing a time frame for exclusion of the student from the College.

6. Curriculum

The College curriculum aims to provide challenges and opportunities for all students whatever their academic potential. A compulsory core of studies in Religious Education continues from Year 7 to Year 12, as befits the curriculum of a Catholic School. The study of English is also compulsory from Years 7 to 12.

The curriculum is organised along lines as required by the NSW Education Standards Authority (NESA) and all students experience a wide variety of courses in their early years at the College. Later they elect to take courses that are appropriate to their needs, interests and/or career aspirations.

The curriculum comprises two types of courses, those that are compulsory and those that are elective. The way in which these are organised throughout the College is summarised below.

Years 7 and 8 (Stage 4)

All students experience a common curriculum. Some of these courses are short introductions on a rotation basis throughout the year. Not all of these courses are offered in both years. Most time is allocated to the English, Mathematics and Science courses.

Compulsory Courses

Catholic Studies	English
Mathematics	Science
Visual Arts	Music
PDHPE	Geography
History	Technology - Mandatory with associated modules
Languages – Italian, French	Sport

Elective Courses

Nil

Years 9 and 10 (Stage 5)

In Stage 5, students get a chance to choose three elective subjects. One 200 hour subject that will be undertaken for two years (Years 9 and 10) and one 100 hour undertaken for one year (Year 9). Their third choice is another 100 hour course which will be undertaken for one year in Year 10. There is one round of choices where students must choose their elective subjects. This occurs in Year 8 from the subjects available at the time. The next 100 hour subject will be chosen the following year when students are in Year 9.

Choices are made online. It is the Principal's discretion whether or not a course will run.

* Please refer to the elective subjects available in the table on the following page.

Compulsory Courses

Catholic Studies	English
Mathematics	Science
Sport	PDHPE
Geography	History

Elective Courses offered for 2024 include:

Agriculture	Drama	Industrial Technology	PASS
Cafe Skills	Farm Maintenance	- Metal	Photography & Digital
Child Studies	Food Technology	Industrial Technology	Media
Commerce	French	- Timber	Textiles & Design
Computing Technology	History Elective	Italian	Visual Art
Dance		Music	

Distance Education Courses

Students are able to access additional courses through Southern Cross Distance Education Centre. These courses attract an additional fee of \$800 (Years 11 and 12) and \$400 (Years 9 and 10).

Years 11 and 12 (Stage 6)

The College publishes a guidance booklet on the Higher School Certificate. Prior to entering Year 11, all students are interviewed by either a teacher, the Vocational Pathways Coordinator, a Leader of Learning or a Leader or Student Wellbeing. Generally, a student will select five or six of the elective courses.

A student's eligibility to undertake their preferred subjects in Stage 6 may be dependent on their ability to demonstrate the prerequisite level of achievement in Stage 5 subjects. In addition to this, students will need to obtain a recommendation from their teacher or the appropriate KLA Leader of Learning to demonstrate that they have applied themselves with diligence and sustained effort to the set tasks and experience provided in the course by the College.

Not all courses will be offered every year. Courses will depend on student demand and staff availability. Provision is made for some students to take TAFE Delivered VET Courses at local TAFE colleges. In addition, we have teachers trained to supply Vocational Education and Training (VET) courses on site. We also offer online delivery of some courses and Distance Education options.

Compulsory Courses

Studies of Religion I or II Units	English - Standard or Advanced
or	or
Catholic Faith in Action (including Cert II in Active Volunteering)	English Studies

Life Skills Courses Stage 6 (Years 11 and 12) include:

Mathematics	English
Science	Creative Arts
HSIE - Humanities Technologies	Health and Movement Science (HMS)

Board Developed Courses

Agriculture	English Extension I	Mathematics Extension I
Ancient History	English Extension II (Year 12)	Mathematics Extension II
Biology	Food Technology	Modern History
Business Studies	Geography	Music I
Chemistry	History Extension (Year 12)	Health and Movement Science
Community & Family Studies	Industrial Technology - Timber	Physics
Dance	Italian Beginners	Society and Culture
Design & Technology	Legal Studies	Textiles and Design
Drama	Mathematics Standard	Visual Arts
Earth & Environmental Science	Mathematics Advanced	

Content Endorsed Courses

Ceramics	Photography, Video & Digital	Visual Design
Exploring Early Childhood	Imaging	
Numeracy	Sport, Lifestyle & Recreation (Year 11)	

Board Endorsed Course

Work Studies

Vocation Education & Training Frameworks

Construction	Hospitality Cookery
Entertainment Industry	Manufacturing and Engineering
Fitness	Primary Industries
Furniture Making	

TAFE Delivered Vocational Education and Training Courses

Board Developed Courses

All TAFE courses offered at local TAFE Campuses are available

Online Delivery - Flexible Delivery - Diocese of Lismore

Aboriginal Studies	Information Processes & Technology
Ancient History	Japanese Beginners
Economics	Software Design & Development
Engineering Studies	Software Engineering
Enterprise Computing	

Distance Education Courses

When a student is unable to study a course within the College timetable they may apply to study through Southern Cross Distance Education. This is only available to students who are independent learners. Students must see the Leader of Curriculum to seek enrolment in a Distance Education course.

Learning Support

Additional Needs

Learning support at St John's College, Woodlawn is an integral and important collaborative component of the teaching and learning of all students within the College. Students recognised as having a disability or requiring regular and ongoing adjustment to curriculum are supported through collaborative planning. This enables the student, parents/guardians, teachers and external support providers to work as a multi-disciplinary team to embed goals and adjustments that support the student's educational outcomes and wellbeing.

The Inclusion Coordinator is responsible for the coordination of Support Staff in classrooms, the facilitation of collaborative planning, additional supports for students transitioning into Year 7, exam provisions including NESAs HSC provisions applications and supporting teachers in the development of Life Skills and differentiated curriculum programs. The Eagle Centre is a facility within the College that provides a space for educational and wellbeing support. It is a vibrantly busy space where students go to work and socialise.

Life Skills Courses

For a small percentage of students, particularly those with an intellectual disability, a Life Skills Course can be provided in both compulsory and elective subjects in Years 7 to 10. All Key Learning Areas (KLAs) in Stage 4 and 5 have specific NESAs Life Skills Courses available. Only in consultation with parents/guardians, the student, Leader of Curriculum and Inclusion Coordinator will a student be placed on a Life Skills pattern of study.

Assessment Provisions

St John's College, Woodlawn supports students by providing Assessment Provisions for those students who are unable to access and participate in examinations and assessment tasks without adjustments.

Disability provisions are practical arrangements designed to assist students who could not otherwise make a fair attempt to demonstrate their knowledge and understanding of the outcomes.

Literacy and Numeracy Support

The College gathers information from feeder primary schools regarding literacy/numeracy levels of all incoming Year 7 students to assist in their transition to secondary school. This also provides a valuable guide for enrichment support programs for relevant students as well as for Year 7 subject teachers.

Literacy and Numeracy support for both students and staff across all curriculum areas is provided through individual student support, in-class teacher assistance and ongoing professional development.

Students who need additional support in literacy are those who are likely to experience difficulty in gaining meaning from secondary level texts and creating appropriate texts themselves. These students are identified by national literacy and numeracy tests (NAPLAN), standardised or diagnostic assessments, HSC minimum standards tests, referrals from class teachers and parents/guardians and information from specialist staff (Inclusion Coordinator, Eagle Centre staff and the Literacy/Numeracy Coordinator).

Indigenous Students

An Indigenous Education Worker (IEW) is employed at the College to help support the Indigenous students and contribute culturally to the life of the College. Our IEW also helps provide pathway support for senior students for post school options as well as enrich the relationship between the College and the local Indigenous Community.

High Potential Learners

The College recognises that high potential learners vary in terms of the nature and level of their abilities. These students are not always visible or easy to identify; exhibit an almost unlimited range of personal characteristics in temperament, personality, motivation and behaviour; and vary in their level of giftedness – this means that two students who have gifts in the same domain will not necessarily have the same abilities in that domain. Most importantly, the College recognises that a student's gifts are transformed into talents through the developmental process.

To facilitate the development of students' gifts and talents, the Leader of Pedagogy works with classroom teachers to identify and recognise students who require curriculum extension. This occurs through differentiated classroom instruction; one-to-one coaching and extension through personalised Google classrooms; extension and programs in certain subjects; and co-curricular activities such as Tournament of Minds; Chess Club; Science Olympiad, History and Geography competitions; writer's workshops.

Method 2 Assessment

In Years 7-10 the College will be adopting NESA's 'Method 2' Assessment. There will be two formal weighted assessment tasks per semester totalling 100%. Students will also complete a number of smaller formative learning tasks that will allow teachers to collect a wide variety of evidences of learning. Student rank order is determined and NESA course performance descriptors are referred to when awarding final grades.

