



**NEW STUDENT / PARENT
INFORMATION BOOKLET**



The symbols of the school crest are reminders of the role of St Clare's High School. The Chi Rho sign has always been the school symbol with the motto "Omnia Pro Christo" (All For Christ). The central purpose of the school is to direct all we do to the person of Christ. This is done by a study of the Gospels [the book of God's Word], and through learning. The school serves the Manning and Great Lakes Districts as depicted by the boat on the water.

CONNECT LEARN ASPIRE RESPECT ENGAGE

History

Catholic Secondary classes began in Taree in 1926 conducted by the Sisters of St Joseph, Lochinvar. Due to growing numbers, a new secondary school, Rosary High was built in 1962. Despite this new building further expansion was necessary and a new school was built on the present site in Davis Street, Chatham, called Taree Catholic High School. The school was officially opened and dedicated to the memory of Father Thomas Mulcahy on 31 January 1971.

In 1986, the school began classes in Years 11 and 12 and the name was changed again to St Clare's High School to follow the custom that Diocesan schools are named under the patronage of a saint whose qualities can be imitated by the school community.

St Clare's is a coeducational, regional Catholic High School servicing Taree, Forster/Tuncurry, Krumbach, Wingham, Gloucester and Bulahdelah parishes. The school is staffed by lay teachers employed by the Diocese of Maitland-Newcastle

St Clare — Patron of the School

St Clare was born in Assisi in 1194 and died 11 August 1253. Her parents were very wealthy—they owned a palace in Assisi and a castle nearby. Clare was the oldest child and bore the dreams of future power and more wealth if she married a rich man. However, having listened to Francis of Assisi, Clare had very different dreams for her life that were very contrary to her parents. Her Dream was to live a life of poverty! A life lived totally dependent on God's loving goodness for her well-being and God fed her through the generosity of the townspeople.

St Clare was a thirteenth century saint who was a co-worker with St Francis of Assisi. From her youth her life was marked by generosity, compassion and devotion to her faith. Like St Francis, she founded a religious order in 1212 and together these men and women worked toward spreading the Gospel message especially to the poor.

Their most important message was that Christians should not be caught up with greed and selfishness but should live simply and joyfully. Following this example, we try to develop in the school community an atmosphere of joyful co-operation, appreciation of the beauties of God's creation and a deep respect for all life.

The feast day of St Clare is 11th August, a special day for the school community.

Blessing of St Clare

May Almighty God bless you.

May God look upon you with the eyes of mercy and give you peace.

*Here on Earth may God pour forth graces on you abundantly;
and in heaven may God place you among the saints.*

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

Examples

One author	Laidler, G. (2005). <i>Science search : Book 3</i> . 2nd edn. Oxford University: South Melbourne, VIC. Verne, J. (2006). <i>20,000 leagues under the sea</i> . Saddleback: Irvine, CA. USA. (Saddleback's Illustrated Classics).
Two authors	Waterhouse, J. and Penhallow, D. (2005). <i>Concrete to canvas: Skateboarders' art</i> . Laurence King: London, UK.
Three authors (in the order they appear on the title)	Eshuys, J., Guest, V. and Lawrence, J. – continue with citation.
More than three authors	Johnson, R.S. et al. – continue with citation.
Editors, compilers, revisers or translator	Anderton, J. (ed.) – continue with citation. (comp.); (rev.); (trans.)
Corporate Author	Department of Lands and Forestry.CSIRO

WEBSITE: The information available about a website may vary. If possible include:

- Author's surname, comma (See GENERAL RULES)
- Initials of author's given names, full stop
- Year of publication or date of most recent update, in brackets, full stop (check website for this date)
- Title of website, in italics or underlined, full stop
- Write the word 'ONLINE' in brackets ie. (ONLINE), full stop
- Write 'Available at', colon, and the URL (website address), full stop eg. Available at: <http://www.taste.com.au>
- Write 'Accessed' and date in brackets eg. (Accessed 18th August 2016), full stop

EXAMPLES

- Cowie, N. (June 2006). *Ned Kelly bushranger*. (ONLINE). Available at: <http://www.bailup.com/>. (Accessed 20th June 2007).
- Department of the Environment and Water Resources (2nd February 2007). *Welcome! To the world of Australian plants, botany and horticulture!* (ONLINE). Australian Government: Canberra, ACT. Available at: <http://www.anbg.gov.au/index.html>. (Accessed 20th June 2007).
- *Water* (19th June 2006). (ONLINE). Wikipedia: Florida, USA. Available at: <http://en.wikipedia.org/wiki/Water>. (Accessed 18th June 2007).

