

St Brigid's College  
*Light the Way*



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2023  
PARENT  
HANDBOOK

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ST. BRIGID'S  
COLLEGE

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## Section 1 - MISSION

### 1.1 Our History

St Brigid's College, Lesmurdie was established by the Institute of the Sisters of Mercy, West Perth Congregation in 1929 to provide for a superior boarding school to that which had been a part of St Brigid's School West Perth since its inception in 1888.

The College property was originally owned by Archibald and Maude Sanderson. The Heritage Building was commenced in 1913 when Archibald Sanderson established a private day and boarding school. Herbert Perry, Architect, prepared the plans, which were based on the style of the home of Cecil Rhodes on the slopes of Table Mountain, Groote Schuur.

In 1919, with the end of the Great War, the building was sold to the Red Cross to be rented to the Repatriation Department to house sick and wounded soldiers. During this period the building was completed and oak trees from Windsor Castle were planted in the grounds.

In 1929, the building was let to the Perth Hospital as a convalescent home. Later in that same year, it was sold to the Sisters of Mercy for 9000 pounds. It was purchased by the Congregational Superior, Reverend Mother Brigid Watson and brought to fruition a dream of finding a healthier and more open environment for the students of St Brigid's School, West Perth. On 21 April 1929, Mother Teresa Rielly and seven Sisters took up residence with their first pupils – 35 boarders and 3-day students.

In 1938 a new two-storey building consisting of classrooms and Music rooms was added on the north side. In 1965, the Sisters' Convent and Chapel, (no longer in existence) were built at the rear of the original building.

In 1990 a new residential house was opened to accommodate 157 boarders. The boarders' accommodation provided is now second to none in terms of comfort and care. 1995 saw the amalgamation of the Primary and Secondary Schools.

The vision of Catherine McAuley, and The Sisters of Mercy to bring education to young women, has continued in our commitment to provide an education that remains in step with the demands of the 21st Century. The College's facilities ensure that students have access to state-of-the-art facilities in the learning environment. The McAuley Wing Science and Technology Centre and the Fitness Centre incorporating an indoor heated swimming pool, are testament to this.

In 2005 the College was notified by the Heritage Council that it had been entered in the Register of Heritage Places. The grounds and buildings of St Brigid's College provide the students with a sense of honouring the heritage and history of the College, while providing them with open spaces and beautiful surroundings in appreciation of the Mercy tradition.

## 1.2 Governance

Mercy Education Ltd is the employer of the Principal and staff of St Brigid’s College and other Mercy colleges.

Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries for which the Institute has sole sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

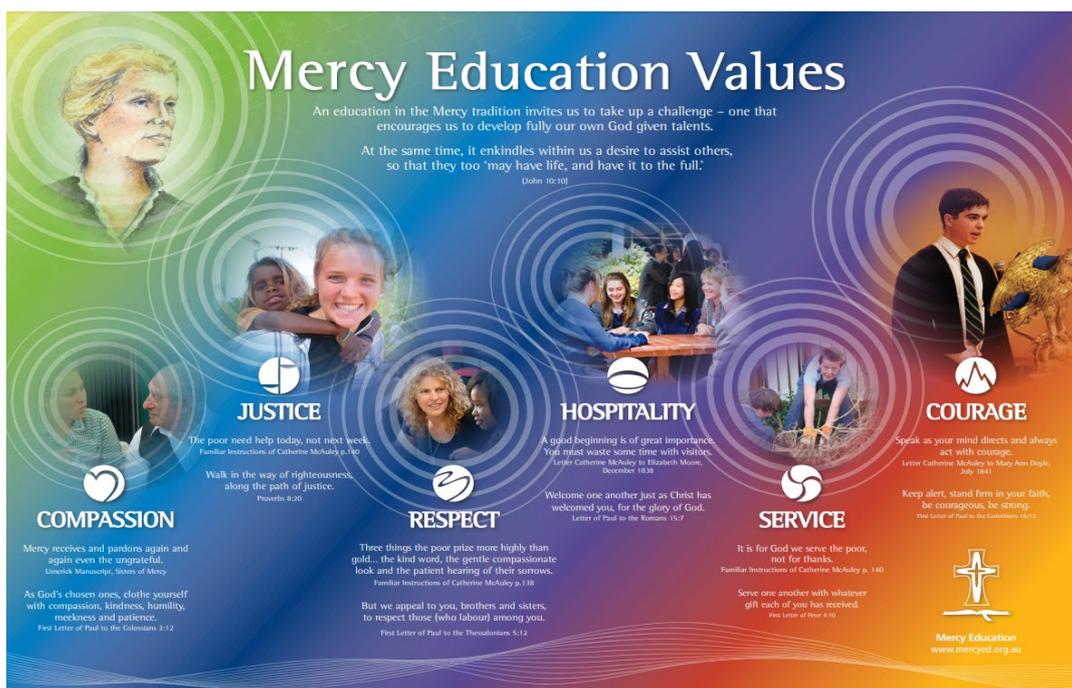
## 1.3 College Vision, Mission and Values

The College **Vision** statement of  
*Light the Way*  
 reflects the words of Catherine McAuley that  
*“We should be shining lamps giving light to all around us.”*

### Mission

We at St Brigid’s College are committed to providing excellence in education within a Christ centred environment. St Brigid’s College nurtures and supports every student in their growth and contributing members of the community, within the spirit of Mercy

### Values



## **1.4 College Prayer**

Lord help me to grow to be, that for which You have destined me.

Give me, O God, a sense of responsibility.

A sense of responsibility to Christ, so that I may always remember that He loves me, and He gave of Himself to me.

A sense of responsibility to myself, so that I may never waste the gifts which You have given me.

A sense of responsibility to my family, to my friends, to others, to those who have gone before me, and to the world.

A sense of responsibility to protect and nurture God's creation so that future generations may enjoy God's gifts.

Amen

## **1.5 Religious Education**

The Religious Education program aims to provide students with the opportunity to develop a personal relationship with Jesus Christ and to grow in the appreciation of Christ's message, in partnership with their family and the parish. Students begin to explore increasingly complex religious and social issues and gain the necessary skills to help them find the meaning of what it means to be a Christian. As a Mercy College, our aim is to be true to Catherine McAuley, the foundress of the Sisters of Mercy, who wanted first and foremost for her schools to live and to teach the Good News revealed in Jesus Christ. Our commitment to Catherine's vision as a lens through which to embrace the Gospel message inspires our school to strive for inclusive and safe environments, excellence in learning and student success.

## **1.6 Liturgical Life**

At St Brigid's College we are committed to the process of 'bringing the Good News' to our community by our active witness of Gospel values. We provide our students with many and varied opportunities to experience the richness that lies within our faith tradition. Students will have opportunities to attend Masses, both whole school and smaller groups, year group retreats and regular involvement in prayer and Christian Service Learning. Students in the primary years are also prepared for the reception of the Sacraments of Reconciliation (Year 3), Holy Communion (Year 4) and Confirmation (Year 6).

## **1.7 Strategic Plan**

The school community works to develop a Strategic Plan and currently has a plan for the 2021-2026 period. The Plan is underpinned by the College vision, mission and values which form the framework upon which future actions will be based.

The Plan aims to be 'future focused' by embracing new ideas, technologies and initiatives whilst valuing and building upon the legacy of our founders. This plan comprises four key outcome areas of Catholic Identity, Community, Stewardship and Education. The document, along with the Mercy School Charter provides a rich source of material to guide the development of policies and programs.

From the Strategic Plan, the school develops an annual school improvement plan that allows the long-term vision of the school to be managed in shorter time frames and allows the school to adapt to current needs of the students where necessary. Copies of the Strategic Plan are available on the school website.

## **1.8 Code of Conduct**

Mercy schools are inspired by the vision of Catherine McAuley, the founder of the Sisters of Mercy. Catherine's vision is underpinned by the values of compassion, justice, respect, hospitality, service and courage and each Mercy school strives to reflect the spirit of mercy in the relationships it forms with its students, parents, staff, volunteers and the wider school community.

