On behalf of the Gadigal people who have walked this land for centuries, the people from the north - the Gurringai, the South - the Dharawal, the West - the Dharug and all people of the Eora nation, who have walked and continue to walk this land, we give thanks.

I acknowledge the living culture of these people, and pay tribute to the unique role they play in the life of this region.

God of all wonder,

Bless this space, the land on which we stand.

Bless this time, eternally now.

Bless those who gather, open to your presence.

May we walk with the wisdom of our elders guiding our way.
Theme for 2020 - Service of the Poor

Sister M. Maurus Tierney, rsc, providing a meal for unemployed men during the 1930s depression.
Loving and Creative God,

Open our hearts and minds so that we see your presence in one another. As we strive to be servants of the poor, may we be attentive to the cries of all who suffer and grow to understand the deepest truth of the Gospel.

Equip us with patience, understanding and compassion so that we live with open hearts and minds.

Empower us to walk beside those who are in need of security and protection and bring about change in our world.
Pastoral and Academic Care

We strive to know our students – as individuals and learners
Vertical structure of Pastoral care relationships

- Achieving a balance between academic learning and other areas of life (family, social, spiritual, co-curricular) is crucial.

- Students need to own their own learning if they are going to be motivated to and committed to achieve her personal best.

- Our pastoral care program strives to skill adolescents to nurture and maintain wellbeing = pivotal to academic success.
Vertical Tutor Group Structure

- Mixed year groups
- Small Tutor sizes
- 2 or 3 students from the same year
- Wealth of knowledge, advice and anecdotes
- Big sister / little sister system
- Foster relationships between Yr 7 & Yr 10 students
- Allow for another source of daily support and friendship
- More friendly faces
Partnership with Parents & Carers

- Together we support student growth in all aspects of their learning (teacher training in Mental Health First Aid).

- Communication is welcomed and encouraged.

- House system enables continuity of care for families.

- Consistency of message is important.

- Student privileges & responsibilities – student makes choices whilst also needing guidance in making healthy and wise decisions.
Wellbeing of Year 7 students, parents & carers

- Year 7 - difficulty navigating changes in friendship groups.

- Large groups = try to be inclusive. As the year progresses smaller groups form as the girls make connections and try to decide ‘who are their people’.

- Parents & carers can give useful advice but girls should also feel comfortable and empowered to seek support from their Tutor and Head of House.

- Undertaking the Youth Mental Health First Aid course may help parents and carers. Read the Bulletin and watch for more details in Term 2 or 3 this year.
Parenting Adolescents

The dynamics of the school gate are quite different in secondary school.

We aim to develop resilience in the girls and help them solve their own problems…

- forgotten items (their lunch, PE uniform or project)
- social media issues
- care of others
- lost items/disorganisation so LABEL everything!
When Help is Needed

- **Classroom teacher** is the first point of contact when student or parents have a concern/query that is subject specific.

- The **Head of Department** is also available to offer guidance. (see diary p4)

- **Tutor teacher** is first point of contact for communication in areas that are more holistic.

- **Head of House** and **College Counsellor** are also available for support and advice where necessary.

- **College Companion Sr Anne Taylor**

- **College Executive (Cor Team) in particular roles**
‘Cura Personalis’ = care of the whole person

- Pastoral care session twice in week A

- Developing social-emotional learning skills as a foundation across all other learning:
  - Wellbeing and resilience
  - Peer Support program with Year 10 leaders
Learning Framework

Informing ~ Transforming ~ Empowering

Informing
With Core 21st century skills
- Critical thinking
- Creativity
- Collaboration

Transforming
By a culture of:
- Right relationships
- Immersion and Social Justice Experiences
- The practices of reflection and discernment

Empowering
To be:
- Independent in thought
- Compassionate in attitude
- Confident to act
We strive to achieve growth in learning for all students

- **Students are CLUSTERED with demonstrated ‘like ability’**

- In Stage 4 (Years 7 & 8) TWO class dynamics to nurture transition into relationships and capacity for teacher communication about the learner.
  - Class 1: RE/ English/ History/ Technology/ Visual Arts
  - Class 2: Maths/ Science/ PDHPE/ Music

- Teachers are committed to differentiation of the curriculum

- Identified high ability students are clustered

- Learning support provided across 1-2 classes depending on subject.