Feedback and Reporting

Academic Reports are provided twice a year for students in Years 7-12 at the end of each semester. Progress reports are provided on request. If parents/guardians do not receive a report they should contact the College. Reporting dates are published in the College Calendar.

Parents/Guardians Teacher Student Conference

In Semesters 1 & 2 meetings are arranged for parents/guardians, student and teacher conferences for each year group. These meetings are organised using an online booking system for parents/guardians to complete.

Responsibility for Learning

What is RFL?

This is a formative reporting process designed to provide ongoing feedback regarding each student's learning habits and effort in class to students, parents and staff.

The class teacher assesses each student over the reporting period (twice per term) by evaluating the student's effort against the descriptors outlined in the table below. The teacher awards the student one of the following ratings: Excellent, Commendable, Satisfactory, Fair or Unsatisfactory. An "UG" (ungraded) determination will be given to a student when a teacher is unable to provide a Descriptive Rating because of insufficient time to assess a student's effort due to extended absence etc. These ratings will be reported to students and parents via Compass. This information is then available for use by parents, class teachers, Home Group teachers or other staff to continue to encourage and motivate students to maintain or improve their effort in classes throughout the year.

High achieving students in each year group will receive Commendation Certificates in recognition of their outstanding commitment.

RFL was created from the College academic and learning values.

Rationale: Guiding Principles

- We value self-regulated learning and recognise the importance of self-assessment, self-reflection and goal-setting in promoting self-regulation in our learners;
- We value clear and regular feedback to students and parents about learning processes, habits and behaviours;
- We value the reduction of assessment tasks so as to decrease the stress of numerous tasks on students;
- We value the reduction of assessment stress on teachers, allowing them to assess knowledge, skills and processes in a manner that is subject-specific;
- We value reporting and providing feedback on data that is collected from a wide variety of formative and summative tasks;
- We value providing feedback on knowledge, skills and processes.

The RFL is an important form of student feedback at St John's College, Woodlawn. All students and their parents receive an RFL report twice per term.

	Excellent	Commendable	Satisfactory	Fair	Unsatisfactory
	Student's efforts exceed expectations	Student makes a substantial effort	Student makes a satisfactory effort	Student makes a fair effort	Student's effort is unsatisfactory
Learning Behaviours	<ul style="list-style-type: none"> • Follows instructions • Works independently • Works collaboratively • Completes homework • Responds to feedback 	<ul style="list-style-type: none"> • Follows instructions • Works independently • Works collaboratively • Completes homework • Responds to feedback 	<ul style="list-style-type: none"> • Follows instructions • Works independently • Works collaboratively • Completes homework • Responds to feedback 	<ul style="list-style-type: none"> • Follows instructions • Works independently • Works collaboratively • Completes homework • Responds to feedback 	<ul style="list-style-type: none"> • Follows instructions • Works independently • Works collaboratively • Completes homework • Responds to feedback
Classroom Practices	<ul style="list-style-type: none"> • Punctuality • Respect • Equipment • Participation 	<ul style="list-style-type: none"> • Punctuality • Respect • Equipment • Participation 	<ul style="list-style-type: none"> • Punctuality • Respect • Equipment • Participation 	<ul style="list-style-type: none"> • Punctuality • Respect • Equipment • Participation 	<ul style="list-style-type: none"> • Punctuality • Respect • Equipment • Participation

Excursion Charges

Some subjects involve field work and excursions. Costs of transport and accommodation for excursions are determined well in advance and parents/guardians are notified of costs. Excursion costs are covered directly by parents/guardians and charged via Compass at the time the permission note is issued.

Stationery

Book Packs for Year 7 will be provided through the College on the first day of Term 1. The Book Pack will provide the majority of requirements for the year with the exception of a pencil case, pens, ruler, rubber, glue stick, coloured pencils and textas. The cost of the Book Pack, which includes compulsory textbooks and workbooks, will be charged to parents/guardians accounts in Term 1.

All other year groups will be supplied a Student Planner from the College. The cost of the Planner and PDHPE workbook, if applicable, will also be charged to parents/guardians accounts in Term 1. Remaining stationery items required are to be supplied by the student. A list of requirements will be available to the students before the commencement of the next school year and published on the College website: <https://www.lisjclism.catholic.edu.au/>

Text Books

Most necessary texts are made available through the College. Text books are distributed by the Library.

Library - Hours and Borrowing

The Library is open:

- Monday to Friday, 8.30 am – 3.20 pm
- Closed Wednesdays at lunchtime and Fridays at recess
- Some afternoons when supervised by class teachers

Students may borrow at any of these times as well as work in the Library when signed in by a class teacher.

Junior and Senior students have unlimited borrowing. Students are encouraged to borrow books for the school holidays. They may borrow for three weeks plus renewals.

Students may borrow print material, ebooks and audio books.

Students can search the Library and check their borrowing status online at <http://library.lisjclism.catholic.edu.au> once they have been issued with a password.

They may also go to the Library website for help on research, search engines, reading advice and homework help: <https://woodlawn.libguides.com/library>

Homework Expectations

Homework is any work or activity which students are asked to complete outside lesson time either on their own or with parents or carers.

Homework should not prevent students from participating in an activity after school such as sport, music or clubs of any kind. Equally, students should plan such activities to allow time to complete homework.

The Purpose of Homework

- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life;
- to consolidate and reinforce skills and understanding;
- to extend school learning, for example through additional reading;
- to enable students to devote time to particular demands such as assessment preparation;
- to support the home/school relationship.

The Amount of Homework

The College does not have a fixed homework timetable with time allocated for different subjects on different evenings. Students will need to learn to manage their time so that they complete some homework each evening. As a general rule, the time devoted to homework should increase as the student progresses through school.

At St Johns College, Woodlawn, suggested daily homework hours are as follows:

- Years 11 and 12: 2-3 hours (dependent on individual patterns of study)
- Years 9 and 10: 1½ - 2 hours
- Years 7 and 8: ½ hour – 1 hour

Please Note:

- suggested daily homework hours may fluctuate depending on such things as: the nature of the courses being studied; pending examinations; and times when assignments and assessment tasks are set or due;
- various scenarios may require some hours to be assigned to the completion of homework on weekends.

Teacher Considerations When Setting Homework

Teachers will take the following into consideration when setting homework:

- the requirements of the curriculum;
- the student's age, stage of schooling and intellectual development;
- the extent to which the homework consolidates and/or complements learning experienced that day and/or during the programmed time period of the particular unit of study;
- the limitations and possible negative impact of too much homework;
- students' other commitments outside of school;
- the extent of individual student email and internet access;
- any other relevant pastoral issue(s) related to the completion of homework by a student.

Types of Homework

Homework might include such things as:

- writing assignments;
- learning assignments;
- preparing an oral presentation;
- reading in preparation for a lesson;
- finding out information/researching a project.

It is important that students should have frequent and increasing opportunities to develop and consolidate their competencies as independent learners.

Organisation of Homework

All students should have a Student Planner which they should carry with them at all times to record their homework. Parents/guardians are asked to check these on a weekly basis.

Non-completion of Homework

When homework has not been completed, appropriate action will be taken by the teacher. This will vary based on the KLA policy, but could include a lunch detention, a level or an award of zero for that particular homework task.

Teachers should communicate a failure to complete homework with parents via the Student Planner, email, phone or face-to-face.

Malpractice - Plagiarism - Cheating

The standards and principles regarding the authenticity of student work and acknowledging material obtained from other sources in assignments and assessment tasks extends across all year groups. Although these following statements refer specifically to students in Years 9 to 12 (Syllabus Stages 5 and 6), students in Years 7 and 8 should be aware of the standard required and should always acknowledge the source of the information they are using or quoting. The following statements are central for the standard required by our students and form the basis for the procedures which will be followed in the case of suspected malpractice, plagiarism or cheating:

- students need to be made aware of the laws associated with plagiarised work;
- the teacher who suspects malpractice is to report the offence to the relevant Leader of Learning;
- students who are suspected of plagiarism, including the use of AI to gain an unfair advantage, will be interviewed by the Leader of Learning and asked to provide evidence of research in note or draft form;
- students suspected of cheating will be interviewed by the Leader of Learning;
- students who are found to have plagiarised or cheated will be placed on the discipline level system and may receive a mark of zero for that task;
- parents/guardians will be informed of the issue by letter and/or telephone by the Leader of Learning;
- in these cases, the student will be required to resubmit the task or similar task within one week.

For more information, please refer to the Curriculum Handbooks, Years 7-10 or Assessment Handbooks, Years 11-12 where you will find details on “What is Plagiarism” and the correct procedure for acknowledging different sources.

Vocational Pathways

Careers guidance falls under the responsibilities of the Vocational Pathways Coordinator.

The Vocational Pathways Coordinator has an office situated in the Learning Centre. This means they have access to students in Years 11 and 12 from their study periods for careers advice. The phone extension number for the Learning Centre is 490.

