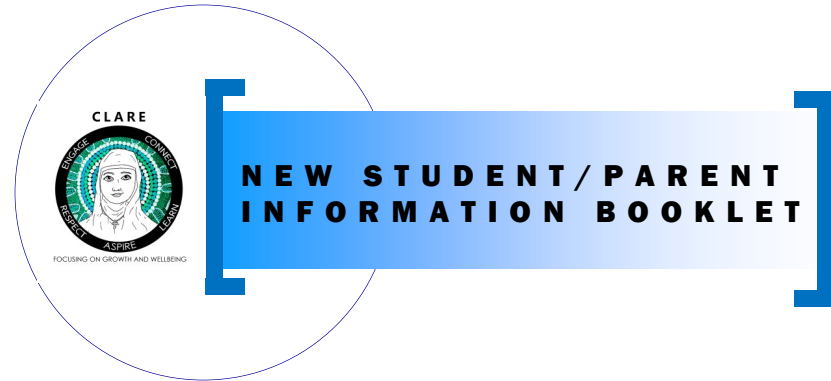


## Glossary of Key Words

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.

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



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.

## 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, Krambach, 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.*

## Examples

<b>One author</b>	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).
<b>Two authors</b>	Waterhouse, J. and Penhallow, D. (2005). <i>Concrete to canvas: Skateboarders' art</i> . Laurence King: London, UK.
<b>Three authors</b> (in the order they appear on the title page)	Eshuys, J., Guest, V. and Lawrence, J. – continue with citation.
<b>More than three authors</b>	Johnson, R.S. et al. – continue with citation.
<b>Editors, compilers, revisers or translator</b>	Anderton, J. (ed.) – continue with citation. (comp.); (rev.); (trans.)
<b>Corporate Author</b>	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 i.e. (ONLINE), full stop
- Write 'Available at', colon, and the URL (website address), full stop e.g. Available at: <http://www.taste.com.au>
- Write 'Accessed' and date in brackets e.g. (Accessed 18<sup>th</sup> August 2016), full stop

### EXAMPLES

- Cowie, N. (June 2006). *Ned Kelly bushranger*. (ONLINE). Available at: <http://www.bailup.com/>. (Accessed 20<sup>th</sup> June 2007).
- Department of the Environment and Water Resources (2<sup>nd</sup> 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 20<sup>th</sup> June 2007).
- *Water* (19<sup>th</sup> June 2006). (ONLINE). Wikipedia: Florida, USA. Available at: <http://en.wikipedia.org/wiki/Water>. (Accessed 18<sup>th</sup> June 2007).

**Please note:** This information is very basic. If you require further information please see Mr Hobbes in the library

## 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, i.e. swap the date and title.

### DATE:

- If no date is given cite as n.d. in brackets i.e. (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. E.g. 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, e.g. 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

## 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 here 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.”



## Vision & Mission

### Together with Christ we serve our community

Inspired by GOSPEL VALUES and the practical examples of St Mary of The Cross MacKillop and St Clare of Assisi our Mission is to...

#### CONNECT

by:

- Developing loving relationships that respect the diversity and dignity of all creation
- Exploring, understanding and celebrating our Faith, History and Tradition
- Sharing the wisdom of the Traditional Custodians of the Land on which we live and learn.

#### LEARN

by:

- Embracing personal growth and achievement through education
- Nurturing critical, creative, and reflective thinkers
- Developing resilience from positive thinking and problem-solving skills

#### ASPIRE

To become

- our best self spiritually, academically, physically, socially and emotionally
- an authentic person who makes a positive difference in the lives of others
- life-long learners

#### RESPECT

Creation

- by showing loving concern for each and every person
- by respecting each of God's creatures and caring for the environment
- by celebrating our uniqueness

#### ENGAGE

by:

- being open and prepared for new learning opportunities
- fostering respectful conversations that will lead to personal growth and wellbeing
- immersing ourselves in the Spiritual Life of the community

## 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'**, i.e. 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>

## 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 e.g. 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**

## Rights and Responsibilities

The St Clare's community is inspired by Gospel Values and the practical examples of St Mary of the Cross MacKillop and St Clare of Assisi. Our mission focuses on growth and wellbeing. As such, every member of our community has rights and associated responsibilities to ensure our mission is achieved.

I have the right to:	I have the responsibility to:
A positive and protective learning environment	Cooperate with my teachers and fellow students to make sure lessons proceed effectively.  Be connected and engaged in my learning environment  Not interfere with other's right to learn.  Have evidence of the completion of set work  Attend school regularly, at the right time, and take part in all activities to the best of my ability.
Be recognised for my achievements	To accept praise and recognition  To be supportive of others and their achievements
Be myself and be treated as an individual with respect and politeness	To respect myself  To treat others with respect  To be respectful of my environment and my school community
Be safe at school	To avoid anything that is dangerous or careless  To not engage in bullying  Not engage in smoking/vaping, drinking alcohol, or taking other prohibited items.
Expect my property to be safe and my school environment to be tidy clean and comfortable	Not steal, damage or destroy the property of others  To take good care of my own property and the property belonging to my school.  Leave the classrooms and playground rubbish free
Explain my behaviour and be listened to at the appropriate time	Listen respectfully to others
Expect justice and fair treatment	To be honest and reflective when challenged about inappropriate behaviour
Be seen as a valued member of the school	Foster positive school spirit

## 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 Leaders of Wellbeing & Engagement 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.