Mercy Education has developed two codes of Conduct to provide context for these relationships, the Mercy Education Code of Conduct and the Mercy Education Parent Code of Conduct.

The Mercy Education codes of conduct describe the expected attitudes and behaviours for its employees and school communities. Students can feel safe, protected and empowered with the knowledge that adults have an enhanced understanding of appropriate boundaries in their interactions with young people. Senior leaders, employees and volunteers are guided in their responsibilities to meet professional ethics, workplace health and safety and general conduct obligations in the workplace. Parents are encouraged to work in partnership with their schools to promote supportive and effective relationships with staff and other school families and to act as role models for their children. The Mercy Education Parents Code of Conduct is provided to all families upon enrolment. A copy is available on the College website.

Students are provided with the Student Code of Conduct.

## Section 2 - DAILY PROCEDURES

### 2.1 School times

The College school hours are 8.40am to 3:20pm (a warning bell will sound at 8:35am). Parents are asked to ensure that students are on time for school as late arrival causes disruption to class routine. Staff are in attendance each day for supervision from 8:15 am until 3.35pm. Parents are reminded that the College cannot take responsibility for students who arrive prior to 8:15am and depart after 3:35pm.

Primary Bell Times		
Time	Monday, Wednesday - Friday	Tuesday
Morning Bell	8:40	8:40
Recess	10:40 – 11:00	10:55-11:10
Lunch	12:50-1:30	12:55-1:35

Secondary Bell Times		
Period	Monday, Wednesday - Friday	Tuesday
Homeroom	8.40-8.50	8.40-9.10
1	8.50-9.45	9.15-10.05
2	9.45-10.40	10.05-10.55
Recess	10.40-11.00	10.55-11.15
3	11.00-11.55	11.15-12.05
4	11.55-12.50	12.05-12.55
Lunch	12.50-1.30	12.55-1.40
5	1.35-2.25	1.40-2.30
6	2.25-3.20	2.30-3.20

#### Homeroom: Secondary Students

During Homeroom time, students meet with their teacher to engage in pastoral care and community-building activities. The Homeroom period at the beginning of each day also allows for:

- Morning Prayer
- Marking of attendance
- Passing on of important information
- Checking of College uniforms and organiser
- Dealing with enquiries and minor problems
- Following up with individual students by Homeroom Teacher/Year Team Leader (secondary students)

## 2.2 Attendance

Students are required to attend school every day the College is open as per the College calendar. Parents are reminded that for the safety and welfare of their children, it is best that your child arrives at school between 8:15am and 8:30am. This ensures time to unpack and prepare before the lessons begin.

On the times that you may have to drop your child/ren off early, Primary students must wait on the benches outside their classroom until their teacher arrives. This should be the exception rather than the rule. Students who remain at school for longer than fifteen minutes following dismissal will be escorted to Student Reception where they will remain until they are picked up by a parent or guardian.

Students are expected to arrive in time for the start of school each day. Late arrivals (after 8:40 am) should be signed in either by themselves or a parent at Student Reception. Children being signed out for and returning from appointments should follow the same process before they return to class.

## 2.3 Absentees

Student absence may be for legitimate reasons only.

### **Daily Absences:**

Parents are required to advise the School Office before 8.00am if their child is absent from school on any given school day **on the dedicated absentee line (08) 9290 4256 (24-hour service)**. Alternatively, parents can email [studentreception@stbrigids.wa.edu.au](mailto:studentreception@stbrigids.wa.edu.au) or use the absentee form available on the College App. When the student returns, an absentee note must be returned to the College. A reason for the absence plus a medical certificate for extended absences (three days) due to illness, must also be provided.

For unnotified student absences, an SMS text message will be automatically sent to the mobile phone of parents/caregivers explaining that our records show that your child is absent from school. The message will arrive via SEQTA and may be responded to via reply text or by contacting the College on 9290 4256.

Parents should reply by text giving the name of the child, date, and reason for absence; or contact the Office by telephone and send a note when your child returns to school. Parents are urged to ensure their contact details are always kept up to date. Parents are urged to make medical and/or specialist dental appointments outside of school hours.

### **Short Absences:**

Parents are encouraged to make appointments for their children outside of school hours. When this is not possible, students who have appointments to attend that result in missing part of the school day will need to be signed in and out of the College at Student Reception by the accompanying adult. For appointments during the day, parents should ensure that their child is aware at what time to meet them at Student Reception. Parents should provide a note (or email the relevant staff member) for the student to show the class teacher at that time.

**Prolonged Absence:**

The College does not encourage extended family holidays or time away during school time, especially during examination periods. When students have such absences (day and boarding students) in school time, parents are required to fill in the Application for Extended Leave form (available from College website) at least three weeks prior to departure.

It is the responsibility of students to cover all missed work during their absence.

**Ceasing Enrolment:**

Parents are requested to inform the principal, in writing with one full term's advance notice, when their child/ren will be ceasing their enrolment in the College.

**2.4 Contacting your child during school hours**

Parents are asked to be proactive in planning with their children before they come to school. If for an unforeseen reason you need to contact your child during school hours the following is the correct procedure. We ask that you do not contact your child via mobile during school hours as this can create a distraction.

- Contact student reception, 08 9290 4256
- Leave a message
- Staff will pass on message to your child (please note this may not always be possible if close to the end of day)
- In an emergency, a staff member will go and collect your child

**2.5 Student Drop-off and Pick-up**

Parents are reminded that for the safety of the students a 10 km/hour speed limit exists on our campus.

Primary students should be dropped off using the 'Kiss and Ride' on Glen Rd. This is also available for after school pick-up. Parents may not leave their cars while in this queue. Please be mindful of nearby residents' driveways ensuring you do not create an obstruction.

Secondary students should be dropped off/picked-up along the short-term bays near the College Pool.

Students are asked to remember that when entering and exiting the college to be mindful of traffic. Bus students should enter and exit the college grounds by the nearest gate. Cyclists should dismount and enter the grounds carefully walking their bicycles. Parents should ensure all children wear a helmet if riding and follow the preferred route to and from school.

## **2.6 Use of College Organiser**

Students in Years 1 to 12 are issued with a yearly College Organiser for use in classes. The organiser is used for recording homework, assessments, and College activities. Organisers are to be kept free of graffiti, decorations, and other inappropriate materials. Students who lose their organiser will be required to purchase a new College Organiser at their own expense.

The College Organiser also provides a means of communication between parents and the College. Parents are encouraged to write notes re: lateness, absence etc in the organiser and sign it weekly.

## **2.7 Uniform and Personal Presentation**

The uniform is a sign of identity of membership of our College community and should be worn with pride. Equally important, a student who is dressed in correct college uniform and correctly presented reflects a sense of personal self-respect and self-pride.

### **Pre-Kindy**

- Gold polo shirt with printing on back
- Shorts – black with gold & green stripes
- College track suit black with gold & green stripes
- Gold socks with green stripe
- Hair accessories – green or gold
- Bucket hat with student's name embroidered on back

### **Kindergarten and Pre-Primary**

Students must wear the yellow and green bucket hat.

Kindergarten and Pre-primary students wear the College sports uniform all year round.

- Gold polo shirt
- House Shirt
- Shorts – black with gold & green stripes
- College track suit black with gold & green stripes
- Gold socks with green stripe
- Hair accessories – green or gold
- Bucket hat

### **Years 1 – 6**

All Students

- Plain black leather lace up shoes with black eyelets (no platforms, wedges or heels, straps, or buckles)
- Bucket hat or Cap to be worn when in the college at recess or lunch

**Girls:***Summer*

- Summer uniform tartan dress
- Bottle green and gold trim socks

*Winter*

- Buttercup blouse with College crest on pocket
- Tartan skirt
- College tie
- Jumper
- Girls – black opaque tights or College socks
- Bottle green parka (optional)

**Boys:***Summer*

- Grey shorts
- Grey shirt
- Bottle green and gold trim socks

*Winter:*

- Grey trousers
- Grey Shirt
- College tie
- Jumper
- Bottle green and gold trim socks
- Bottle green parka (optional)

**Years 7 to 11 Girls**

Plain black leather lace up shoes with black eyelets (no platforms, canvas, wedges or heels, straps, flats/ballet slippers or buckles)

**Summer Uniform (Terms 1 and 4)**

- Tartan dress
- Green socks with gold trim
- College boater – compulsory. To be worn to and from school
- All students may wear their College jumper over their summer uniform in Terms 1 and 4 if required for warmth
- All students must wear either the boater or sports hat when in the College grounds at recess and lunch.