The Vocational Pathways Coordinator has library and resource material that will provide careers guidance to Years 9 and 10 students upon request.

The Vocational Pathways Coordinator oversees all vocationally oriented pathway responsibilities within the College. The Vocational Pathways Coordinator is responsible for collecting data on the career goals of our students and their career destinations. This will allow some detailed research on the efficacy of our programs, particularly in relation to achievement of stated career goals.

Any student in the College can obtain career advice via the Vocational Pathways Coordinator upon request.

Use of Information & Communications Technology

Students at St John’s College are encouraged to use Information and Communications Technologies (ICT), for research and electronic communications and for educational purposes set within the curriculum. All students will use ICT as part of their broad curriculum base.

Information and Communication Technologies have been mapped and integrated within the outcomes and content of the mandatory Years 7-10 syllabuses. They are therefore taught and assessed across the curriculum to ensure that all students have the opportunity to become competent, discriminating and creative users of ICT, and that they are better able to achieve syllabus outcomes through effective use of ICT for enhanced learning.

Music

Music as a Co-Curricular Activity

Music has an important place among the co-curricular activities at Woodlawn. All students participate in singing practices for Liturgies which are held regularly at the College. All students are invited to audition for the Schola which leads the Chapel singing and prepares for and participates in special Liturgies. Various music ensembles rehearse in the College.



Private Tuition in Music

Private tuition is generally available at the College in a number of instruments (for example piano, guitar, drums, bass) subject to demand and availability of tutors. The following will apply to all private tuition:

The cost of the tuition is a separate charge from Tuition Fees. This charge is normally made to the parents/guardians by the tutor concerned or to the agent acting for the tutor. Parents/guardians are free to contact these teachers directly.

Piano Robyn Egan 6624 4067 / 0403 409 026

Guitar Aidan Panetta 0423 590 594

Vocals Kallie Deegan/Ben Taylor see below

Drums Scott Hills 0403 191 677

Students attending private tuition in the Dent Centre must sign out at SSO before going to their lesson and then sign in again at the completion of each lesson.

For general enquiries please contact:

Ben Taylor ben.taylor@lism.catholic.edu.au

Kallie Deegan kallie.deegan@lism.catholic.edu.au

7. Student Opportunities

We accompany our students in the creation of a hope-filled future. To achieve this, we focus on enabling students to 'live life to the full' through a range of leadership, spiritual and service programs and activities that promote personal growth and development.

Student Leadership

Leadership is an important feature of student growth and development. We believe all students have the potential to be Christian leaders. Student leadership is centred on an understanding of the dignity of each person and a recognition of people's potential for leadership and service to our community for the common good.

In the Marist way, our leadership is based on a servant model which is leading by caring and doing. Acts of servant leadership bring about self-awareness through helping others. *"Give and it will be given to you"* Luke 6:38.

Servant leaders, like Christ:

- TRUST their followers
- Have EARNED respect
- Set the standards by EXAMPLE
- Promote TEAM spirit
- Use their heads but also their HEARTS
- Help realise their followers' DREAMS
- Have OPEN minds

Aims of the Leadership Model

- to develop the leadership capability of students so that they can be recognised as community leaders;
- to promote a culture of service and stewardship of our College;
- to broaden the base of student leadership by providing opportunities for all students to develop and demonstrate leadership in a variety of contexts;
- to acknowledge and reward those students who accept the challenge to fulfil the criteria for specific leadership roles in the College.

Process of Student Leadership

To ensure equity in the leadership process, base class leaders are selected via the following:

- Student vote
- Clarity and quality of speech
- Teacher vote (only those who teach the base class)
- Leader of Student Wellbeing vote

Year 7

Ten leaders, two from each base class elected at the end of Term 1.

Two from this ten are elected by the Base Class Leaders to the SRC for the remainder of the year.

(Year 7 Leaders are acknowledged in a College Assembly)

Year 8

Ten leaders, two from each base class elected at the start of Term 1.

Two from this ten are elected to the SRC by the base class leaders.

(Leaders are presented in the Induction of New Leaders Ceremony)

Year 9

Ten leaders, two from each base class elected at the start of Term 1.
Two from this ten are elected to the SRC by the base class leaders.
(Leaders are presented in the Induction of New Leaders Ceremony)

Year 10

Ten leaders, two from each base class elected at the start of Term 1.
Two from this ten will be elected by the base class leaders.
(Leaders are presented in the Induction of New Leaders Ceremony)

Year 11

Twelve members are elected to the leadership team at the start of Term 1 of Year 11.
They will join the SRC at the beginning of Term 1.
(Leaders are presented in the Induction of New Leaders Ceremony)

Year 12

Twelve members are appointed to the SRC leadership team.
Four students from the SRC are appointed as College Captains/Vice-Captains. A President of the SRC is elected from this group. This team also includes an appointed Ministry Captain
Eight House Captains elected in Term 3 of Year 11.
(Year 12 Leaders are presented in the Transfer of Leadership Ceremony)
Weekly meetings are held with the Principal: Captains, Vice-Captains, Ministry Captain and SRC President.
Fortnightly meetings are held with the Assistant Principal - Mission for the whole SRC.

Voluntary Leadership

- St Vincent de Paul Conference (Years 11 & 12 students). The St Vincent de Paul Executive are appointed from the Year 12 students
- Social Justice Committee (Year 10 students)
- Youth Environment Committee
- Junior Ministry Team
- Senior Ministry Team

Service Opportunities

'May the hearts of those who have enough be open to filling the empty hands of those who do not have the bare necessities,' Pope Francis.

All members of our College Community are encouraged to live the sentiments of Pope Francis through service, standing in solidarity and being witnesses to making the world a better place.

Through a range of initiatives, we support:

- Caritas & Project Compassion: Hearts of Hope campaign
- St Vincent de Paul: Winter Sleep Out, Christmas Appeal
- Marist Solidarity: Cambodia Justice Walk, Dag Day, Immersion
- Local community initiatives
- Peer to Peer Ministry: 'Making Connections'
- Catholic Mission - Socktober

Camps / Retreats / Reflection Days

Relationships and personal connections are the key to our extensive programs.

The development of social skills, decision-making skills, self-awareness and independence are highlights of each student's year. No matter the challenge they are supported to experience and share these out of the ordinary moments. It is important that all students attend these programs as the connections that are built and fostered provide the foundation for healthy relationships and an extensive support network.

8. Pastoral Care and Wellbeing

Welfare Policy and Behaviour Management Procedures



PASTORAL CARE AND WELLBEING POLICY

Framework

1. The Catholic Worldview is the context for pastoral care at St John's College.
2. Pastoral care is enacted and wellbeing enhanced through relationships.
3. Pastoral care involves a whole school approach and is dependent on policies and procedures that help facilitate this across all key domains of practice.
4. Christian dignity and wellbeing of the student is at the centre of all policies, procedures, decisions and activities at the College.

Rationale

Catholic education at St John's College, Woodlawn exists to enable all students to experience the fullness of life. Student Pastoral Care and Wellbeing is the heart of our mission in Catholic education. Student pastoral care encapsulates the nature of how we relate with one another in all aspects of St John's, through everything we do. Hence, pastoral care and wellbeing frames our identity as educators and is essentially manifested through the way we engage with others by acknowledging the presence and work of the Holy Spirit in nurturing students' human dignity.

With Jesus Christ as our model, the Pastoral Care and Wellbeing policy draws upon the Catholic Worldview in our relationships where 'we walk with' and meet each other in partnership with mutual respect and understanding. While welfare is all encompassing in our lives, this policy acknowledges the need to target best practice in various domains of College life to ensure that each person is cared for, valued, supported, respected and understood.

This policy is founded on gospel values and operates within the framework of Restorative Justice practices based on the dignity of the human person to build positive and respectful relationships for all members of the College community. Every person in the school community should be valued and respected. The learning capabilities of each person will be enhanced by building inclusive, supportive and respectful relationships. Supportive and positive relationships between staff and students, promotes a sense of belonging and engagement that facilitates greater wellbeing and better school performance.

Scope

Pastoral care and wellbeing at St John's applies to the entire College community. All staff play a pivotal role in student welfare and wellbeing across all domains of College life to ensure fair and equitable management of all students.