Please note: This information is very basic. If you require further information please see Mrs. O'Donnell in the library

St Mary of the Cross Mackillop

Mary MacKillop was born in Melbourne in 1842.

When she was 18, she moved to the town of Penola in South Australia to look after her uncle's children.

Many of the children came from poor country families and hadn't been to school. Inspired by Fr Tenison Woods Mary opened her first school in an old stable on her uncle's farm in 1866. By 1871, 120 sisters were working in school, orphanages, and refuges for women, visiting the sick and those in prison.

Fr Tenison Woods told them that they were to live in a shed or sleep on the ground... if necessary.

Therefore, wherever the poor were, Mary MacKillop's sisters were there with them. In 1872, Mary Mackillop sent a group of Sisters to Perthville, near Bathurst. From Perthville they went to New Zealand, Gouldburn and in 1883—Lochinvar.

From Lochinvar these courageous, faithful and resourceful women travelled for 3 days by horse and carriage to Krambach in 1883. Therefore, from starting in 1871 by 1883 they had arrived to serve the people of this area. What have they given us herd in that time? Their adult lives have been lived serving us: in Schools like St Joseph's Taree, Holy Name Forster and of course St Clare's; in the towns of this area they have set up shelters for Women and children; they have lived just as we have lived-as ordinary people.

We take time today to thank them for their unstinting generosity, their advocacy for the abused and disaffected, and above all, their love for us.

"From their constitution: "We who have taken up their task must press on into each age as it unfolds in a like spirit of daring, strong in our commitment to love. Drawing on the past we will never take refuge in the past but in partnership with the Holy Spirit, we will confront the world of the future fearlessly and bend that future to the dynamic purpose of the Creator."

Belief Statement

MISSION — Education of young people within the context of Christ's mission and the traditions of St. Clare and the Sisters of St. Joseph.

VISION — A Catholic community that values and nurtures learning for all of life.

VALUES — Community, Relationships and Teaching & Learning for All of Life

CLARE — Positive Education Framework

The CLARE Positive Education framework is a map that enables students and staff to enhance their well-being through the development of a positive attitude, positive emotions, positive relationships and a sense of purpose about self, school and life. To effect change and impact on the individual, the Clare framework will become embedded into all aspects of school life: spiritual life, academic life, pastoral life and the co-curriculum life of the school.

CLARE — Image



The image of the nun represents both St Clare our Patron Saint founder of the Order of the Poor Ladies and Saint Mary Mackillop who founded the Josephite sisters, who then started what we now know as St Clare's High School in 1926.

The background is an indigenous dot painting representing both the traditional custodians of the land the Biripi and Worimi people, and the naturally beautiful environment of the Manning and Great lake districts in which we live. Each dot represents one individual, no matter what size, shape or colour, identifying we are all important, we all have our own qualities and talents and we have a right to be happy. It also reminds us of the important role each individual has in respecting and caring for the environment that GOD provided us, that we now live, learn and journey together as one people.

The outer ring binds the key domains of the CLARE framework and reminds us of the importance on focussing on our growth and wellbeing. That every individual through personal and community connectedness, developing positive emotions and relationships, developing an awareness of one's self, and a willingness to challenge yourself to be the best you can be, you can do anything.

CLARE — Domains

CONNECT - with your faith, with tradition, with community

The connect domain explores and brings together the importance of connectedness and strong relationships for wellbeing. The focus on providing staff and students the opportunity to explore and gain a better understanding of their faith, to learn, understand and celebrate our history and tradition. To develop the skills to build and engage in and with community.

General Rules

INTEXT and BIBLIOGRAPHY:

- All citations (author date) in the text must appear in the Bibliography/List of References and each citation (full bibliographic details) in the Bibliography/List of References must have been cited in the text.

AUTHOR:

- If there is no author or anonymous, these sources are listed by title with the date following, ie. swap the date and title.

DATE:

- If no date is given cite as n.d. in brackets ie. (n.d.)