**Winter Uniform (Terms 2 and 3)**

- Buttercup blouse, with College crest on pocket
- Tartan skirt
- College blazer (to be worn to and from school, until recess and to all College Assemblies)

- College tie
- Black stockings (70 Denier opaques) for formal occasions
- Green socks with gold trim or black stockings (70 Denier opaques)
- College jumper
- College scarf (Optional)
- College gloves (Optional)

### **Year 12 girls**

#### **Summer (Terms 1 and 4) and Winter Uniform (Terms 2 and 3)**

- White blouse
- Tartan skirt
- White socks
- Black stockings (70 Denier opaques) for formal occasions
- Boater (Summer)
- College blazer, to be worn to and from school, until recess and to all College Assemblies in Winter.
- Plain black leather lace up shoes with black eyelets (no platforms, canvas, wedges or heels, straps, flats/ballet slippers or buckles)
- White hair accessories
- College jumper
- College scarf (Optional)
- College gloves (Optional)

The skirt or dress for students must be knee length and undergarments must be white or flesh coloured only. Undergarments are not to protrude from the College uniform. **All items of clothing are to be clearly labelled**

### **Sports Uniform**

All students are required to wear the official St Brigid's Physical Educational uniform which consists of:

**College top** Gold polo shirt with bottle green stripe on collar and embroidered College motif

**House top** House coloured shirt with house emblem

**Shorts** Black with Gold & Green stripe

**Socks** Gold with green stripe

**Hat** The College bucket hat or cap must be worn by students during outdoor activities and may replace the boater during break times when the student is in the sun.

**Shoes** Track Shoes any colour with non-marking soles, canvas shoes are not sport shoes and must not be worn

<b>Tracksuit</b>	College Track Suit Black with Gold & Green Stripes
<b>Bathers</b>	College bathers are required for students from Year 3
<b>Swim cap</b>	House colours
<b>Sports bag</b>	Bottle green holdall with crested front

## 2.8 Illness or injury

Any student injured or taken ill must report initially to the Student Reception staff with the permission of the class teacher. Primary students should see the duty teacher for minor incidents during the break times. If the illness or injury is sufficiently serious, the parent/guardian will be contacted to take the student home. Students who are ill and unable to be immediately collected can wait in the Wellness Centre. It is essential for contact information to be accurate, especially in emergencies. Any change of information must be given to the office staff as soon as possible. The College has a nurse in attendance most days, who can assist students at the College.

## 2.9 Care of Personal Property

All student items, including clothing, should be clearly marked with the student's name and class. Money and other valuables should not be left unattended in college bags, classrooms or change rooms. Students are discouraged from bringing valuable or special items with them to school. If necessary, primary students should ask their teacher for help in storing the item safely for the day.

All secondary students are provided with a locker and a padlock that must be used to store school bags and any items, including mobiles. Valuables are to be stored in the padlocked locker. The College does **not** accept responsibility for unauthorised removal of any items from lockers nor are these items covered by the College's insurance policy. Any damage or loss from a locker should be reported immediately to the Head of Secondary and every reasonable effort made to investigate the situation. Lockers remain the property of the College and can be inspected at any time.

## 2.10 College Café

St Brigid's College provides a Café service on its campus. Parents are encouraged to keep a menu at home to assist students in making a healthy choice for lunch and snacks. In general, students should not use lunch money to buy 'treats' at recess or lunchtime instead of a healthy sandwich or meal.

The Café is available to all students from Kindergarten to Year 12. The Café opens at 7.00 am each day for students who begin their day early at either sport training or music lessons/rehearsals. They can enjoy a late breakfast with different choices each day. Parents are also very welcome to come and grab a coffee after dropping their child/ren off.

Students from Kindergarten through to Year 6 order their lunch at the Café before school starts. This will ensure their lunch will be delivered to their classroom in time for the lunch bell. Lunch order bags are available outside the Cafe for you to write out your order before going in to pay. The primary Café menu is available on the College website

Secondary students may access the Café before school, at Recess and at Lunch times.

**St Brigid's College is an 'Allergy Aware' school and therefore the consumption of nuts and/or any nut product is discouraged during school time. Parents are asked to refrain from providing foods containing nuts to their children as there are students in attendance who suffer with severe nut allergies.**

### **2.11 Lost Property**

No responsibility is taken by the College for lost articles. Students and parents are encouraged to check for lost items in the lost property collection boxes located at Student Reception. We make every effort to have lost items claimed, but unmarked, unclaimed items left at the end of each term will be disposed of appropriately. Parents are strongly encouraged to ensure that all belongings are clearly marked.

### **2.12 External Requests for Interview with Students**

St Brigid's College will always endeavour to communicate directly with parents in serious circumstances that involve their child. Should the Police wish to speak to a student; the following procedures will normally apply:

- Attempts will be made to contact the parent/guardian
- If this is not successful, and depending upon the seriousness of the matter, the College may decide to appoint a staff member to be present during the interview.

It is therefore essential that the College always has current contact details of the parent/guardian.

### **2.13 Items banned at School**

Staff will confiscate items that do not conform to College policy. In the case of valuable items, parents will be contacted by the Heads of School and asked to collect the item on the same day.

Unclaimed confiscated items are kept as securely as possible by the College Administration but will become the parent's responsibility if not claimed on the day required. The College will cease to take responsibility of unclaimed items and no claim for compensation will be entertained.

The College's Administration will return confiscated items to the student in question on the last day of the term. A parent may request the return of an item at any time, provided they collect the item personally from the Heads of School.

Parents will be asked to collect any item where the nature of the item confiscated is such that it is unsuitable to be returned to the student.

## 2.14 Administration of Medication to Students

### Minor Analgesics:

Minor analgesics are non-prescription pain relievers e.g.: Panadol, Nurofen, ibuprofen, or paracetamol [but not including any aspirin product]. The practice will be therefore, that analgesics are to be administered by students themselves, should that form of medication be required, if they are of an age to do so. **No** medication will be provided or allowed to be taken until verbal or written permission has been provided by the parent or guardian. The College does not dispense medication on a regular basis. Parents are to provide a supply for their child which will be kept in the Wellness Centre along with the completed Student Medication Form, indicating the name, quantity supplied, and dose required of such medication. This document will be retained on the relevant student's college file.

It is a serious offence, in relation to safety and welfare of students, for any student to pass analgesics or any form of medication to another or other students.

### Chronic Ailments

Several students may require prescription medication for the relief of chronic conditions such as diabetes, anaphylaxis, allergies, asthma, migraine, and others. The procedure in such instances will be:

- Parents provide written advice and a medical action plan of the student's condition and the medication he/she is required to take.
- Medication will be stored along with Student's Action Plan in the Wellness Centre for access by Nurse or staff.

### Prescribed Medication [short-term medication]

Prescribed medication is that dispensed by a pharmacist following written prescription by a qualified medical practitioner. When a student is required to take prescribed medicine, it is best if dosage times can be arranged for before or after school hours.