Principles of Pastoral Care

- pastoral care is founded in Jesus Christ and Gospel Values;
- pastoral care is concerned with the dignity and wellbeing of each person;
- pastoral care is nurtured through a life of prayer and sacramental living;
- pastoral care is enacted through, and embedded within, reciprocal relationships between all members of the College community;
- effective relationships are developed in which every individual experiences being cared for, respected and valued;
- parents/carers play a key role in pastoral care and the College works closely and collaboratively with parents/carers in promoting the wellbeing of students;
- pastoral care and wellbeing is dependent on student participation. St John's creates opportunities for students to have a voice in matters that concern them at school;
- pastoral care is embedded within and across all domains of College life;
- pastoral care promotes and enhances wellbeing, including spiritual, social, emotional, psychological, intellectual and physical dimensions;
- pastoral care requires a comprehensive, multi-level whole school approach on a continuum from universal to targeted needs. This includes primary intervention, early intervention and postvention responses and initiatives with students and families;

Pastoral care is at the heart of how we relate to one another at St John's College and should be reflected in everything we do. It is centred on Jesus Christ and the abiding presence of the Holy Spirit; Pastoral care is essentially a relational way of life in which every member of the College community is cared for, respected and valued, reflecting the God given dignity of each person. It is expressed in love, respect, compassion, tolerance, forgiveness, healing, reconciliation and social justice. Pastoral care is the shared responsibility of every person in the school community and the wider College community.

Pastoral care is how we as adults provide the nurturing and educational setting for personal growth. It also promotes a growth mind-set for the students to manage their own learning and build positive relationships guided by and built on the Catholic principles of solidarity and subsidiarity. These are lived out in the school setting by the policies, procedures and practices that the school enacts to ensure the wellbeing and care of students.

Pastoral Care

The College has a Pastoral Care Program to support self-efficacy, building capacity for individuals to gain insight into their own unique gifts and talents and developing skills to face adversity and challenge.

Pastoral care and wellbeing is concerned with the inherent dignity and wellbeing of each person and, at St John's College, is based on the following beliefs:

- we believe in reconciliation and restorative justice practices based on the dignity of the human person and founded on the Gospel values promoted by Jesus Christ;
- we believe each person in the school community should be valued and treated with respect;
- we believe education is a collaborative venture with the College, family, parish and wider community;
- we believe in just and fair processes to guide and develop the ability of all members of the community to make sound and moral decisions;
- we believe in building inclusive, supportive and respectful relationships to enhance the wellbeing and learning capabilities of all in our community.

Reporting to Police

Section 316 of the *NSW Crimes Act* requires that Serious Indictable Offences will be reported to Police.

Parents/guardians and students are advised that it may not be possible for all matters raised in conversations between students, parents/guardians and staff to be kept confidential. This is particularly the case of criminal conduct, or when a matter requiring mandatory reporting is disclosed.

Corporal Punishment

Staff at St John's College are prohibited from using corporal punishment as a means of punishment or correction of students.

Corporal punishment is defined as the application of force in order to punish or correct a student but does not include the application of force taken to prevent personal injury to, or damage to, or the destruction of property of, any person, including the student.

PART A – Mission Statement

Mission for Catholic Education in the Diocese of Lismore

“Catholic education exists for the saving mission of the Church. This mission is expressed in animated and identifiably Catholic learning communities immersed in the presence of Christ and serving His Church. These communities promote the communication of Truth, an abundance of life for all and service. In so doing they engage the hearts and minds of students leading them more deeply into the life of Christ and the Church.”

Belief Statements

St John’s College Woodlawn, as a Christ centred learning community, is inspired by the Holy Spirit to live the Gospel way of life, as witnesses and to witness faith, hope, love and service in the way of Mary.

Our school motto is: **Tenete Traditiones**

“Therefore, hold fast to the traditions which you have learned, whether by word or example.”

Thessalonians 2:15

We believe staff and students live out the role of Christians in words and deeds through reconciliation and restorative justice practices based on the dignity of the human person.

We believe in an atmosphere of divine worship in the daily life of the College that nourishes and provides opportunity for faith formation.

We believe each person in the College community should be valued and treated with respect.

We believe education is a collaborative venture with the College, family, parish and wider community. Parents/guardians are recognised and welcomed as co-responsible partners in Catholic education.

We believe in just and fair processes to guide and develop the ability of all members of the community to make sound and moral decisions.

We believe student learning at the College begins with a rich curriculum that is relevant, responsive and rigorous, catering for the needs and growth of every learner and permeated with a Catholic Worldview.

We believe learners experience the joy of learning and thrive in adaptive environments that are safe and supportive.

We believe all students at the College need to be given frequent opportunities to think critically, work collaboratively and to express learning in creative ways.

We believe in building inclusive, supportive and respectful relationships to enhance the learning capabilities of all in our community.

Student Charter of Rights and Responsibilities

Right	Responsibility
I have the right to be a part of a community that values and promotes safety and wellbeing in all aspects of college life.	I have the responsibility to act safely and ensure that others are safe and feel safe.
I have the right to receive a holistic education, which includes spiritual, cultural, academic and sporting experiences.	I have the responsibility to actively engage in the spiritual, cultural, academic and sporting aspects at the College.
I have the right to believe in myself as a learner, enjoy my education and achieve my goals.	I have the responsibility to involve myself in all aspects of College life so I can achieve my goals.
I have the right to a well maintained and clean College environment.	I have the responsibility to maintain a clean College environment.
I have the right to be respected in my relationships with both students and teachers at St Johns.	I have the responsibility to treat both students and teachers with respect.
I have the right to my own values and beliefs.	I have the responsibility to respect the values, beliefs and practices of the Catholic Church.
I have the right to trust and be trusted.	I have the responsibility to be truthful and honest in what I do and say.
I have the right to enjoy the benefits from the good name of my College.	I have the responsibility to uphold the good name of my College.
I have the right to be a part of a diverse and vibrant College culture.	I have the responsibility to help build College culture.
I have the right to expect that all these rights will always be mine. However, if I fail to carry out my full responsibilities, I can lose my privileges.	I have the responsibility to protect the rights of others by fulfilling my responsibilities at all times.
I have the right to make decisions in accordance with the College's rules, values and beliefs.	I have the responsibility to act within the College rules when making decisions.

PART B – The System of Reward and Awards

There are three discrete categories of awards used to acknowledge students' effort and achievement in various aspects of College life: Sports, Academic and Silver Awards. Students who demonstrate excellence in two or more of these categories may also be eligible for the prestigious Chanel Award.

Sports Awards

The purpose of the Sports Awards is to reward students who are able to achieve sporting excellence as well as those who demonstrate exceptional sportsmanship and cooperation. Sports Awards will be determined by the Team Coach and Sports Coordinator, who will present the awards at ceremonies throughout the year, including the Prize Giving Ceremony.

Academic Awards

The purpose of the Academic Awards is to reward Academic Excellence across Key Learning Areas as well as Meritorious Achievement in class activities. Class teachers and Leaders of Learning determine those students who will receive a medallion for Academic Excellence in each course, as well as those who will be presented with a certificate in acknowledgment of Meritorious Achievement.

Other academic awards may be presented at the Principal's discretion.

Merit Cards may also be awarded by class teachers to acknowledge students' commendable achievement in class work outside of the fixed pattern of awards outlined above. These cards will be presented in class.

Silver and Gold Awards

The purpose of Silver Awards is to reward students for their outstanding effort, participation and involvement in the College and related activities that do not involve academic pursuits. Examples of the activities that will be considered for a Silver Award include: community service, College representation (non-sport), contribution to the spiritual life of the College, demonstrable leadership, social justice, cultural excellence, College service, Marist Spirit, academic achievement, i.e. RFL grades. This is not an exhaustive list. As students achieve in significant areas of endeavour that are not academic related, they will be awarded with a Commendation Certificate by the staff member responsible for the organisation of that activity. Students will then accumulate Commendation Certificates in order to earn a Silver Award.

After gaining five Commendation Certificates, students gain a Silver Award. Once a student earns three Silver Awards they become eligible for a Silver Badge. If a student holds a Silver Badge and receives three additional Silver Awards they are then eligible for a Gold Badge.

Chanel Award

The Chanel Award has been instituted to reward and acknowledge those students whose achievements and contributions to the College reflect the Marist Spirit.

This award is considered to be the most prestigious of all the awards presented by the College. To qualify for a Chanel Award, a student must demonstrate excellence in at least two of the categories, Sports, Academic or Service. The recipient of the Chanel Award must have received a Gold Badge. The presentation of the Chanel Awards will take place at the annual Prize Giving Ceremony.