TITLE:

- Capitalise only the first letter of the first word of the title, subtitle and any proper names. If there is a subtitle put a colon (:) between the main title and the subtitle.

PUBLISHER:

- Use the main name only for the publisher - leave out words such as Publisher, Co., Press or Inc. that are not required to identify the publisher. Eg. Spinney, not The Spinney Press; Macmillan, not Macmillan Education Australia Pty. Ltd.
- If there is no publisher, cite as n.pub., and no place of publication, cite as n.p.

PLACE OF PUBLICATION:

- If the publisher is in Australia, write the town or city, comma, and State, full stop. Example: Sydney, NSW.
- If it is an International publisher, write the town or city, comma, state, comma and country, full stop. Example: Los Angeles, California, USA.
- If there is more than one place of publication for a publisher, use the Australian town or city. If there is no Australian town or city, use the first listed town or city.
- BE CONSISTENT in the presentation of the bibliography.

CITATION INSTRUCTIONS Books – Non Fiction, Novels and Picture Books

NOTE: Always use the title page and verso page of a book for bibliographic details – not the front cover.

- Author's surname, comma
- Initials of author's given names, full stop
- Year of publication, in brackets, full stop
- Title of book, in italics or underlined, full stop
- Edition, full stop – if it is a first edition, write NOTHING - Only write or cite additional editions, eg. 2nd ed., 3rd ed. etc. or revised ed. This information is on the title page or verso page of a book.
- Publisher, colon
- Place of publication – See GENERAL RULES
- Series (if applicable) – In brackets, title of series, colon, number in series (if applicable), full stop

BIBLIOGRAPHY

- A bibliography is a list of source references of all the information used when preparing an assignment and is attached to the end of an assignment.
- A **BIBLIOGRAPHY** includes all the sources used in the preparation of a piece of work – not just those that have been cited in the text of the work and included in a reference list. The bibliography is located at the end of the piece of work.
- A **REFERENCE LIST** includes all the sources of information that have been cited in a piece of work and is located at the end of the piece of work.
- **SOURCES** should be **ACKNOWLEDGED** when you **QUOTE, PARAPHRASE, SUMMARISE** or **COPY** information from the resources you are using to research your work, you must always acknowledge the source.
- **QUOTING** is using the author's exact words.
- **PARAPHRASING** includes every point in the text and keeps the same emphasis while changing the words.
- **SUMMARISING** is selecting and shortening the main idea(s) in a text.
- **COPYING** is using others' work as your own, word for word.
- **HINT: Make sure you record full bibliographic details of sources at the time you use them. This overcomes the problem of trying to find details when you have finished your assignment.**
- The Bibliography/List of References must be organised **ALPHABETICALLY** by author or title (if there is no author), and include full bibliographical details (a **CITATION**) of every resource that has been used in your research/assignment.
- All sources are listed together in one alphabetical sequence - **DO NOT LIST UNDER 'GENERAL MATERIAL DESIGNATION'**, ie. books, websites, DVDs etc.
- It is important to set out correctly, using full stops, commas and italics as shown in the examples.
- The following websites may assist you with the writing of your citations for your bibliography, however, the citations must be converted to the setting out directions following, as this is the format that has been adopted by St. Clare's High School:

<http://www.harvardgenerator.com>

<http://www.citethisforme.com>

LEARN - to be positive, to think creatively, to be reflective

The learn domain encompasses helping staff and students to learn and achieve academically. Building the capacity to respond adaptively to difficult circumstances and still thrive, building capacity for mindfulness and skills in optimistic, reflective and critical thinking. To approach tasks, problems, and situations with openness to change, different ideas and solutions as well as enabling both students and staff to strive for goals that are both highly rewarding to the self and of benefit to the wider community. Have the drive to keep going when things get tough - become more resilient.

ASPIRE - to be the best you can be, to be an authentic person, to have a sense of purpose

The aspire domain focusses on the individual, the how? To be the best person you can be, to be an authentic person and have a sense of purpose in one life. How do we go about expressing our full human potential, in mind, body and spirit, rather than faking a different one because you think it will be attractive to others, being the ideal "you." knowing yourself, knowing what are your best qualities, striving to always achieve your best in all facets of life, academically, physical, socially, spiritually.