If administration of prescribed medication at school is required:

- If this is not possible, parents may request the College Nurse/Staff member to arrange for the safe administration and storage of prescribed medication during school hours. In this instance, a Student Medication Form must be completed describing the name of the Doctor prescribing, the medication, quantity supplied, dosage and timing as required. This form will be signed and initialled by two attending staff members at the time the medication is administered.
- It is up to the student to attend the Student Reception to take the medication – Administration staff will not be responsible for any missed dosage should the student not present themselves. Any such medication must be clearly labelled with drug name, quantity supplied, dosage and frequency, name of student and Doctor prescribing. This is to be retained in Wellness Centre cupboard or refrigerator.
- It is best that the student administers the medication him/herself if they are of an appropriate age. To do this the student reports to the Student Reception and is observed while self-administering medication. Record will be made as follows: Date, Times, Name of Student,

Medication Taken, By Whom Administered [this will be counter-signed by two attending staff members]. Once the course of medication is completed, the Student Medication Form will be retained on the student's file.

## **2.15 Driving to School**

Driving to school is a privilege extended to Years 11 and 12 students. The College views this matter as important and any student of legal driving age who intends to drive to school, either occasionally or on a regular basis, must comply with the College Policy and is required to complete the relevant forms.

The following information outlines the rules associated with the privilege of driving to school if an application is approved.

### **Obtaining Permission** (even for a one-off event)

Students must complete and return a formal letter signed by their parents/guardian to the Head of Year. This acknowledges that parents have read the conditions and given permission for their child to drive to school. The letter will request the Registration, make, and colour details of all vehicles the student may be driving.

If it is intended that the drive conveys siblings, then this must be noted.

### **School Requirements**

Once permission has been granted, the student must comply with the requirements outlined below.

- Cars may only be parked in the designated student area of the College grounds.
- Cars must not be accessed at any time during school hours.

### **The students must:**

- Drive their cars at a speed no greater than 10km/hr on College grounds
- Only Park in the designated area.
- When there is a change of registration or use of additional cars, the Year Team Leader must be notified.
- Full College uniform must be always worn inside the car when driving to and from school.
- This Policy only applies to students when they use their car travelling to and from school.
- Students are not permitted, under any circumstances, to drive from the College grounds during the day.
- Remember that you represent the College when driving to and from school. Careful and courteous driving brings credit to yourself and the College. Members of the community are likely to complain about any unacceptable behaviour. Such complaints may be referred to the local Police, complete with all relevant details.
- Students are required to adhere to all road rules and drive in a safe and responsible manner.
- Failure to observe these requirements will result in loss of the privilege of driving to school and/or access to parking on the College grounds.

## **2.16 Carnivals and Retreats**

St Brigid's College holds retreats and inter-house competitions in swimming, cross country, and athletics. There are also other events specific to certain year levels. These events are an important feature of our calendar and student attendance is compulsory.

## **2.17 Parent requests for appointments with staff**

Parents are encouraged to make an appointment out of school hours or in the teacher's non-contact time to discuss any issues about their child. The format of meetings can include face to face, telephone or via TEAMS. Due to confidentiality, teachers may only discuss the child of that parent, not the names, behaviour, or schoolwork of other students in the class. Email should only be used as a point of contact to schedule an appointment if possible.

## **2.18 Allergy Awareness**

St Brigid's College is committed to providing a safe learning environment for all our students.

The school recognises that it cannot achieve a completely allergen free environment. It is our policy:

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling;
- To raise awareness about allergies and anaphylaxis in the school community;
- To engage with parents/guardians of each student at risk of anaphylaxis when assessing risks and developing risk minimisation strategies for the student; and
- To ensure that staff have knowledge about allergies, anaphylaxis and the school's guidelines and procedures in responding to an anaphylactic reaction.

St Brigid's College is an allergy aware school and will:

- Identify students at risk of anaphylaxis
- Have zero tolerance of bullying of students with allergies and/or at risk of anaphylaxis
- Raise general awareness about severe allergy amongst the school community
- Develop strong communication with parents/guardians of students at risk of anaphylaxis

### **Identification of Students at Risk of Anaphylaxis**

Prior to commencing at the school, parents/guardians must notify the school of all medical conditions including allergies. The College will follow the anaphylaxis management procedure, which includes implementing identification systems and following the student's ASCIA Action Plan.

Students who are identified as at risk of anaphylaxis must have an ASCIA Action Plan completed and signed by the student's medical practitioner. The ASCIA Action Plan must be reviewed every 12-18 months when the student's adrenaline autoinjector prescription is renewed.

In addition to providing the above information and ASCIA Action Plan, it is the responsibility of the parent/guardian to:

- Provide an in-date adrenaline autoinjector for their child's use at the school;

- Inform the school if their child's medical condition changes, and if relevant provide an updated ASCIA Action Plan;
- Alert staff of additional risks associated with non-routine events and assist in planning and preparation of the student prior to Outdoor Education Programs (OEPs), tours, parties, and special events;
- Educate their child on prevention strategies (e.g: to not share food) and what to do if an exposure occurs.

Examples of ASCIA Action Plans are available from the [ASCIA website](#).

Parents are responsible for ensuring there is an adrenaline autoinjector at the Wellness Centre for their child.

### **Internal Communications**

The college nurse will be responsible for providing information to all staff, students and parents/guardians about allergies and anaphylaxis and the development of the school's management strategies. The college nurse will ensure that relevant medical information is updated as received and readily available for staff.

### **Medication Storage and Location**

All adrenaline autoinjectors and medication must be stored with a copy of the student's ASCIA Action Plan and are checked regularly to ensure that it has not expired, become discoloured or sediment is visible.

Adrenaline autoinjectors and other medication must be stored in Wellness Centre which are easily accessible to staff . A copy of the student's ASCIA Action Plan is stored in the Wellness Centre and is also available on SEQTA for Staff. All staff will be informed about where the student's adrenaline autoinjectors are stored.

### **Risk Minimisation Strategies**

St Brigid's College will employ a range of appropriate risk minimisation strategies to manage exposure to known allergens.

St Brigid's College will raise awareness in the school community regarding severe allergies and anaphylaxis. St Brigid's College will implement practical, age appropriate strategies to minimise exposure to known allergens.

It is possible to minimise the risk factors within the School environment with parent/carer's assistance in adopting strategies that may include:

- Avoid sending nuts to school
- Avoid sending foods containing nuts/nut oils to school (nuts listed as an ingredient/used as an ingredient; nut spreads such as Nutella or nut butters)

- Promoting thorough washing of hands and face if children have eaten these foods before coming to school
- Asking the class teacher regarding dietary requirements of the children in their class and providing individual prepared servings for birthday treats (or consider non-food alternatives)
- Provide drink containers and lunch boxes clearly labelled with the name of their child
- Teaching your child about the need to eat only from their own lunchbox and not to share food

Parents/guardians are also able to contact the Wellness Centre for more information on allergy awareness.

### **Staff Responsibility**

All staff must comply with the College's Anaphylaxis minimisation procedure. All staff must be allergy aware and actively promote St Brigid's College as an allergy aware school.

All staff must know which students in their care are at risk of anaphylaxis. Staff are trained to know how to prevent exposure to known allergens, how to recognise an allergic reaction including anaphylaxis and know how to respond to anaphylaxis including administering the adrenaline autoinjector.

## Section 3 - PASTORAL CARE

Pastoral Care is effective 'when everyone in the College community knows and feels secure in the knowledge that as valued members of the community, they can participate in giving and receiving encouragement, guidance and support'. The Pastoral Team at the College includes the Heads of School, College Counsellor, College nurse and the Year Team Leaders in Secondary, as well as the classroom teacher.

### 3.1 Student Code of Conduct

The purpose of the St Brigid's College Student Code of Conduct is to provide standards of conduct in all behaviour and decision making and provides a framework whereby students develop behaviours which are acceptable for the wider community. This Code of Conduct must be read in conjunction with the Student Behaviour Policy.

This Code of Conduct provides an outline of the expectations of St Brigid's College for student behaviour when they are on the College grounds, travelling to and from school, travelling on public transport and contract transport services and when attending any College representative events, camps, excursions, functions, and public places while wearing the College Uniform.

Heads of Schools will be informed of breaches of conduct.