PART C – Procedures for Behaviour Management at St John’s College, Woodlawn

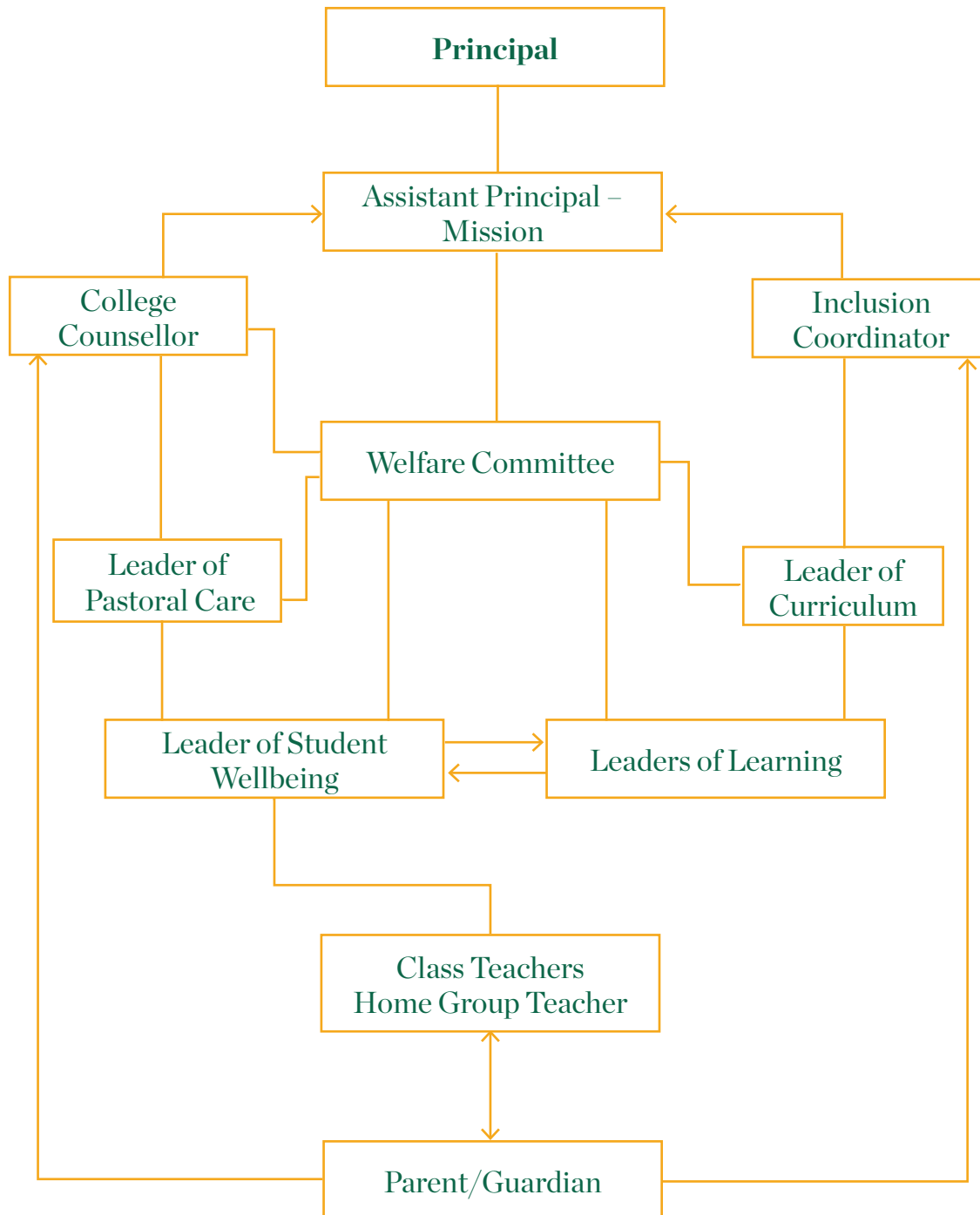
Rationale for the Behaviour Management Levels System

The Levels System of Behaviour Management aims to promote a fair and consistent approach to the management of student behaviour. At the commencement of a student’s enrolment at the College, students have rights and responsibilities according to the Students Charter. A student who is in breach of any of the rights and responsibilities of the Student Charter may be placed on a Behaviour Management level. The student will be spoken to about the misdemeanour and the level recorded and parents/guardians informed. If the student’s behaviour is more serious or there are a series of offences, or uncooperative or anti-social behaviour continues, parents/guardians will be contacted and an interview may be required.

Some features of this System are:

- a student in breach of any right or responsibility faces the consequences of being placed on a Level 1 or 2. If the student chooses not to modify unacceptable behaviour, or repeats this behaviour they may remain on the level. The parents/guardians will be notified of any situation where the student is failing to take responsibility for their behaviour. The system is designed to build respectful relationships and to ensure that the student continues to be a valued member of the College community. A restorative meeting may be arranged to rebuild relationships between the student and/or teachers;
 - the Welfare Team’s prime function is the pastoral care and wellbeing of students. Our discipline procedures allow for student welfare and behaviour to be monitored using fair and just processes;
 - the Welfare Team is comprised of the Assistant Principal - Mission, Leader of Pastoral Care, the Leader of Student Wellbeing, the College Counsellors and the Student Support Officer. Other staff, including the Indigenous Education Worker and Home Group teachers may also assist, when necessary;
 - students who are placed on levels have their progress monitored by the Welfare Team in consultation with members of the Curriculum Team.
1. There are management levels of discipline which operate at Woodlawn: Levels 1, 2, 3, 4, 5.
 2. Students who are disrespectful, un-cooperative, or choose to act in a threatening or dangerous manner will be placed on a level. This will be done by:
 - (i) Leader of Learning (Levels 1 and 2 only)
 - (ii) Leaders of Student Wellbeing (Levels 1, 2)
 - (iii) Leader of Pastoral Care (Level 3)
 - (iv) Assistant Principal (Level 3, 4)
 - (v) College Principal (Level 5)
 3. The Welfare Team meets fortnightly to monitor student levels.
 4. Parents/guardians will be formally advised by phone and by letter when a student is placed on Level 3 or above. This communication will be from the relevant Leaders of Student Wellbeing, the Leader of Pastoral Care and/or the Assistant Principal - Mission.
 5. Students who are placed on a Level 4 (out of school suspension) will be required to attend a meeting with the parent/guardians and the Assistant Principal - Mission. Notification of the re-entry meeting will be given in writing and parents/guardians contacted. The aim of the meeting is to build trust and restore the relationships between students and/or staff.
 6. The Assistant Principal - Mission will oversee the recording of all Levels of students at St John’s College and any changes of Levels on Compass. The College adheres to the Catholic Schools Office Suspension and Expulsion of Students Policy.

Steps for Communication



Behaviour Management Procedures

Class teachers, Home Group teachers and Leaders of Learning work closely with the Welfare Team who monitors the wellbeing and behaviour of students. Sanctions and levels may be imposed in conjunction with or independent of one another. Students whose standard of work and/or behaviour is inappropriate or needs improvement may be given a level and may also be given one of the following sanctions:

Detentions

Lunchtime Detentions

A staff member may place a student on a lunchtime detention for the following breaches:

Incorrect uniform, grooming issues, breaches of College rules regarding makeup, jewellery, hair etc. student out of bounds during class or lunchtime, playground misbehaviour, chewing gum, backchatting, defiance, disrespect, fighting, litter, mobile phone not in locker, poor playground behaviour, swearing, using the lift, failing to adhere to the SunSmart Policy by not wearing a hat when in the playground.

In Class Detentions

Classroom Teachers conduct detentions for students in their class.

Student Monitoring Plan

A Student Monitoring Card is issued as a response to a student who continues to exhibit behaviour of concern. Students may remain on the card for two weeks or longer if the student's class cooperation does not show consistent improvement. The aim of the card is to allow for feedback on behaviour and application to learning. The student will remain on the card until they can own their behaviour, take steps to improve and show they are responsible for their actions.

The Monitoring Card is overseen by the Leader or Student Wellbeing, the Leader of Pastoral Care and/or the Assistant Principal - Mission and is signed by the parents/guardians each night.

The Student Monitoring Card and Progress Report can be used to gather information in response to concerns about poor behaviour or academic progress.

Student Out of Class

Students may be out of class for a number of reasons:

1. Time Out

A Time Out Card is issued to students who are experiencing mental health or wellbeing issues. The purpose of the card is to support emotional regulation and distress tolerance by providing a safe place for students to practice self-regulation strategies outside the classroom.

2. Students to Complete Set Work

A student may be withdrawn from normal class because of poor work ethic or inappropriate class behaviour.

3. In-School Suspension

A student who is on an in-school suspension will have their progress monitored closely by the Leader or Student Wellbeing and the Leader of Pastoral Care so set work is completed.



The Levels System

This section explains the reason for a student being placed on a particular level.

Level 1

Description

The level at which a teacher recognises the student's conduct or attitude is beginning to cause concern. A student may have been given a verbal warning and has not heeded the reprimand and is consequently placed on this level for continued breach of discipline of the Student Charter of Rights and Responsibilities. The student may have had several lapses in attitude, application or conduct and have not responded to attempts to rebuild relationships.