RESPECT - for others, for the environment, for diversification

The respect domain focusses on "respecting each of God's creatures and respecting the environment in which we live. It means protecting people, showing loving concern for each and every person, especially children, the elderly, those in need, who are often the last we think about," Pope Francis (2017) Developing an awareness of the qualities you respect in yourself and others like honesty, generosity, fairness, and understanding and treating people the way you would like them to treat you.

ENGAGE - in your learning, in life's conversations, in positive relationships

The engage domain refers to student and staff's psychological connection to life (e.g. feeling absorbed, connected, interested, and engaged) through their learning, life's conversations and positive relationships. Experiencing and engaging in ongoing positive relationships with peers, teachers, parents and community members to feel healthier, happier, and more satisfied with our lives. Helping students and staff to experience complete immersion in life through understanding the nature of engagement, and the impact it has on individual wellbeing and achievement.



Student Expectations

ALL SCHOOL SETTINGS

- Listen carefully to instructions
- Wear my uniform correctly Use road crossings provided in a safe manner
- Speak positively
- Respect people and their property
- Respect individual differences
- Support and encourage others
- Follow all teacher directions
- Use appropriate language in an appropriate volume and tone.
- Keep my hands to myself
- Follow School Mobile and Listening Device Policy
- Maintain a clean and safe environment and take care of all school buildings, property and equipment
- Report all damage or problems
- Follow Workplace Health & Safety regulations

MOVEMENT AROUND SCHOOL

- Know where you are expected to be
- Move quickly and directly to class or school activity
- Move sensibly to, from and between classes
- Keep corridors, stairwells, veranda's and pathways clear
- Wait quietly outside classrooms
- Use pathways where possible
- Ensure all rubbish is put in bins

ALL CLASSROOMS

- Follow procedures and policies for each subject
- Be prepared with all correct equipment
- Use technology as instructed
- Be on task and take the opportunity to learn
- Respect the right of others to learn
- Respect the right of teachers to teach
- Be punctual
- Take pride in the classroom environment=
- Care for and return all borrowed equipment
- Use all equipment and furniture appropriately

Examinations

EXAM PROCEDURE

- Be at required room **on time** with all necessary equipment
- Leave bags outside and no talking when you enter the room
- If you finish early, revise and check your answers. You may not talk, look around draw etc.
- No borrowing of equipment
- You must inform the school by phone as soon as possible if you are unable to attend due to illness and see your relevant Studies or Student Coordinator to arrange an alternative time for your exam on your return.
- You can expect all materials taken into exam rooms to be checked by the supervisor
- Your teacher will request you check the exam paper prior to starting to ensure you have all pages
- Water containers must be clear colourless plastic and watchers removed
- Mobile phones must be turned off and handed to the Examination Supervisor
- Pencil cases are not permitted in the Examination room. Clear plastic sleeves are acceptable.

EXAM SKILLS

- Examinations and tests are part of every student's life. The best way to prepare for them is to practise ahead of time. Old tests make the best study guides.
- **Students who perform well in exams, Know** what the test will cover, **Understand** their work, **Remember** what is important, **Express** their knowledge in writing.
- **HOW TO IMPROVE YOUR EXAM SKILLS**
- Study regularly and often.
- Make sure you have good notes and review your notes as often as possible before the exam
- Memorise important names, dates, places, rules etc.
- Become familiar with test directions and formats ahead of time eg. True or false, multiple choice
- Sleep well and eat well
- **Plan your time** for answering questions - don't rush yourself. Wear a watch.
- **Be on time**
- **Answer easy questions first**
- **Look for key words** in essay questions to **focus your thoughts** and **plan an outline**
- **Read the whole paper** - where you have choices, decide which ones you plan to answer
- If you're short of time, **use note form**. You can be marked only on what is there.
- If you have time left, **go over your work**

Students Responsible use of the Internet

Student use of the internet means simple, direct contact with millions of adults in a forum that masks their physical youth and presents them as virtual adult equals. Since the internet is not designed with children in mind, many potentially difficult issues must be dealt with to protect children users and provide them with a safe learning environment. Students will be provided with an appropriate level of supervision along with an education program to help them to learn new social codes and practices in order to maximise the potential of the internet as a tool for learning.