#### Conduct Statements

As students:

1. We commit to the Values of St Brigid's College and respect the Catholic ethos of the College.
2. We consider the safety and welfare of ourselves and others.
3. We respect the dignity, culture, values, and beliefs of each member of the College community.
4. We will treat all College staff, other students, and visitors to the College with courtesy, respect, and tolerance.
5. We conduct ourselves honestly and in compliance with College policies.
6. We will not engage in plagiarism or other academic misconduct.
7. We attend classes punctually and attend all classes, prepared for each class.
8. We positively contribute to the learning environment and work responsibly by not distracting other students and completing work on time,
9. We wear our uniform with pride and dress appropriately as per the College Uniform policy.
10. We will attend all compulsory College functions and events.
11. We will respect the College grounds and property.
12. We will demonstrate the College values when not on campus and live the Mercy ethos.

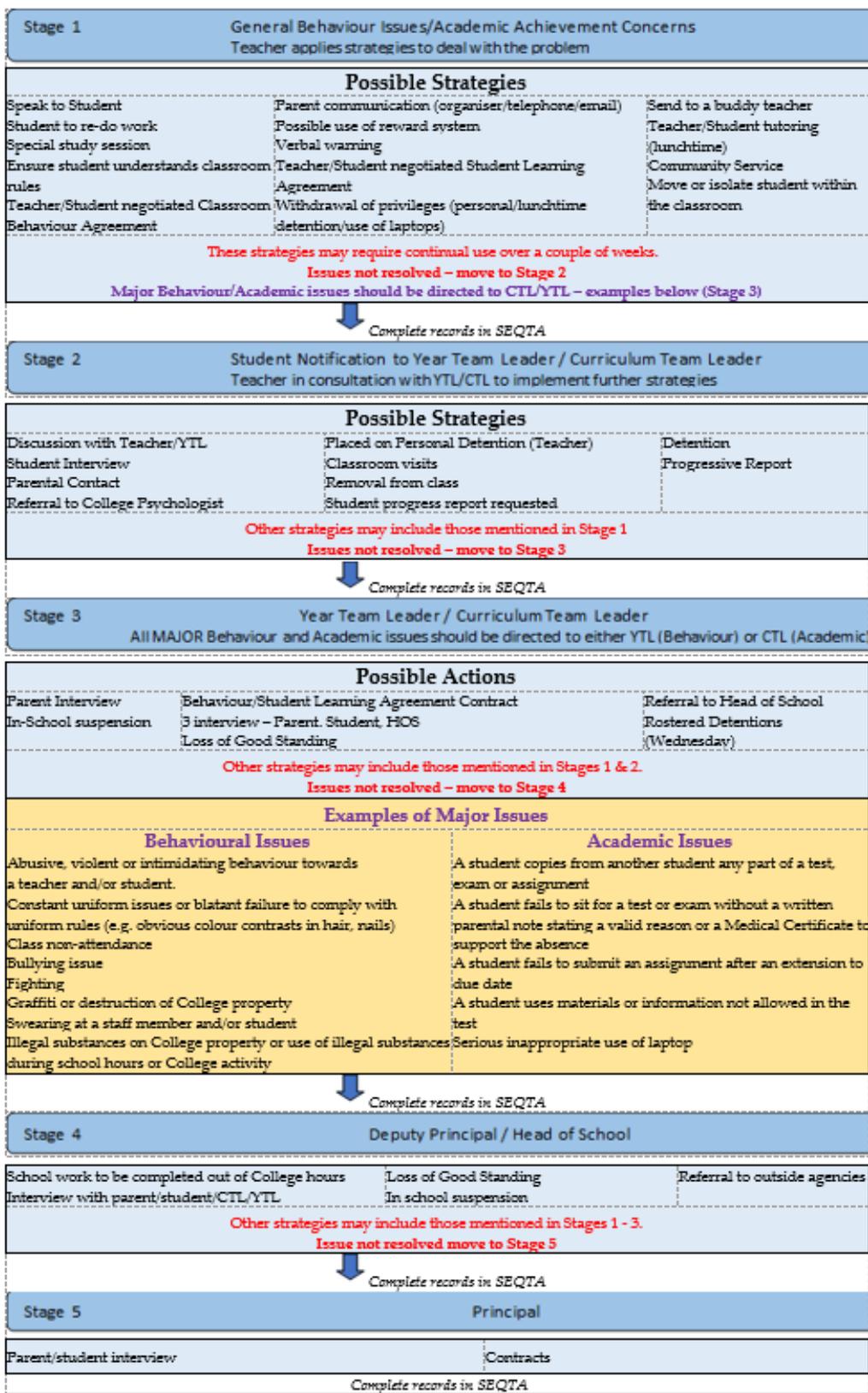
As a student of St Brigid's College:

I recognise the need for me to play my part in ensuring the successful exercise of these rights and responsibilities.

I recognise that if I am unwilling to observe these rights and responsibilities, I must face the consequences of my actions

### 3.2 Behavioural Management

The College takes great care in keeping all students safe while on campus or participating in an off-campus activity. As such the College has developed a behavioural Management flowchart:



### 3.3 Student use of mobile phones

Mobile phones have become an important part of our modern lifestyle. The College understands that there are times such as travelling home or to work, sport or a friend's house that a mobile phone provides a sense of security and enables urgent communication with others. The increased ownership of mobile phones requires that the College administration, teachers, students, and parents take steps to ensure that mobile phones are used responsibly. Increasing sophistication of the technology allows recording of conversations, taking photos and videos and subsequently transmitting these to other phones. Inappropriate use of this technology can be an invasion of privacy, transgress State and Federal laws, lead to harassment or bullying or impact on the reputation of individuals or the College. In accordance with the teachings of the Catholic Church, the practice of communication must be honest and reflect the highest standards of accountability and sensitivity to human rights and relationships.

Students are not permitted to use mobile phones during school hours. Should contact home be necessary, staff will provide access to school phones.

Parents of primary students are discouraged from providing a phone for their child at school. Should parents feel there is a need for their child to have a phone, you are advised to discuss the matter with your child's homeroom teacher to discuss its storage during the school day.

For secondary students, upon arrival at school the mobile phone will be turned off and placed in the student's own locker which should be locked with a padlock. If the locker area has not been opened, then the mobile phone will be turned off and stored in the student's bag. The mobile phone will remain in the locker, with the classroom teacher or Office for the duration of the school day and not used at any time, including recess and lunchtime.

The College accepts no responsibility for replacing mobile phones that are lost, stolen or damaged whilst on the school campus or at school functions.

#### **Inappropriate Conduct**

- Any student/s seen with a mobile phone (whether in use or not) during the school day will have it confiscated and the mobile will be handed in to Student Reception.
- The first and second offence the student can retrieve their mobile from Student Reception at the end of the day.
- Third offence: Parents will be contacted, and the phone remains at school until the end of the following day. Parents may choose to come and collect the mobile phone earlier.
- Subsequent offences: a parent interview may be requested by the Head of School.

Any student who uses a mobile phone in inappropriate ways such as recording audio, taking photos or videos, transmitting inappropriate material, or using derogatory or obscene language will be subject to the normal consequences of the Behaviour management Policy as well as confiscation of the phone.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if the offence is serious, the College may consider it appropriate to involve the Police.

Students using mobile phones to bully other students will face appropriate disciplinary actions according to the Behaviour Management Policy.

### 3.4 Jewellery and Make-up

The students are permitted to wear the following items of jewellery:

- A watch
- A maximum of two pairs of plain matching earrings – sleepers or studs only (two per ear to be worn in the standard lobe of the ear) (No earrings are to be worn in any other part of the ear while at school).
- Earrings should be small and either silver or gold in colour.
- One gold or silver fine chain necklace may be worn inside clothing
- One plain ring
- A Medical bracelet.
- Other body piercing and tattoos that are in view are not permitted (tongue studs are not to be worn at school)

Make-up and nail polish are not permitted to be worn to school. This includes acrylic nails and eyelash extensions.