### 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.

## 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 email 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.

- 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 Leader of Wellbeing.
- The use of portable communication and listening devices on school based field trips is at the discretion of the supervising teachers.

## 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 (3:20 pm).
- A second breach of the policy will entail the Leader of Wellbeing & Engagement 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 Year 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.

## 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 prac lesson day sports uniform can be worn for the day.
- 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 Leader of Wellbeing & Engagement.

### SHOES

- Black, leather, tongued, lace-up and polishable school shoes for all students. Boots/High tops 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 2 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.

## 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 (8:55 am – 3:25 pm), 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.
- Year 11 12 may use their listening devices, 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).



## 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 Leader of Wellbeing & Engagement, 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 wellbeing 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 Leader of Wellbeing & Engagement, Assistant Principal or Principal.
- Consultation between the Leader of Wellbeing & Engagement 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 Leader of Wellbeing & Engagement 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).

## 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 for students in Years 7 - 10
- Students in Years 11 & 12 are permitted to wear minimum makeup, natural in appearance

## BODY ART

- Tattoos are not acceptable and should not be visible at any time.

## OUT OF UNIFORM

- Students who are "out of school uniform" must give a note of explanation from Parents/Guardians to their Leader of Wellbeing & Engagement. The note must contain the date and parent's signature.
- The Leader of Wellbeing & Engagement 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 three 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 ½) 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.

## What to do when...

### I am absent from school?

Your parent can make an entry directly into Compass, ring the office or you can bring a letter of explanation and present in to the front office upon your return.

### I am late to school?

If you miss CLARE, you must report to the main office to sign in. You should bring a note explaining the lateness.

### I am leaving early?

Present a note to the front office at the beginning of the day explaining why you need to leave early. You must sign out at the front office and they will issue you with a leave pass.

### I am sick at school?

Report to the front office and they will log you into sick bay. If you are unable to return to class, then your parents will be contacted to take you home. Emergency first aid is also available at the front office. DO NOT ring parents directly using your mobile phone.

### I am late to class?

If this occurs because you were late getting away from your previous class request a note from the teacher.

## 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:

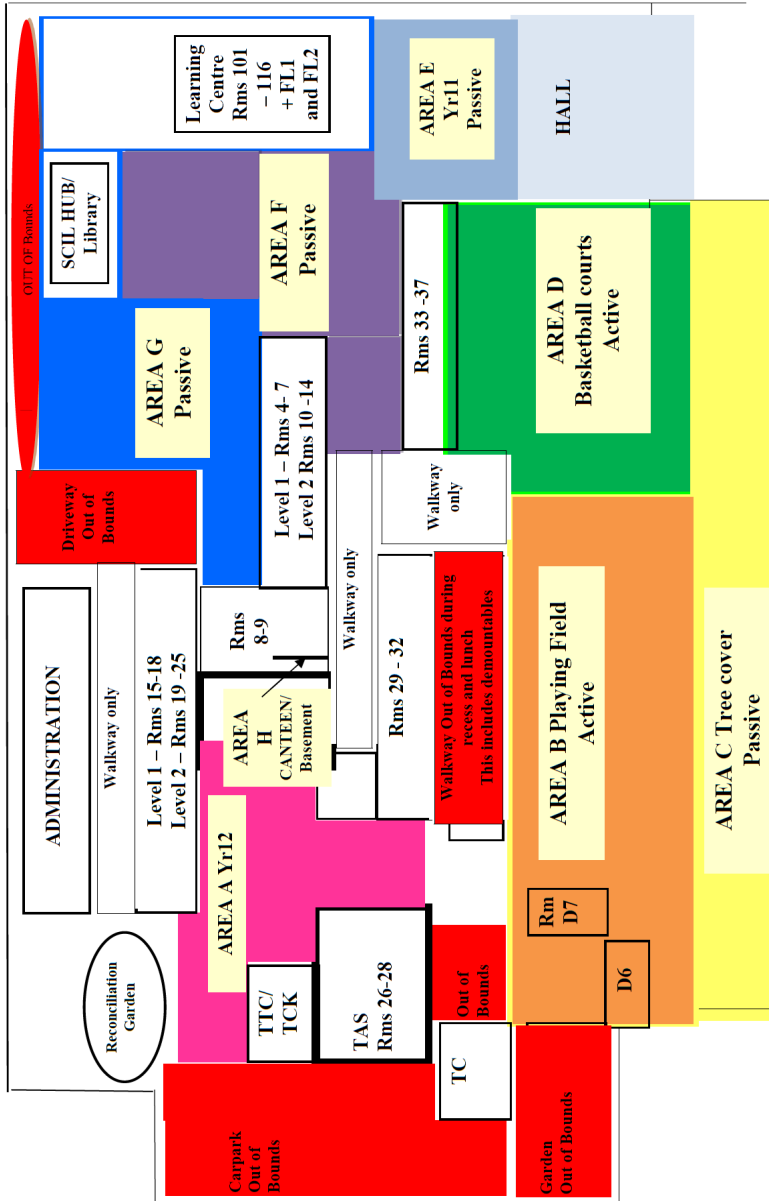
By constant instruction and affirmation, students are encouraged to become aware that:

- All incidents of bullying must be reported to a trusted teacher or to the student's Leader of Wellbeing & Engagement.
- 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.

# School MAP 2023

**NOTE:**

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



## I am not in school uniform?

You must give a note of explanation from Parents/Guardians to their Leader of Wellbeing & Engagement. The note must contain the date and your parent's signature. You will be issued with a note for reference by other teachers and a chronicle entry will be made on your Compass file.

## I have lost my Compass password or my device is not working properly?

Ask your teacher's permission and then seek support from Ben Gibbs.

## I need to make an important call?

You must seek permission from either your classroom teacher or your Leader of Wellbeing & Engagement.

## I am involved in breaking a window or causing damage?

If you cause damage to school or other people's property, report the incident immediately to the teacher on duty or to your Leader of Wellbeing & Engagement.

## I want to see the School Counsellor?

Appointments may be made with the Counsellor directly, through the front office, or via your Leader of Wellbeing & Engagement.

Do not leave class without permission.

## I have a grievance with a teacher or another student?

In the first instance, address any concerns with the other person. Involving others can lead to increased anxiety or negativity. If you feel that your grievance has not been heard, then you may take your grievance to your Leader of Wellbeing & Engagement.

## I am struggling at school?

Always speak up. Tell you teacher or your Leader of Wellbeing & Engagement. We will make every effort to support any problems that you may be having both in school and outside of school..

## Bell Times

Monday, Tuesday, Wednesday, Friday				
Timing	Day 1/6	Day 2/7	Day 3/8	Day 5/10
8.55 – 9.00 (5 mins)	Movement to class- opportunity to sanitise prior to class			
9.00 – 9.20 (20 mins)	Period 1 CLARE	Period 1 CLARE	Period 1 Assembly	Period 1 CLARE
9.20 -9.25 (5 mins)	Movement to class, opportunity to sanitise prior to class			
9.25 – 10.20 (55mins)	Period 2	Period 2	Period 2	Period 2
10.20 – 10.25	Movement to class, opportunity to sanitise prior to class			
10.25 -11.20 (55 mins)	Period 3	Period 3	Period 3	Period 3
11.20 – 11.40 (20 mins)	<b>Recess</b>			
11.40- 11.45 (5 mins)	Movement to class- opportunity to sanitise prior to class			
11.45 – 12.40 (55 mins)	Period 4	Period 4	Period 4	Period 4
12.40 – 12.45 (5 mins)	Movement to next class, opportunity to sanitise prior to class			
12.45 – 1.40 (55 mins)	Period 5	Period 5	Period 5	Period 5
1.40 – 2.00 (20 mins)	<b>Lunch1</b>			
2.00 – 2.20 (20 mins)	<b>Lunch 2</b>			
2.20- 2.25 (5mins)	Movement to class- opportunity to sanitise prior to class			
2.25 – 3.20 (55 mins)	Period 6	Period 6	Period 6	Period 6

## Bell Times

Thursday	
Timing	Day 4/9
8.55 – 9.00 (5 mins)	Movement to class- opportunity to sanitise prior to class
9.00 – 9.45 (45 mins)	Period 1
9.45 – 9.50 (5 mins)	Movement to class- opportunity to sanitise prior to class
9.50 – 10.35 (45 mins)	Period 2
10.35– 10.40 (5 mins)	Movement to class- opportunity to sanitise prior to class
10.40 – 11.25 (45 mins)	Period 3
11.25 – 11.45 (20 mins)	<b>Recess 1</b>
11.45– 11.50 (5 mins)	Movement to class- opportunity to sanitise prior to class
11.50 – 12.35 (45 mins)	Period 4
12.35 – 12.0 (5 mins)	Movement to class- opportunity to sanitise prior to class
12.40 – 1.25 (45 mins)	Period 5
1.25 – 1.45 (20 mins)	<b>Lunch 1</b>
1.45– 2.05 (20 mins)	<b>Lunch 2</b>
2.05 – 3.20 (75 mins)	Period 6/Sport