All students have a right to responsible use of the internet solely for educational purposes. All student use must be consistent with the normal school code of behaviour or privileges will be withdrawn. Students must understand that their files are not confidential and may be accessed by a staff member.

Responsible use of the internet includes:

- efficient, purposeful, ethical, and legal utilisation of the network;
- respecting the privacy of other students' files;
- using exemplary behaviour and appropriate language;
- protecting their password and changing it on a regular basis;
- reporting breaches of security and non-acceptable practices;
- using the correct conventions for acknowledging the intellectual property of others
- using the correct procedures for downloading, printing and transmitting material consistent with the student's level of access.

Irresponsible use of the internet includes:

- deliberately accessing, downloading or transmitting inappropriate material e.g. material that is by nature harassing, intimidating, obscene, violent, illegal, or, that may contain viruses that may corrupt the network;
- attempting to access other students' files or network management systems;
- plagiarism or violating copyright;
- accessing discussion/chat groups unless instructed to do so by a teacher for classroom activities;
- "using 3rd party/hidden" websites to mask the locality visited on the worldwide web; and
- revealing personal information such as names, addresses, phone numbers of yourself or other members of the school community; and
- damaging the network or wasting resources.

Level of access for e-mail transmissions

- Students from all stages have been given e-mail accounts to assist them in their educational endeavours.
- Students can only send e-mails when instructed to do so by a teacher for classroom activities.
- Students must be aware that they can be found liable for any content they transmit in an email and that all email is traceable and teachers have the right to monitor transmissions.

GROUPS/CANTEEN

- Use facilities appropriately
- Only use bathrooms and bubblers at break times or after when given permission to do so
- Keep canteen lines calm and orderly
- Be sun smart (wear a hat)
- Keep pathways clear and walk calmly around the school
- Use manners at all times
- Use your own money
- Only purchase items for yourself
- Place rubbish in the bins provided
- Use furniture and facilities appropriately (sit on chairs, not tables)

SPORT/PDHPE

- Participate in school approved games only
- Be sun smart (wear a hat)
- Participate safely and positively
- Share equipment
- Include all students fairly
- Show good sportsmanship
- Respect neighbouring properties
- Respect all sporting facilities (school or other)

TRANSPORT/EXCURSION/INCURSIONS

- Represent St Clare's in a positive manner
- Actively and positively participate in the learning experience provided
- Show respect towards members of the wider community (e.g. referees, Players)
- Return money/notes on time
- Follow the rules (bus/venue)

CYBER SAFETY

Never send or publish

- unacceptable or unlawful materials, including using offensive, abusive or discriminatory comments.
- Threatening, bullying or harassing comments or make excessive or unreasonable demands.
- Sexually explicit or sexually suggestive material
- False or damaging information about a person or organisation

Award System

A significant component of positive relationships is affirmation. Humans need to know they are loveable and that others appreciate them for their particular qualities. The award system is a process that allows individuals to be affirmed publicly for their character, behaviours and actions.

GENERAL AWARD

- General awards are given by teachers across all Key Learning Areas, extra Curricula activities and general behaviour and attitude outside the classroom for those positive behaviours that they observe.
- Students are encouraged to collect five of these to make them eligible for a Merit Award.

MERIT AWARD

- Merit awards are given by teachers and approved by Year coordinators across all Key Learning Areas, Extra Curricula activities and behaviour and attitude outside the classroom for those positive behaviours that represent what it means to be a CLARE student.
- Students are encouraged to collect four of these to make them eligible for a Student Coordinator's Award.

COORDINATORS AWARD

- Coordinator awards are given by coordinators across all Key Learning Areas, Extra Curricula activities and behaviour and attitude outside the classroom for those positive behaviours that exemplify what it means to be a CLARE student. The student will have demonstrated the aptitude from one of the CLARE positive education domains
- Students are encouraged to collect three of these to make them eligible for a Assistant Principal Award.

ASSISTANT PRINCIPAL AWARD

- Assistant Principal awards are given by the Assistant Principals across all Key Learning Areas, Extra Curricula activities and behaviour and attitude outside the classroom for those positive behaviours that exemplify what it means to be a CLARE student. The student will have demonstrated the aptitude from at least two of the CLARE positive education domains.
- Students are encouraged to collect two of these to make them eligible for a Principal Award.