### 3.5 Parent Inquiry or Concern

For Academic, Pastoral Care, Boarding General or Administrative Concerns follow these steps:

- **Step 1: Parent emails or phones:**  
**Academic:** Subject / Class teacher  
**Pastoral Care:** Homeroom / Class teacher  
**Boarding:** Housemother
- **Step 2: Parent emails or phones:**  
**Academic:** Curriculum Team Leader  
**Pastoral Care:** Year Team Leader  
**Boarding:** Boarding Team Leader
- **Step 3: Parent emails or phones:**  
**Academic:** Deputy Principal  
**Pastoral Care:** Head of School  
**Boarding:** Head of Boarding
- **Step 4:**  
Contact the principal's assistant to make a meeting

## Section 4 - LEARNING

### 4.1 West Australian Curriculum

The Western Australian Curriculum and Assessment Outline are mandated for all students from Kindergarten to Year 10. The outline includes the guiding principles for teaching, learning and assessment and plus for teachers in their assessment and reporting of student achievement. For students in Pre-primary to Year 10, there are several policies that have been developed to meet the required Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting, as outlined by the School's Curriculum and Standard's Authority. Located on the College webpage such policies assist in the meeting of education requirements of our students. It is important that both students and their parents/guardians are familiar with the.

- Assessment Policy
- Academic Management Policy
- Reporting Policy
- Teaching and Learning Policy
- Extended Leave Policy
- Academic Honesty Policy

These are located at <https://sbcl.wa.edu.au/about/policies/>

### 4.2 Homework

The staff, at St Brigid's College, believe that regular home learning assists in the personal and academic development of students. A successful home learning programme depends on close communication between teacher and parent. Our mutual aim should be to encourage students to take a greater responsibility for learning, should aid this development and should as far as possible, involve parents in their child's learning. At no stage should this be a frustrating experience. Parents are in the best situation to assess their child's ability to complete tasks/assignments at home. If a child is unable to complete a home learning commitment after reasonable effort, staff should be informed, through a note in the College Diary or an email to the relevant staff member.

The Purpose of homework is to:

- To encourage student self-discipline
- To reinforce studies carried out during the day
- To involve parents in the learning programme of their child
- To encourage student initiative and creativity
- To enable teachers to assess the level of understanding of work taught in class
- To prepare students for the demands of further studies at senior secondary and tertiary level

Parents are key partners, too:

- Provide a suitable study area for your child for them to complete their home learning in, this includes assisting them to have the correct equipment to complete their tasks.
- Establish a home learning routine; choose a regular time slot.
- Limit distractions during home learning time, for example no television in the background, siblings playing on iPads or music playing.

- Encourage children to use problem-solving skills when completing homework and only seek assistance if necessary. We pride ourselves on encouraging our young people to be independent from an early age.
- Speak with the class teacher if there are ever home learning concerns.
- Establish the right balance of home learning and after school activities; look for a breadth of activities for your child to engage in, for example, time in the backyard, visiting the local park or playing sport.

In Primary School, the recommended homework is comprised of nightly reading, spelling and a set of tasks for the school week. Students use their dairies to record home learning tasks and parents are asked to sign these each week.

Suggested times are:

Kindergarten – Pre-Primary:	5 minutes daily
Years 1 – 2:	10 minutes daily
Years 3 – 4:	15 minutes daily
Years 5 –6:	20 minutes daily

In the Secondary School, homework may take the form of completion of tasks from during a lesson, revision, additional readings and preparations for upcoming assessments.

Year 7:	Approximately 7 hours per week
Year 8:	Approximately 9 hours per week
Year 9:	Approximately 12 hours per week
Year 10:	Approximately 15 hours per week
Years 11 and 12:	15 - 18 hours per week (General Studies) 20 – 25 hours per week (ATAR Studies)

At all year levels students should be encouraged to revise work set, to read widely or to continue with an assignment when specific work has not been set by a teacher on a particular night.

### 4.3 Early Years Philosophy

Our Early Learning Centre offers an environment catering for three to six-year-old children within a larger school setting. We aim to create a safe, supportive, nurturing and stimulating learning environment which consolidates and extends the children's interests and skills, and enables them to develop the dispositions to be life-long learners. We acknowledge that the early years plays a significant role in laying the foundations for continued success in learning. Therefore, as educators, we strongly commit to the world's best practices and implement a pedagogy that reflects Investigative play, Inquiry Approach, a Reggio Emilia inspired approach, the Early Years Learning Framework and the National Quality Standards. At the same time, Literacy and Numeracy are explicitly taught, providing students with step by step instruction on what to do and how to do it.

Our child's image shapes our approach to early childhood education as a competent and capable individual, rich in potential. We recognise that children possess a wealth of experiences, knowledge and understandings. Our intention is for each child to develop a strong sense of identity and the

confidence and skills needed to make meaning of and shape their world. Through active listening and observation and a close working relationship involving children, parents and fellow educators, we are committed to uncovering how each child perceives his/her world, enabling us to build on levels of understanding. Our play-based approach offers children the opportunity and the time to play, discover and explore, question and predict, revisit and reflect, wonder, imagine, and dream. This is also achieved through explicit, intentional, child-centered, play-based teaching and learning. In addition, we fully embrace our beautiful natural surrounds in our unique Bush School, when students spend the day outdoors where they can be noisy, messy and use all their senses to engage in rich learning

#### 4.4 SEQTA

SEQTA is an online learning management system for communication and organisation – used by staff, students, and parents. SEQTA Engage is the online portal for our College parents, assisting them to be more involved in their child’s education. SEQTA can be accessed via the College webpage and via an App, for easy access to information. SEQTA provides access for parents and students to student academic progress, for all students from Pre-primary to Year Twelve. Results are published for parents to view throughout the year in SEQTA Engage. Information that can be accessed includes student timetable, Teaching Programmes, Assessment Outlines, assessment results and student reports. This suite of information able to be accessed is updated throughout each year.

Access is provided to students upon their commencement at the College, through SEQTA Learn. Parents are issued with an invitation to access SEQTA Engage shortly afterwards.

#### 4.5 Assessment

The College adheres to the principles of assessment as outlined by the School’s Curriculum and Standards Authority to monitor and assess individual student achievement, with direct reference being made to the to the Principles of Learning, Teaching and Assessment. Assessments in all year levels should be:

- Be central to teaching and learning
- Be educative
- Be fair
- Meet a specific purpose
- Lead to informative reporting on progress

Assessments are based on the achievement standards, provide meaningful feedback to students and families, enhance the accountability, motivation, and commitment to learning. In addition, students are helped to develop a realistic understanding of their understandings.

There are two types of assessments which are used:

**Formative:** are ongoing informal assessments and observations in the classroom environment, which are used to monitor student knowledge and understandings, and in turn will assist students in achieving their goals. These assessment types assist students to identify their strengths and weaknesses and target specific areas for improvement.

**Summative:** are assessments that determine if a student has developed the appropriate knowledge and understandings of a learning area.

The College's Assessment policy is available for students and parents on the College website.

## **General**

### **Bishop's Religious Literacy Assessment (BRLA)**

*The Bishops' Religious Literacy Assessment* is a large-scale, standardised assessment that consists of a series of Religious Education tests developed and marked by the Office of Catholic Education Western Australia. The purpose of the BRLA is to measure student learning of the content in the Religious Education curriculum. Formal school and student reports are produced by CEWA and will become available to schools in Term 4. The BRLA provides a 'point in time snapshot of student performance in Religious Education. Students' knowledge and understanding of the content of the Religious Education curriculum is assessed using a combination of multiple-choice, and short and extended response items. Students' faith is not assessed. The BRLA is sat by students in Years 3, 5 and 9 in August.

### **National Assessment Program – Literacy and Numeracy (NAPLAN)**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time – individually, as part of their school community, and against national standards. The results assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress. NAPLAN tests are one aspect of each school's assessment and reporting process and do not replace the extensive, ongoing assessments made by teachers about each student's performance. NAPLAN is administered in May each year.