Reason for being placed on this level	Consequences of being placed on this level
<p>There is some concern about your attitude and behaviour in class and/or College area.</p> <p>A staff member has been dissatisfied with your behaviour or performance; you have received a number of verbal warnings or detentions etc.</p> <p>You have not acted respectfully or responsibly (e.g. late to class without a valid reason; out of bounds; uniform breaches or inappropriate behaviour).</p> <p>You may be placed on Level 1 by:</p> <ul style="list-style-type: none">• Assistant Principal• Leader of Pastoral Care• Leader of Student Wellbeing• Leader of Curriculum• Leader of Learning	<p>A take home detention is given. Your parents/guardians will be informed via the cover sheet or take home detention task.</p> <p>You will see your Leader of Student Wellbeing or Leader of Learning to discuss your behaviour/attitude or effort. The level is reviewed after two weeks.</p> <p>Normal sanctions/interventions for this level.</p> <ul style="list-style-type: none">• lunch time or take home detentions• completing set tasks• community service task• restorative justice meeting

Level 2

Description

The level at which a student's attitude or conduct is, or continues to be, cause for considerable concern.

A student placed on this level is failing to take responsibility for their behaviour; may be demonstrating a disrespectful attitude; breached College rules regarding technology or have had repeated breaches of the Student Charter of Rights and Responsibilities.

Reason for being placed on this level	Consequences of being placed on this level
<p>You have not shown any improvement or attempted to modify the behaviour you were exhibiting whilst on Level 1.</p> <p>Whilst on Level 1 you repeated a similar offence or you committed a more serious breach of discipline.</p> <ul style="list-style-type: none">• breach of use of technology• playground misconduct• texting or message on phone/computer• inappropriate use of data – video, games etc• disrespectful or defiant behaviour <p>You have been involved in a more serious first offence.</p> <p>You may be placed on Level 2 by:</p> <ul style="list-style-type: none">• Assistant Principal• Leader of Pastoral Care• Leader of Student Wellbeing• Leader of Curriculum• Leader of Learning	<p>Behaviour monitored for two weeks.</p> <p>Parents/guardians will be informed by the Leader if Student Wellbeing, Leader of Learning or Assistant Principal and may also be contacted by phone or email.</p> <p>Possible sanctions/interventions by Assistant Principal, Leader or Student Wellbeing or Leader of Learning, e.g.:</p> <ul style="list-style-type: none">• detention tasks – take home• completing set tasks• loss of privileges• Positive Behaviour Management Plan• progress report• interview with Leader or Student Wellbeing, Leader of Learning• Student Incident Report/Reflection Forms• restorative justice meeting

Level 3

Description

The level at which a student's parents/guardians are formally informed that the student's conduct or attitude is unacceptable.

A student placed on this level is failing to meet the standard of expected behaviour outlined in the Student Charter of Rights and Responsibilities.

Reason for being placed on this level	Consequences of being placed on this level
<p>You have not shown any improvement or attempted to modify the behaviour you were exhibiting whilst on Level 2.</p> <p>Whilst on Level 2 you have repeated a similar offence or you have committed a more serious breach of discipline, and have ignored the advice of the Leader of Learning or Leader of Student Wellbeing.</p> <p>You have been involved in a serious offence (e.g. dangerous and/or threatening behaviour)</p> <p>You may be placed on Level 3 by:</p> <ul style="list-style-type: none">• Assistant Principal• Leader of Pastoral Care• Leader of Student Wellbeing• Leader of Curriculum• Leader of Learning	<p>Your parents/guardians will be officially informed by letter and also by telephone if possible. Parents/guardians may be asked to come to school for an interview. The Assistant Principal or relevant Leader of Student Wellbeing will meet with you about being on this level.</p> <p>Normal sanctions/interventions for this or other disciplinary matters would still apply during this period i.e.:</p> <ul style="list-style-type: none">• Progress Report• loss of privileges• Positive Behaviour Management Plan• in-school suspension• Risk Assessment Management Plan• restorative meeting• modified timetable

Level 4

Description

The level at which a student's parent or care givers are formally informed that the student's conduct or attitude is unacceptable.

A student placed on this level is failing to meet the standard of expected behaviour outlined in the Student Charter of Rights and Responsibilities.

Reason for being placed on this level	Consequences of being placed on this level
<p>Whilst on Level 3, you have repeated a similar offence or you have committed a more serious breach of discipline.</p> <p>You have been involved in a very serious first offence (dangerous or violent behaviour).</p> <p>You are placed on this level by:</p> <ul style="list-style-type: none">• Assistant Principal• Principal	<p>Your parents/guardians will be officially informed by letter and phone of the reason for level. Parents/guardians will be required to come to the College for an interview before your return to school. You will be interviewed by the Assistant Principal or the Principal.</p> <p>You may be excluded from participation in any of the following:</p> <ul style="list-style-type: none">• recreational excursions• any representative activity for the College, including sport• you will be placed on an out of school suspension <p>You will be placed on a Positive Behaviour Management Plan or a Risk Assessment Management Plan prior to your return. Your progress will be closely monitored.</p> <p>A progress report or follow up meeting will be held after you return to school.</p>

Level 5

Description

The level at which a student's behaviour is of such concern the College refers to the CSO policy for management and advice.

Suspension and Expulsion Policy:

https://lisjclism.schoolzineplus.com/_file/media/6063/suspension_expulsion_and_exclusion_policy.pdf

9. Sport

Participation in Sport

Apart from those students who are prevented by special circumstances from participating in certain types of activities, all students are expected to participate in the College sporting program.

The program involves:

1. Playing for the College against other schools.
2. Playing sport within the College. (This often involves participation in the Inter-House competitions).
3. Wearing the correct PDHPE/Sport Uniform during timetabled Sport classes at all times. Students wear their College Uniform to and from school and change into their PDHPE/Sport Uniform at the beginning of the PDHPE/Sport period and change back into their College Uniform at the completion of the activity (unless sport is timetabled for Period 5).

The College sport program will involve a wide range of sports as is compatible with the availability of venues and of staff members to coach and/or supervise.

Years 11 & 12

Year 11 & 12 students are required to participate in the Major College Sporting Events (e.g. Swimming Carnival, Athletics Carnival, and Cross Country) but will not be required to participate in the weekly integrated sports program.

Inter-House Sport

Regular sporting contests are held between the Sporting Houses where a very healthy spirit of competition exists. Parents/guardians will have the opportunity to witness this sporting competition and rivalry between the Houses at the Swimming Carnival and Cross Country in Term 1 and the annual Athletics Carnival in Term 2. All of these events are compulsory school activities that involve each student participating in events.



10. Policy Extracts and Statements

A. Student Welfare - Anti-Bullying Policy Extract

Statement of School Policy

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

Scope of the policy

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

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

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

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

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

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

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

At St John's we define bullying as:

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

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

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

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

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

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

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

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

At St John's a conflict between equals and single incidents are not defined as bullying although, of course, such incidents will require intervention by the school and are treated as serious.

Duty of Care at St John's

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

How is bullying reported?

When a student or parent reports an incident, it is taken seriously. Each report of an incident or allegation of bullying is to be investigated. The reporting procedure is outlined in the Anti-Bullying Response Pathway (Appendix A).

Who to report to?

Parents and students may choose to report incidents of bullying, including cyber-bullying, to the class teacher in the first instance and, if the incident is serious or unresolved, to the relevant Leader of Student Wellbeing, Assistant Principal, Counsellor, or Principal.

How to report

In the instance of an allegation of bullying that involves students at St John's College:

1. The student(s) reporting the incident will be asked to write down the details of the incident on the pink Student Incident Report/Reflection Form (Appendix B) as the first step.
2. This may be followed by a face to face discussion and parents may be informed.
3. This discussion may lead to further investigation following the guidelines in the blue Bullying Incident Report Form (Appendix C) by the investigating teacher.
4. The investigation may lead to disciplinary action or referral in accordance with the College Welfare and Discipline procedures.
5. The record of the investigation is placed in the student(s) file.
6. Each incident or allegation of bullying is electronically tracked against the name of the alleged victim(s) and the bully using Compass.
7. If the parent or student has serious concerns about the matter and does not feel that the school has managed the situation, they are advised to take the matter to the Assistant Director of School Resources Catholic Schools Office of Lismore Diocese and/or other community agencies.

When to report

The reporting of an incident should occur as soon after the incident as possible.

The **Anti-Bullying Policy** can be found in its entirety on the College website: https://lisjclism.schoolzineplus.com/file/media/4459/7ab.v4_anti_bullying_policy_student_templates.pdf

B. Child Protection Policy Extract

Introduction

Children and young people have a fundamental right to grow, develop and feel safe in environments that are free from violence, exploitation and harm. The Diocese of Lismore Catholic Schools Limited (DLCSL) has clear expectations that all students in Catholic systemic schools in the Diocese of Lismore will be protected from all forms of harm including sexual, physical and psychological harm as well as ill-treatment and neglect. DLCSL has certain responsibilities and expectations to ensure the safety and protection of children in their care, including supporting measures to ensure that children and young people will be taught how to protect themselves, and to seek help if they are concerned about their safety.