RESPONSES

- If a student is found to have a mobile phone, or listening device on, or in use during regular school hours, including the writing or receiving of messages, they will have it confiscated by the teacher and handed to the Bursar for storage, or a teacher may request a student to hand the phone to the Bursar themselves.
- The confiscated portable electronic communication and listening devices will be stored in the School safe with the Bursar. The student can retrieve the confiscated items at the end of the school day (3.25pm).
- A second breach of the policy will entail the Year Coordinator contacting home.

Work Health and Safety

General:

- Students are to act in a sensible and caring manner whilst at school, remembering to consider the safety of their peers as well as themselves.
- Students are required to wear enclosed footwear at all times.
- Students should be aware of general hygiene issues such as not sharing drink bottles, not sharing ear buds in computer lessons, and not sharing safety glasses.
- Students are not allowed to charge any electronic device without it being appropriately tested and tagged.

Specialist room and subject requirements:

- Students will be issued with a pair of safety glasses in Yr. 7 to be used in both science and TAS lessons.
- Students must wear safety glasses in workshop areas. If safety glasses are lost or damaged students are responsible for purchasing a new pair.
- Students need to wear protective footwear, aprons or suitable clothing in workshop areas.
- Students must bring a change of clothes for each practical PDHPE lesson (preferably school sports uniform), including appropriate footwear i.e. joggers.

Mobile Communication and Listening Devices Policy

NOT ON - NOT SEEN

REGULATIONS

- Students are permitted to have mobile phones and listening devices at school.
- Student mobile phones and listening devices must be **turned-off and not seen** during regular school hours (8.55am – 3.25pm), including recess, lunch and sport.
- Student mobile phones and listening devices should not be left in school bags when the bags are unattended, especially at recess and lunch times. The school does not accept responsibility for expensive equipment that students bring to school and leave in unattended school bags. Mobile phones and listening devices should be kept on the person, or deposited with the Bursar at the start of the school day.
- Mobile phones and listening devices are not permitted to be with a student during any formal exam. Having a mobile phone or an electronic communication/listening device during a formal examination is a serious offence, at both school and Board of Studies levels.
- Prior to school exams, students should hand their mobile phones, and other electrical communication/listening devices to the examination supervisor. For Higher School Certificate examinations, students must not have mobile phones or other electrical communication/ listening devices on their person before entering the examination hall.
- There may be occasions where electronic communication and listening devices have a legitimate educational use in certain classes. This is at the teacher's discretion. The teacher must not take this exception as blanket permission for students to listen to music or other non-educational related use of these devices during class time.
- Yr12 may use their listening devices, not mobile phones during study periods. Music should not be turned up so loud that it disturbs others. (This is at the discretion of the teacher and librarian)
- Common courtesies must always apply. When a member of the public speaks to a student, the student should remove the headphones to listen and speak.
- The only time a communication device (mobile phone) can be used to make a call is with permission from the Year Coordinator.
- The use of portable communication and listening devices on school based field trips is at the discretion of the supervising teachers.

PRINCIPAL AWARD

- Principal awards are given by the Principal across all Key Learning Areas, Extra Curricula activities and behaviour and attitude outside the classroom for those positive behaviours that exemplify what it means to be a CLARE student.. The student will have demonstrated the aptitude from at least three of the CLARE positive education domains.
- Students who receives a Principals award are then eligible to receive the CLARE Medallion.

SUBJECT AWARDS

- Subject Awards are to be given to students who achieve academic excellence in a subject during each Semester. They are to be presented at the end of Semester Ceremonies.

ACADEMIC ACHIEVEMENT AWARDS

- Academic Achievement Awards are given to students in Years 7 - 11. They are presented at the end of the year ceremonies to one student in each year. They recognise the highest level of achievement in most subjects.

CITIZENSHIP AWARD , LEADERSHIP AWARD

- These awards are presented to one student in each year group annually

CULTURAL AWARDS

- This award is presented to a student in the Junior School and Senior School at the Annual Awards Ceremony.

SPORTSPERSON OF THE YEAR

- This award is presented to a male and female in the Junior School and Senior School at the annual awards ceremony.

Uniform

Students must wear the regulation uniform and it must be worn correctly at school and when travelling to and from school.