### **The Online Literacy and Numeracy Assessment (OLNA)**

Students need to demonstrate a minimum standard of literacy and numeracy to achieve their Western Australian Certificate of Education (WACE). The implementation of an online assessment of literacy and numeracy will provide students with opportunities to demonstrate the minimum standard. There are two ways to demonstrate the standard; prequalification through Year Nine NAPLAN, or by demonstrating the minimum standard through OLNA. OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to attain WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard. The OLNA is conducted in March and September each year.

### Standardised Testing

In both the Primary and Secondary Schools, a variety of standardised assessments are used to assess a student's current knowledge base, allowing teachers to track progress throughout the year.

Primary		Secondary	
Pre-primary	On-entry PAT-Early Years Maths PAT-Early Years Reading	Year 7	NAPLAN AGAT PAT-R Comprehension PAT-Mathematics
Year 1	Observation Surveys PAT-Reading PAT -Maths	Year 8	AGAT (New students) PAT-R Comprehension PAT-Mathematics
Year 2	Observation surveys PAT-Reading PAT -Maths	Year 9	NAPLAN Bishop's Religious Literacy Assessment
Year 3	NAPLAN Bishop's Religious Literacy Assessment PAT-Reading PAT -Maths	Year 10	OLNA (required students)
Year 4	PAT-R Comprehension PAT-Mathematics	Year 11	OLNA (required students)
Year 5	NAPLAN Bishop's Religious Literacy Assessment PAT-Reading PAT -Maths	Year 12	OLNA (required students)
Year 6	PAT-Reading PAT -Maths		

A variety of intervention programmes are engaged in by students who are identified by the College requiring additional support, including but not limited to:

- MiniLit
- MacqLit

In addition, student from Years 2 to 9 engage in the Literacy Pro programme to assist in the development of reading and comprehension skills.

## **Examinations**

Examinations are sat by students in Years 9 (Semester 2 only) and Years 10 to 12 (Semesters 1 and 2). Examination assessment windows can be viewed on the College Calendar.

### **Special Provisions and Sickness and Misadventure Applications (Year 12 Students ATAR)**

Special examination arrangements are provisions made by the School Curriculum and Standards Authority that will assist candidates who have a permanent or temporary disability to demonstrate their knowledge, understanding and skills in the ATAR course examinations. Special arrangements are available for practical or written examinations. There is a range of disabilities that are considered: physical disability, illness, vision impairment, hearing impairment, fine motor disability, specific learning disability, psychological/neurological disability, or ADD/ADHD. The arrangements that may be granted include extra reading time, extra working time, non-working (rest) time, specialised equipment e.g., desks, chairs, magnifying aids, food and extra drink, special instructions in writing, use of a scribe, use of a computer, paper modification e.g. coloured, in braille, enlarged or alternative format practical exam. The application is to be supported by appropriate medical information

The Authority does not automatically adopt a medical/psychological provider's advice or replicate the special examination arrangements that the school may have put in place for school assessment. Applications are considered on an individual basis and are based on the demonstrated functional impact of that disability in timed assessments. It is essential that no candidate will be advantaged over another candidate in the examinations, except through having more knowledge, understanding and skill relating to the course being examined. The Deputy Principal should be contacted as the commencement of Year 12 (if not earlier) to discuss all applications for Special Provisions.

## **4.6 Reporting**

An important method of communication student progress is through the College Report. Students in Pre-primary to Year 12 receive three reports throughout the year:

- Interim Report
- Semester One Report
- Final Year Report or Statement of Results (Year 12)

Boarding students also receive a Boarding Report twice a year.

The information contained in the College Report provides a summary of a students' achievement and personal attributes (attitude, behaviour, and effort). There are three reports issued each year. At the end of Term One, the report provides a snapshot of progress to date. Summative reports are provided twice a year, at the end of each school semester. The School Curriculum and Standards Authority reporting policy requires that student achievement in learning areas be reported on a five-point scale. The achievement standard describes an expected level that many students are achieving or 'working towards by the end of that year of schooling.

Parents are requested to meet with college staff where the Report indicates that an interview is required.

### **Parent Teacher Student Conferences**

Parent Teacher Student formal conferences are held twice a year; at the end of Term 1 and 3.

### **4.7 Mercy in Action- Making a Difference (MIA MAD)**

At St Brigid's College we are proud of our Mercy Heritage which encourages us all to "Light the Way" to God through our actions. Mercy in Action, Making a Difference [MIA MAD] is a programme that helps each student live out the values of our College through Christian Service Learning.

The important aspect is of 'time' that the students are contributing to the home or community to be of help and not for personal gain, for example, pocket money or doing what are considered 'normal' expected family chores, etc.

All students from Pre-primary through to Year 11 participate in the programme appropriate to their developmental stage.

In Years 10 and 11, the program progresses into a School Curriculum and Standards Authority (SCSA) endorsed program and as well as linking to the College values, SCSA recognises that students use community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques. At the conclusion of the programme students also receive an invitation to the Year 12 MIA MAD Ball.

### **4.8 Keeping Safe**

The wellbeing and safety of all students is the highest priority for St Brigid's College. The College is committed to child safety and leading and supporting a child safe culture. All members. Our community is committed to making good decisions that always keep the best interests of the child or young person first. Our school enacts a Code of Conduct that promotes positive work practices and establishes expectations for personal and professional boundaries concerning appropriate and inappropriate behaviour for staff, students, volunteers, parents and guardians, and visitors. At St Brigid's College the Keeping Safe Curriculum is taught to our students from Kindergarten to Year 12, through targeted programs and lessons, Health Education and throughout the broader curriculum.

### **4.9 College Awards**

#### **Kindergarten – Year Twelve Awards**

##### **The Spirit of Mercy Award**

The Spirit of Mercy Award recognises students who consistently makes a positive contribution to our school community and always gives his/ her best to live our Mercy values of compassion, justice, respect, hospitality, courage, and service. The recipient of the Spirit of Mercy Award is a student who

is recognised as quietly going about being a person who is authentically "mercy". These awards are recognised three times throughout the year at the end of Terms 1, 2, and 3.

### **Letters of Academic Excellence**

At the end of the Semester One and Two Reporting periods, our Top 10 students Years 1 – 12 are acknowledged through the receipt of a personal letter of excellence. Students are ranked based on the number of A, B etc grades that are received. Students who have excelled in regards to their work habits across the reporting period are also acknowledged, through a personal letter of excellence. Students are ranked based on the number of Highly developed etc that are received.

### **The Responsible Christian Learner Award**

As students move through their schooling, we want them to take more responsibility for their own behaviour. This is important if they are to become responsible adults. These students typically exhibit positive characteristics such as persevere and engage with tasks, ask clarifying questions if they are not sure of the task, come prepared for the task or activity, take initiative rather than waiting to be told what to do next, and are confident enough to take risks and to learn from their mistakes.

These awards are recognised in the Primary School at the Thanksgiving Assembly at the end of the year and in the Secondary at each year groups final mass and assembly for the year.

### **Primary Awards**

Primary Merit Awards are awarded at Primary assemblies for the recognition of students' efforts and behaviour in class and around the College. In addition, special awards are recognised at the final Thanksgiving assembly for the year. These are:

### **Academic awards for each learning area for Year 6 students.**

#### **The St Brigid's College Christian Leadership Award**

is presented to a student who constantly gives witness to the Mercy ethos by leading through examples of excellence in all areas, actively seeks and takes on new challenges and demonstrates initiative.

#### **The Daly Sisters' Justice Award**

is presented to a student who always considers others, seeks fairness and justice, displays honesty and integrity and demonstrates a positive outlook in times of difficulty.

#### **The Our Lady of Lourdes Parish Award**

is presented to a student who has given consistent Christian witness of their faith to all within the College and within the Lesmurdie Parish community.

#### **The City of Kalamunda Student Citizenship Award**

is awarded to a student who displays consistent commitment and participation across many areas of College life.

### **The St Brigid's College Community Award**

is presented to a student who has demonstrated outstanding commitment to our community through their selfless, positive and supportive examples encouraging the same in others.