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

This policy sets out the expectations required of employees, contractors and volunteers of DLCSL in the context of Child Protection. This document is to also inform and remind employees engaged or employed in the DLCSL of the standards of behaviour, duties, obligations and other requirements that must be adhered to when working with children.

A range of checks and undertakings are required for people who work for or provide services to Catholic Education in the Diocese of Lismore including the mandatory considerations of professional standards, codes of conduct and accepted community standards.

Purpose

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

This policy aims to:

1. Clarify the expectations of employees, contractors and volunteers who work in child related employment.
2. Provide a safe and supportive environment for children and those engaged or employed in Catholic Schools in the Diocese of Lismore; and
3. Strengthen and maintain a contemporary Catholic workplace that is safe, respectful, professional and legally compliant.

A range of checks and undertakings are required for people who work for or provide services to Catholic education in the Diocese of Lismore, including the mandatory considerations of professional standards, codes of conduct and accepted community standards.

Please view the CSO policy for Child Protection.

Child Protection Policy: https://csolismore.schoolzineplus.com/file/media/556/child_protection_policy_and_procedures.pdf

C. Management of Prohibited Substances

Please view the CSO policy for Substance Management.

Substance Management Policy: https://lisjclism.schoolzineplus.com/file/media/6064/substance_management_policy.pdf

Tobacco, alcohol and e-cigarettes

The Principal will implement the College student welfare and discipline policies and strategies appropriate to the circumstances. Student use of tobacco, alcohol and e-cigarettes should be regarded as primarily a health issue except where in the case of alcohol safety is compromised. In the case of alcohol or tobacco suspension is not mandatory. Students who use e-cigarettes will be suspended. Any suspension will depend on the nature of and circumstances around the offence. There are legal implications with the supply of tobacco, alcohol and e-cigarettes to minors.

Over-the-counter and prescribed medications

Where there are concerns that a student is misusing over-the-counter or prescribed medicines, the Principal will discuss possible interventions with the student, where appropriate, or with the school counsellor or the parents or carers. If there are concerns that student's misuse of prescribed medications could have implications of illegality, the Principal will refer the matter to the Police to seek advice as to the next appropriate steps to be taken. In cases where students are supplying a restricted substance, Police and an education consultant must be notified.

Inhalants and solvents

Misuse of inhalants/solvents (also known as volatile substances) by children and young people is a matter for serious concern. These substances include butane gas, aerosol sprays, petrol, glue, correction fluids, paint thinners and cartridge bulbs for whipped cream dispensers. Inhalants are not illegal substances and it is not an offence to inhale products containing volatile substances.

Young people who are regular or chronic inhalant users have often experienced many adverse life circumstances and will require coordinated support from a number of community agencies. Effective management requires schools to work collaboratively with other agencies including NSW Health, Department of Community Services, NSW Police and non-government and community organisations.

Illegal Drugs

The use of illegal drugs is harmful to a person's health. Students who engage in the consumption, possession and/or taking of illegal substances prior to, during, at or after College functions/activities, during College times, on College property and/or whenever students are in College Uniform will be subject to disciplinary action and may jeopardise their position at the College. Because such behaviour is illegal, the Police will be informed of every case where there is consumption or possession of an illegal substance.

Students knowingly in the company of students who consume, possess or supply illegal substances as above are liable to disciplinary action.

D. PDHPE and Timetabled Sport Uniform Statement

Students are expected to wear the correct PDHPE/Sport Uniform during PDHPE/Sport classes at all times. Students wear their College Uniform to and from school and change into their PDHPE/Sport Uniform at the beginning of the PDHPE/Sport period and change back into their College Uniform at the completion of the lesson, with the exception of Period 5. The correct PDHPE/Sport uniform is outlined on page 20 of this document. Students who fail to wear the correct PDHPE/Sport uniform might jeopardise their final mark for the course or be excluded from participating.

Procedure for Monitoring Correct PDHPE Uniform

A note signed by the parent/guardian must accompany the student to the lesson if a variation in uniform occurs.

E. Mobile Phones and Other Smart Devices

Parents/guardians who wish their children to carry a phone for safety and/or emergency purposes should abide by, and ask their children to abide by, the following guidelines:

Mobile phones should not be accessed during the school day. They are to be safely secured in student lockers.

Students using their mobile phone or device without permission are in breach of the College policy.

- staff will confiscate the student's mobile phone or device and hand these to the Student Services Office, where an entry in the Student Discipline section of the Learning Management System will be recorded. The student may be able to collect the phone at the end of the school day depending on the level of misuse. The relevant Leader of Student Wellbeing will be advised and students who fail to comply with this Policy will be referred to the relevant Leader of Pastoral Care or Leader of Learning for possible disciplinary actions;
- if it is necessary for a parent/guardian to contact the school during College hours, the parent/guardian is to call the Student Services Office with the message which will be conveyed to the student;
- if it is necessary for the student to contact the parent/guardian while at the College they are to go to the Student Services Office or a member of the Welfare Team to seek permission to make the phone call;
- in specific circumstances, Principals may allow students to use their mobile phone.

No responsibility will be accepted by the College for the loss of, or theft of, a digital device.

F. SunSmart Policy Extract

This policy aims to promote habits among students and staff that help to prevent damage caused by the sun's ultraviolet rays and to help reduce the incidence of skin cancer.

Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in childhood and adolescence is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

The following procedures apply for students and staff at St John's College.

Guidelines

This SunSmart Policy has been developed to:

- encourage the entire College community to use a combination of sun protection measures;
- assist students to be responsible for their own sun protection;
- ensure that families and new staff are informed of the College SunSmart policy.

Staff are encouraged to access the SunSmart UV Alert at www.cancersa.org.au/sunsmart to find out daily local sun protection times to assist with the implementation of this policy.

When students and staff are involved in outdoor activities at the College or at College-related activities, they are likely to be exposed to direct sunlight. This might occur during Sport or PDHPE lessons, at recess and lunch times, and during other activities, for example, camps, excursions, etc. On such occasions, sunscreen is provided for all outdoor activities and the following procedures apply:

1. Sunscreen

Students must provide their own SPF 30 or higher broad spectrum, water resistant sunscreen. This is included on the school's booklist each year.

2. Wear a Hat

Whenever students and staff are exposed to direct sunlight for extended periods of time (for example, over ten minutes) they must wear a broad brim hat that provides adequate protection to the face, neck and ears. For students, this is the correct green College hat, which is part of the College uniform.

Students who do not have a hat for activities conducted for an extended period of time outdoors must remain in the shade.

3. Use Sunscreen

Whenever students and staff are exposed to direct sunlight for extended periods of time (for example, over ten minutes) they are encouraged to apply, as a minimum, a 30+ broad spectrum, water resistant sunscreen to exposed skin and to reapply as directed by the manufacturer. Students are encouraged to use their own sunscreen. However, sunscreen will be available at the Front Office for both staff and students.

4. Seek Protection in Shaded/Covered Areas

During recess and lunch, students and staff are encouraged to remain in the shade or in covered areas, wherever possible.

G. Fee Policy

Rationale

To ensure that the policy for collection of fees harmonises with the College Mission Statement and philosophy of Catholic schooling, and Diocese of Lismore Catholic Schools Limited guidelines, without jeopardising the financial health of the College and its ability to offer contemporary teaching and learning practices of the highest standard.

Scope

Fees include Tuition Fees, Elective/Subject Fees, Resource Hire Fee and any other fees as determined 'essential' to the operations of the College. This policy also applies to and includes how the College treats course fees invoiced by External Providers.

Policy

Tuition Fees will be set on an annual basis following approval by St Carthage's Cathedral Parish Finance Council and the DLCSL in accordance with the Budget process.

In setting Tuition Fees, the College will have due regard to the mission and principle of the Catholic Church in the desire to make a Catholic education available to all Catholic children. Further, the College will have due regard to the Consumer Price Index, in being a reasonable guide to the raising of fees each year. The College in conjunction with the DLCSL will also set fees in accordance with the ongoing need of the College in terms of the approved annual operating Budget.

Payment Terms

Payment of all school fees and charges is required within 14 days of the invoice date unless there is an agreement between the College and parents to pay by instalments.

International visiting students will not be required to pay fees; however, Full Fee Paying Overseas Students and students on Full Exchange programs will be levied the annual Tuition Fees.

The College is sympathetic to genuine requests for fees to be paid in instalments. Generally, such requests need to be made in writing.

Methods of payment and frequency can be altered from time to time following sufficient notification by those responsible for payment of fees. The College will endeavour to ensure that any changes to frequency of payments are matched to – and have consideration for – family's income frequencies.

Decisions regarding payment arrangements are to rest solely with the Principal.

The preferred method of payment for instalments is by BPAY to the College bank accounts. Other than in specific pre-approved cases.

Should payment arrangements not be met within fourteen (14) days of due date, payment arrangements are deemed to have lapsed and will require renegotiation.