CLOTHING

- Students are not to wear T-shirts under shirts/blouses when the motif is clearly visible through the shirt/blouse or the arms or collar of the under-garment are clearly visible.
- Only Year 11 & 12 students are to wear the optional jacket chosen for their year group.
- Sport uniform is worn to school on sport day.
- On PDHPE lesson day sports uniform is brought to school and must be worn for the PDHPE lesson.
- Coloured knitwear, if worn, must be covered by the correct school knitwear. Hoodies are not acceptable.
- If for any special circumstances a student cannot wear the full uniform on any given day a note from parents must be supplied. The note must be signed and dated by the parents and presented to the Year Coordinator.

SHOES

- Black, leather, tongued, lace-up and polishable school shoes for all students. Boots are not acceptable.
- Running or Cross training sneakers must be worn for all sporting activities and PDHPE. NO CASUAL style shoes are acceptable

JEWELLERY

- The only acceptable jewellery is a watch, a ring and a small, silver or gold metal stud or sleeper, maximum 1 per ear lobe.
- Jewellery is to be kept to a minimum. Eyebrow, nose, face, tongue and lip jewellery are not acceptable.

HAIR

- Hair is to be well groomed and kept tidy. No dreadlocks, no shaved patches or other extremes. It is not acceptable to have patches, panels, streaks and tips such as blonde, black, green, purple, blue etc.
- Long hair (longer than shoulder length) must be tied back at all times for both male and female students.
- Short hair - nothing under a No 3.
- Facial Hair - clean shaven at all times
- Colour - 1 or 2 shades from the natural looking colour of hair is acceptable.
- Hair accessories - plain black, white, gold or green.
-

RESPONSIBILITIES - Parents:

Parents can make a significant contribution to the achievement of this policy by:

- Watching for signs of distress in their child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, a loss of equipment, requests for extra pocket money, damaged clothing or bruising, loss of self confidence and self-esteem.
- Taking an active interest in their child's social life.
- Informing their child's Pastoral Care Coordinator, Assistant Principal or Principal, immediately they think their child is a victim of bullying.
- advising their child to contact a trusted teacher.
- Encouraging their child NOT to hit back or respond verbally.
- Actively listening to their child as they discuss the situation of their friends.
- Spend time listening and provide physical signs of love and affection.
- Attend Parent information nights on the topic of bullying and other well-being issues, when provided.

RESPONSES TO BULLYING

The response to and/or consequences of bullying are outlined in the 'Restorative Actions Procedures document depending on the degree of seriousness. The options available may include more than one of the following:

- Initial investigation will occur including a Student Interview with the relevant Pastoral Care Coordinator, Assistant Principal or Principal.
- Consultation between the Pastoral Care coordinator and other members of the pastoral team.
- Parental contact by phone, this may also include formal notification through letter.
- Restorative Justice Conference for all major stakeholders.
- Parental Interview.
- Counselling (either by the school counsellor or referral to an external agency).
- Participation in Wellbeing or Social Skills programs.
- Placement within the school discipline system.
- Exclusion, investigation of alternative educational options.
- Regular monitoring of all involved by relevant Pastoral Care coordinator or delegate.
- Police intervention - situations when police intervention is required in cases of bullying (e.g. Possession of weapon, extreme assault) and cyber bullying (e.g. sexting) " see Support Document 4. Advice for Principals (Feb 2012).

Anti Bullying Policy – Overview

RATIONALE

The role of St Clare's Catholic High School, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks. The culture and atmosphere of our school plays a significant role in students developing a balanced approach to life and learning. With this in mind Bullying behaviour is in conflict with the core values and purpose of a Catholic school. Bullying needs to be recognised, named and addressed to ensure our school works towards an authentic Christian school culture.

DEFINITIONS

Whilst there is no definitive and universally accepted definition of bullying, the most influential research in the area of what constitutes bullying has been proposed by Olweus (1993):

"...bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury or discomfort inflicted by one or more other students. This may include physical contact, verbal assault, making obscene gestures or facial expressions, and intentionally excluding the student."