### **Woodside Scitech Science Award Primary**

Awarded to two students who have shown a curiosity about the world around them and a desire to experiment, investigate, and extend their knowledge.

### **Principal's Award**

This award is presented to the student who has consistently demonstrated a positive attitude and who, like Catherine McAuley, is prepared to accept challenges and challenge appropriately; a young person who displays dignity and who is committed to preserving the dignity of others.

### **Secondary Awards**

**Academic awards are recognised in Years 7-12 for each learning area.**

### **St Brigid's College Christian Leadership Award (Years 7 - 11)**

Awarded to a student who has led other students through a willingness to serve and witness the truth of the Christian faith and our College values.

### **Daly Sisters' Justice Award (Years 7 - 12)**

Awarded to a student who has been active in working to overcome injustice, walking in the way of righteousness through a personal involvement in justice activities and Mercy in Action service.

### **The St Brigid's College Community Award (Years 7 – 9)**

Is presented to a student who has demonstrated a commitment to serving others. The recipient of this award has assisted regularly at community activities and events outside of school. This student has a selfless, positive and supportive attitude and encourages the same in others.

### **Long Tan Future Innovators Award (Year 10 and Year 12)**

- STEM Innovation: A student who demonstrates innovation in the learning area of STEM (Science, Technology, Engineering and Maths).
- STEM Motivation: A student who demonstrates a level of motivation in the learning area of STEM (Science, Technology, Engineering and Maths) A student who demonstrates a level of high-level motivation in the learning area of STEM (Science, Technology, Engineering and Maths)

### **Long Tan Youth Leadership Awards (Year 10 and Year 12)**

A student who demonstrates a high degree of leadership, teamwork, values, problem solving, resourcefulness, communication skills, cooperation and community involvement.

### **The Friends of St Brigid's Community Award**

Awarded to a Year 11 student who has demonstrated a strong commitment to promoting the College. She is someone who comes forth to assist and represent the College, both inside and outside the school. The recipient of this award is welcoming of others just as Christ welcomed all.

### **The O'Connor Sisters' Award (Years 7 - 12)**

Awarded to a student who is steadfast, courageous and strong in her faith. The recipient of this award displays outstanding community participation, such as being an active participant in Parish life, and demonstrates the values of Mercy in her behaviour.

### **The Parent Forum Community Award for Boarding (may be Awarded to a student chosen from Years 7 – 11)**

Is presented to a student who has demonstrated commitment to serving others. The recipient of this award has helped out regularly at community activities outside of school hours. This student has a positive, supportive attitude to activities and encourages the same in others.

### **Sportswoman of the Year Award**

Is presented to a Senior School student for outstanding achievement and contribution to the area of sport while representing St Brigid's College.

### **Awards for Year 12 students only (some are not given out each year if candidates do not fulfil all requirements)**

#### **The Sister Pius Stanley Award**

Is presented to a boarder who has lived the Mercy Ethos during her time in Boarding. The recipient is compassionate and consistently demonstrates kindness and humility. She is patient in her daily interactions with others and embraces daily challenges with conviction. (Decided by Boarding)

#### **The Our Lady of Lourdes Parish Award**

Is presented to a student who has given consistent Christian witness to others within the College and within the Lesmurdie Parish community.

#### **City of Kalamunda All Rounder Award**

Is awarded to a student who displays consistent commitment and participation across many areas of College life.

#### **The Boarding Parents Community Award**

Is presented to a boarder who has shown dedication, commitment and a vitality of spirit towards the betterment of the boarding community.

#### **Shield of Mothers Philip and Agatha for Musician of the Year**

Awarded to a student who has involved herself fully in the College's Music Performance Groups. The recipient demonstrates music leadership and maintains a high level of personal musical skill.

#### **The Shield of St Cecilia**

Awarded to the Outstanding Chorister of the Year for her leadership as an outstanding vocalist.

#### **The Sister Mary Evangeliste Shield**

Is named in memory of Sr Evangeliste who taught at this College and had a particular interest in sport for women. The shield is presented to a Year 12 student who has made a significant contribution to sport.

### **College Dux and College Proxime Accessit**

The College Dux is awarded to the overall top performing students at the College in both the ATAR and the VET pathways. The calculation of the ATAR Dux is –

- Addition of top 4 scoring ATAR subjects.
- In the case of a tied situation, the College will calculate the aggregate based on the top 5 and 6 ATAR subjects.
- Should a tied position remain, an aggregate using the results from the top 4 Trial WACE examination results will be calculated.
- In the unlikely event, a tied position remains, the Senior Leadership Team of the College will ascertain a single student to be awarded the Dux Award.
- The second placed student will be awarded the Runner up Dux Award for ATAR.

The calculation of the VET Dux is –

- Addition of top 4 scoring WACE subjects.
- The student must complete their appropriate certification.
- In the case of a tied situation, the College will calculate the aggregate based on Year 11 results achieved in their top 4 scoring WACE subjects.
- In the unlikely event, a tied position remains, the Senior Leadership Team of the College will ascertain a single student to be awarded the Dux Award.
- The second placed student will be awarded the Runner up Dux Award for VET.

### **St Brigid's Medal**

is bestowed on a student for her outstanding contributions to the College community. This award, along with the Principal's Award is seen as the highest recognition that St Brigid's can make to acknowledge meritorious involvement and participation of a student in the life of the College.

### **Catherine McAuley Award**

This award is presented to the student who has consistently demonstrated a positive attitude and who, like Catherine McAuley, is prepared to accept challenges and challenge appropriately; a young woman who displays dignity and who is committed to preserving the dignity of others.

### **4.10 ICT & College Library**

The library is open each day Monday to Friday 8 am – 4 pm and recess and lunch (Secondary students) and lunch (Primary students).

The library team are the ultimate search engine. They know how to find the best information whether it is a book, a journal article, or a website. Teaching others how to find and evaluate information is a skill that can bring to a society encountering a bewildering avalanche of information. The Technology team can also assist teachers and students to learn how to use the electronic tools available within your device to convey information in many ways. Located in the Library is an extensive Primary and Secondary collection (including lexiled readers access by Years 2 to 8 students), the Robotics Room, Helpdesk (for all technical assistance), the mezzanine level where guest speaker presentations and assemblies are held, two general classrooms, Year 11 and 12 Study Hub (for quiet directed study), innovative displays, a collaborative floor space (which includes a variety of games) and a sensory space for use during the school day by all students.

#### **4.11 Scholarships**

St Brigid's College awards Scholarships for entry to Years 7 and 10 with the intention of assisting students to maximise their potential. St Brigid's College awards Scholarships for the following academic year are advertised on the College website in late February

Scholarships available are:

*Year 7*

- a. Gabrielle Marchesi Memorial Scholarship (partial tuition fees over three years)
- b. Myrtle Scott-Tomlinson Scholarship (full tuition fees over three years).

*Year 10*

- c. Mark Travicich Memorial Scholarship (full tuition fees over three years)
- d. Sue Spencer Memorial Scholarship (full tuition fees over three years)

#### **4.12 Valediction**

At the end of Year 12, there is an opportunity for all students to participate in valediction Activities which celebrate the students' time at the College. This includes activities such as the traditional Boater Throw, House Breakfasts, a Dress-up Assembly and then finally Mass, Presentation of Awards and Dinner. Note that these valedictory events are different to the students achievement of WACE (or what has traditionally been known as Graduation). All students who have good standing at the College, regardless of their final results, are a part of these farewell activities.

#### **4.13 Disputes and Complaints**

Dignity, safety and wellbeing of people are central to the Church's teaching. Mercy Education Ltd is committed to justice, respect for others, and all who are associated with Mercy Education act with compassion and courage.

St Brigid's College is committed to ensuring that members of the college community are provided an effective and acceptable means to bring disputes and complaints concerning education to the attention of the College in accordance with the *School Education Act (WA) 1999*.

The Disputes and Complaints policy is available on the College website.