Any overdue monies may attract interest from the date fourteen days past due date. Parents who are experiencing difficulties maintaining fee payments should contact the Principal at the earliest possible opportunity.

Discounts

Students currently receive a 10% reduction, on Tuition Fees only, when up to three siblings are enrolled concurrently at the College. The fourth and subsequent children will not be charged Tuition Fees only. This concession is applicable whilst four or more children are enrolled at the College.

Overdue Fees

The College reserves the right to charge an administration fee on overdue accounts at a rate established from time to time by the College.

Overdue accounts, including those where agreements for the payments have not been honoured, will result in a review of the student's continuing enrolment at the College and may impact on future sibling enrolments.

Students may be excluded, as a last resort, from any activity as determined from time to time by the Principal in consultation with the Leader of Student Wellbeing, due to non-payment of fees.

Non-payment

Non-payment of fees is viewed seriously by the College and unpaid fees will be followed up periodically.

In effecting processes for the recovery of fees, the College notes that the failure of some families to pay school fees creates a burden for the remainder of the school community. Debt collection programs will be conducted in both a sensitive and orderly process. At all times, debt collection processes will be strictly confidential and all documentation will be maintained on the family file under the control of the College Finance Manager as the Principal's delegate.

Where fees are unpaid, the College reserves the right to:

- Withhold reports and references
- Exclude student(s) from activities
- Reconsider re-enrolment of the student the following year
- Exclude sibling enrolments
- Engage a Formal Debt Collector
- Under exceptional circumstances, pursue legal action.

Withdrawal

A full term's notice, in writing, to the Principal is required of intention to withdraw a student from the College.

On the occasion that a student is asked to leave the College, fees will be non-refundable.

When a student leaves the College, the student must be signed out, confirming all textbooks and other related materials have been returned and fees paid. If all resources are returned, but fees remain unpaid, a refund will be directed to outstanding fees.

In exceptional circumstances, the Principal has the discretion to consider a pro-rata refund of tuition fees. Any request for this consideration is to be made in writing.

Fees for Students with Extended Absences

The continuation of enrolment, (i.e. holding a place for that student's return) impacts on the College's responsibilities to other students via a reduction in budgeted income for an extended period. This policy aims to minimise the adverse implications of cost to student's family/lost revenue for the College, in a fair and equitable way for all those involved.

Where the student's extended absence is due to a formal student exchange program where the family will NOT be hosting another student, Tuition Fees are to be paid in full. However, if the family is to pay Tuition Fees for the student within the exchange school/college, these fees may be waived as long as evidence of this is provided to the College. Please contact the Principal if this is applicable.

H. Statement on the Acceptable Use of Digital Technologies

Acceptable Laptop and Internet Use

On enrolment at St John's College, all students and parents/guardians are required to sign a 'Digital Technologies Acceptable Use Agreement', which outlines the difference between acceptable and unacceptable usage. This agreement can be found in full on the College website.

The College computer network, internet access, computers and other school digital technologies equipment are essential to the teaching and learning programs and the effective operation of our College. The College's digital technology equipment is used for classwork, research, the preparation of assignments, communication, and technology skill development through a secure username and password provided and managed by the Diocese of Lismore Catholic Schools Limited. Regular audits occur to ensure the integrity of the College network and correct usage.

Parents/guardians need to note St John's College has internet filtering and while there are rigorous practices in place, it is not possible to completely eliminate the risk of exposure to inappropriate online content. Parents/guardians should be aware that general internet browsing by your child on a device at home or other locations other than school are not monitored or filtered by the College. Monitoring by parents/guardians is essential.

Internet access must be in support of education and research which is consistent with the educational and moral objectives of St John's College. The use of online organisation's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities is not acceptable.

If you do not follow the Digital Technologies Acceptable Use Agreement you will meet with the Principal, or their representative, and discuss your actions and the consequences of your actions.

College Laptop Guidelines

- bring your laptop to school each day fully charged;
- your laptops will be run on batteries when in class to prevent the trip hazard of tangled power cords;
- you must put your screen down when doing non-computer tasks so you can focus your attention;
- when you are in a class you are to use the laptop for the work of that class;
- you are to take responsibility for keeping your login details private;
- you should not interfere with another student's laptop;
- you are not to access your laptop in the playground;
- you are to work at your laptop on a flat, stable surface and must never eat or drink near it;
- your laptop is not to be used to copy or share any material that is protected by a copyright;
- you are prohibited to use your laptop during the school day for games, instant messaging, chat rooms, social media and any other activities that may be unsafe;
- Leader of Student Wellbeing and Leaders of Learning can confiscate your laptop at any time..

Internet Etiquette

- Students are expected to abide by the generally accepted rules of Internet etiquette. These include (but are not limited to) the following:
- use appropriate language. Do not be abusive in your messages to others. Do not swear or use vulgarities or any other inappropriate language;
- illegal activities are strictly forbidden;
- do not reveal your personal address or phone number or those of other students or adults online;
- note that electronic mail (e-mail) is not private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities;
- all communications and information accessible via the network should be assumed to be public property;
- be careful with humour. Humour may not be accurately understood in e-mail messages. Accurate interpretation of humour often requires facial expressions and body language. Avoid sarcasm which is often misunderstood in e-mail messages;
- Be proud of the messages. Remember, messages can be traced to the student. Once a message is sent it cannot be recalled.

Copyright and Plagiarism

- Observe software copyright at all times by only using software that is legal and has been distributed by the College.
- Observe copyright laws in relation to the use of someone else's work.
- Avoid plagiarism (making out that someone's work is yours).
- Attribute information that I get from other sources, like websites. This means that I will acknowledge where I get my information, i.e. a Bibliography.

Use of Artificial Intelligence

DO:

- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs.
- Be transparent: attribute AI text and images properly when you use them in your own work.

DON'T:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper attribution.
- Use AI text or images without fact-checking and exploring potential plagiarism issues.
- Use AI when your teacher expressly forbids it.

I. Statement on Health & Safety in Technology Classrooms

It is critical, that students using ALL Technology facilities are aware of their responsibilities under the *Work Health & Safety Act (2012)*.

The *Work Health and Safety Act 2012* states that you must:

- ensure that your actions do not put others at risk
- work safely
- use and maintain machinery and equipment properly
- ensure that your work area is free of hazards

Students are required to cooperate with the College by:

- notifying their supervisor or teacher of actual and potential hazards
- wearing or using prescribed safety equipment
- carrying out work in a safe manner
- following health and safety instructions
- taking notice of signs
- participating in safety training

The *Work Health and Safety Act* also states that students must not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare.

STUDENTS therefore must not:

- move or deface signs
- tamper with warning alarms
- remove machine guards
- skylark (play tricks or practical jokes)
- play jokes
- behave in a way that results in risk to themselves and others

Students who are unable or unwilling to follow these guidelines may be excluded from Technology courses.

Horarium 2025

Normal Day (N Day)

Home Group	8.55 am	-	9.10 am
Period 1	9.10 am	-	10.10 am
Period 2	10.10 am	-	11.10 am
Recess	11.10 am	-	11.30 am
Period 3	11.30 am	-	12.30 pm
Period 4	12.30 pm	-	1.30 pm
Lunch	1.30 pm	-	2.15 pm
Period 5	2.15 pm	-	3.15 pm

Assembly Day (A Day)

Short Assembly	9.00 am	-	9.25 am
Period 1	9.25 am	-	10.20 am
Period 2	10.20 am	-	11.10 am
Recess	11.10 am	-	11.30 am
Period 3	11.30 am	-	12.30 pm
Period 4	12.30 pm	-	1.30 pm
Lunch	1.30 pm	-	2.15 pm
Period 5	2.15 pm	-	3.15 pm



Term Dates for 2025

Term 1	Friday, 31 January	Staff Administration Day - Student Free
	Monday, 3 February	Staff Development Day – Student Free
	Tuesday, 4 February	Commencement Day for Years 7 and 12
	Wednesday, 5 February	Commencement Day for Years 8 to 11
	Friday, 11 April	Last Day of Term 1
Term 2	Monday, 28 April	Staff Development Day – Student Free
	Tuesday, 29 April	First Day of Classes, Term 2
	Friday, 9 May	Staff Development Day - Student Free
	Monday, 9 June	King’s Birthday Holiday
	Friday, 4 July	Last Day of Term 2
Term 3	Monday, 21 July	Staff Development Day – Student Free
	Tuesday, 22 July	First Day of Classes, Term 3
	Friday, 26 September	Last Day of Term 3
Term 4	Monday, 13 October	First Day of Classes, Term 4
	Monday, 17 November	Staff Development Day - Student Free
	Wednesday, 17 December	Last Day of Term 4
	Thursday, 18 December	Professional Learning Day - Student Free
	Friday, 19 December	Professional Learning Day - Student Free

* These dates are subject to change. Any changes will be relayed to students and their family.





St John's College
WOODLAWN