- **Students choose a Language in Year 8 - consolidate hours in one year for depth of learning (either French or Italian)**
Homework time of 1 hour/day is recommended:

- not all subjects will give homework each day
- all homework tasks should be written in their diary (parents can check this)
- in preparation for assessments, students will need to develop independent study habits
- if you are concerned about homework, encourage your daughter to speak with their teacher first
Year 7 Learning Boot Camp

- **Learning Boot Camp** (3 days) is helping your daughter settle into our community.

- Led by Heads of House and Heads of Department and facilitated by Year 7 teachers to prepare students for their social and academic learning within a secondary school environment.

- Tuesday 11th February is CHARISM day.
Learning Boot Camp

- Me Myself and Learning
- Innovate and Create
- Thinking critically to problem solve
- Google Classroom
- Strategies for Safety and Care
- On Your Marks, Get Set, Go -
  - timetables
  - locker organisation
  - getting to know each other
  - treasure hunt around school
Busy week for all!
ICT Set up

Laptop set up

- Enrolled into College WiFi
- Signed into College email
- Signed into College Google Virtual Learning Environment and set up requirements
- Signed into Edumate (for timetable)
A student profile contains:

Student details, including photo identification, the student’s house, their Head of House and Tutor Teacher

The student’s timetable
Upcoming tasks and assessments
Results of recent assessment tasks
PDF copies of academic reports from previous years
A list of all awards received
A list of all disciplinary action, notifications and parental communications
• The Edumate tab on the College website: [www.stvincents.nsw.edu.au](http://www.stvincents.nsw.edu.au)

or

• Directly: [edumate.stvincents.nsw.edu.au](http://edumate.stvincents.nsw.edu.au)

Enter your provided Username and Password on this page.
THE HOME SCREEN

Once logged in the screen will appear as shown below.

Click on Progress to see your daughter’s information.
Click on the daughter’s name to reveal information relating to that daughter

Click on Timetable to see her timetable

<table>
<thead>
<tr>
<th>Class</th>
<th>Staff Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 Pastoral Care CAH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Mathematics R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 23</td>
<td>Tue 24</td>
<td>Wed 25</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>08:40</td>
<td>08:40</td>
<td>08:40</td>
</tr>
<tr>
<td>Tutor</td>
<td>Tutor</td>
<td>Tutor</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Assembly 1</td>
</tr>
<tr>
<td>(A5.22)</td>
<td>(A5.22)</td>
<td>(Main College Hall)</td>
</tr>
<tr>
<td>08:54</td>
<td>08:54</td>
<td>08:54</td>
</tr>
<tr>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>PDHPE R</td>
<td>Music R</td>
<td>Technology R</td>
</tr>
<tr>
<td>(A2.28)</td>
<td>(G5.84)</td>
<td>(D3.43 Tas 2)</td>
</tr>
<tr>
<td>09:46</td>
<td>09:46</td>
<td>09:46</td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Technology R</td>
<td>Visual Arts R</td>
<td>History R</td>
</tr>
<tr>
<td>(D3.43 Tas 2)</td>
<td>(A3.25 Art Room 1)</td>
<td>(T4.58)</td>
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<tr>
<td>10:06</td>
<td>10:06</td>
<td>10:06</td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>PDHPE R</td>
<td>Religion Studies R</td>
<td>English R</td>
</tr>
<tr>
<td>(A2.28)</td>
<td>(R(T3.58)</td>
<td>(T3.52)</td>
</tr>
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Clicking on the Envelope Symbol allows you to email the teacher.
<table>
<thead>
<tr>
<th>Date Due</th>
<th>Task Details</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Oct 2019</td>
<td>Activity 3 - Artmaking submission</td>
<td>Visual Arts (Year 7)</td>
</tr>
<tr>
<td>6 Nov 2019</td>
<td>Activity 3 - Listening</td>
<td>Music (Year 7)</td>
</tr>
<tr>
<td>13 Nov 2019</td>
<td>Assessment 3 - Theory Examination</td>
<td>Science (Year 7)</td>
</tr>
<tr>
<td>13 Nov 2019</td>
<td>Year 7 PDHPE Activity 3 - Practical investigation thing</td>
<td>PDHPE (Year 7)</td>
</tr>
<tr>
<td>13 Nov 2019</td>
<td>Assessment 3 - In-class</td>
<td>Mathematics (Year 7)</td>
</tr>
<tr>
<td>14 Nov 2019</td>
<td>Activity 3 - Portfolio/Product selection submission</td>
<td>Technology (Year 7)</td>
</tr>
<tr>
<td>Date Due</td>
<td>Task Details</td>
<td>Course</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>28 Sep 2019</td>
<td>Activity 2A - Blues Composition</td>
<td>Music (Year 7)</td>
</tr>
<tr>
<td>18 Sep 2019</td>
<td>Assessment 2 - Skills and Knowledge</td>
<td>Science (Year 7)</td>
</tr>
<tr>
<td>12 Sep 2019</td>
<td>Year 7 PDHPE Activity 2 - Research...</td>
<td>PDHPE (Year 7)</td>
</tr>
<tr>
<td>4 Sep 2019</td>
<td>Activity 2B - Guitar and Vocal Perf...</td>
<td>Music (Year 7)</td>
</tr>
<tr>
<td>3 Sep 2019</td>
<td>Activity 2 - Critical and historical st...</td>
<td>Visual Arts (Year 7)</td>
</tr>
<tr>
<td>7 Aug 2019</td>
<td>Assessment 2 - Project</td>
<td>Mathematics (Year 7)</td>
</tr>
<tr>
<td>6 Aug 2019</td>
<td>Activity 2 - Designer research sub...</td>
<td>Technology (Year 7)</td>
</tr>
<tr>
<td>19 Jun 2019</td>
<td>Activity 1A - African Con</td>
<td></td>
</tr>
<tr>
<td>19 Jun 2019</td>
<td>Activity 1B - Keyboard Performance</td>
<td>Music (Year 7)</td>
</tr>
</tbody>
</table>