The National Safe Schools Framework (2011) defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

RESPONSIBILITIES - Students:

By constant instruction and affirmation, students are encouraged to become aware that:

- All incidents of bullying must be reported to a trusted teacher or to the student's Pastoral Coordinator.
- They must support the bully identification initiatives of the St Clare's community.
- Under no circumstances should bullying be allowed to occur; they should never provide an audience by standing by.
- It is a responsibility to encourage victims of bullying to seek assistance.
- Reducing bullying enhances the educational climate and the ability of individuals to perform at their best.
- Playground games and 'mucking' around can conceal bullying.
- They can assist friends and other members of their Year group in being safe at school by reporting bullying or intimidation.

HATS

- All students must wear either the approved black bucket or broad brim hat supplied by Workwise clothing
- All students must wear the school hat at all times when outside of the classroom, including before and after school, recess, lunch, during sport and PDHPE lessons.

BAGS

- Students will have appropriate schools bags which allow for the care of the contents, including computer devices. No string/shoulder bags allowed.

MAKEUP

- Is not allowed

BODY ART

- Tattoos are not acceptable and should not be visible at anytime.

OUT OF UNIFORM

- Students who are "**out of school uniform**" must give a note of explanation from Parents/Guardians to their Year Coordinator. The note must contain the date and parent's signature.
- The Year Coordinator will issue a note for reference by other teachers and make a chronicle entry on the students compass file.
- Students out of uniform on more than 3 occasions or do not provide a note will receive a lunchtime uniform detention.
- Students who are "**out of Sport uniform**" must wear the correct school uniform and change into sport style clothes. Students who do not follow this expectation will receive an automatic lunchtime uniform detention.
- Students are to be encouraged to rectify unacceptable dress standards with a minimum off delay.
- Items of uniform are only available for sale from Workwise Clothing, 5 Marathon Street, Taree 6552 2371
- In cases of genuine need, advise the Principal, and the school will acquire uniform items for students or subsidise purchase.

Homework

- The school policy is that homework is set each night.
- All students must complete study each night in addition to written homework.
- Year 7 should spend one (1) to one and a half (1 1/2) hours per night on homework and study.
- Years 8 & 9 should spend 1 - 2 hours per night on homework and study.
- Year 10 should spend at least 2 hours per night on homework and study.
- Seniors will be expected to do a minimum of 3 hours each night.

Bell Times

Monday, Tuesday, Wednesday, Friday				
Timing	Day 1/6	Day 2/7	Day 3/8	Day 5/10
9.00 ~ 10.00 (60mins)	Period 1	Period 1	Period 1	Period 1
10.00 ~ 11.00 (60mins)	Period 2	Period 2	Period 2	Period 2
11.00 ~ 11.25 (25mins)	Period 3 School Assembly	Period 3 CLARE Sessions	Period 3 Year Assembly	Period 3 Learning Session
11.25 ~ 11.45 (20mins)	Recess	Recess	Recess	Recess
11.45 ~ 12.45 (60mins)	Period 4	Period 4	Period 4	Period 4
12.45 ~ 1.45 (60mins)	Period 5	Period 5	Period 5	Period 5
1.45 ~ 2.25 (40mins)	Lunch	Lunch	Lunch	Lunch
2.25 ~ 3.25 (60mins)	Period 6	Period 6	Period 6	Period 6

Thursday		Special Events	
Timing	Day 4/9	Timing	D1,2,3,5,6,7,8,10
9.00 ~ 9.50 (50mins)	Period 1	9.00 ~ 9.50 (50mins)	Period 1
9.50 ~ 10.40 (50mins)	Period 2	9.50 ~ 11.05 (75mins)	Special Event
10.40 ~ 11.30 (50mins)	Period 3	11.05 ~ 11.25 (20mins)	Recess
11.30 ~ 11.50 (20mins)	Recess	11.25 ~ 12.15 (50mins)	Period 2
11.50 ~ 12.35 (45mins)	Period 4	12.15 ~ 1.05 (50mins)	Period 3
12.35 ~ 1.20 (40mins)	Period 5	1.05 ~ 1.45 (40mins)	Lunch
1.20 ~ 2.00 (45mins)	Lunch	1.45 ~ 2.35 (50mins)	Period 4
2.00 ~ 3.25 (85mins)	Period 6 6/Sport	2.35 ~ 3.25 (50mins)	Period 5

School MAP 2021

NOTE:

1. The changes in yard areas
2. Detention will be held in Rm 34