Click to reveal results
<table>
<thead>
<tr>
<th>Date</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Jun 2019</td>
<td>2019 Year 07 Report Semester 1</td>
</tr>
</tbody>
</table>

Click on report to download
Library Hours and Extended Day

The Learning Resource Centre incorporates the Library, E-Learning services, and ICT services.

Opening Hours

- Monday-Thursday 7.45am-5.00pm
- Friday 7.45am-4.00pm

Extended Day:

- Tuesday & Thursday 3.30-6.00pm or 3.30pm-8.00pm (charge will be incurred for dinner in the Boarder’s dining room).
- See Website to sign up for Extended Day
Parents & students to **sign page 47** acknowledging acceptance of expectations, policies, and rules and your willingness as a parent to ‘assist in upholding the College’s expectations’.

Important policies and procedures (front of Diary):
- Attendance and Punctuality
- Use of Lockers
- Uniform regulations
- Sports Policy
- ICT Acceptable Use Policy
- Mobile Phone Policy
- Curriculum and Assessment Procedures
- Student Responsibility and Behaviour Policy
- Procedures for responding to non-compliance; and for responding to harmful or disruptive behaviour
Mobile phone policy

Our priority is student safety, healthy relationships and positive learning (p.42).

Better regulation phone usage in and out of class because:

● Phones can compromise resilience/problem solving
● Parents and educators worry about addiction and lack of self regulation
● Educating and regulation of phone usage is essential: protocols, educational enablers, risks
● Phones are presently undervalued as a necessary learning tool - varied feedback from various subjects and ages
● Students, parents and teachers worry about playground dynamics
● Phones are causing distractions, sometimes compromising safety (distracted pedestrians) and in some instances harm (relationships)
Community engagement
Mobile Phone Policy

Comprehensive discussion involving:

- Staff
- Students
- Parents

Students were very involved in the process and this is why the policy has been an obvious success in the College.
## The mobile phone policy (see diary p42)

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone access</td>
<td>STAGE 4</td>
<td>STAGE 5</td>
<td></td>
<td>STAGE 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No phone access between start of Tutor and end of P6 Phones must be kept in ‘locked’ lockers, on silent/off.</td>
<td>In pockets; Only accessed within agreed zones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before/after school</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>In Tutor</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between class</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class</td>
<td>NO</td>
<td>NO</td>
<td></td>
<td>ONLY with teacher OK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recess/lunch</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>LIMITED – In yard/deck; &amp; meetings as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-curricular</td>
<td>YES – With permission</td>
<td>YES – With permission</td>
<td>YES – With permission</td>
<td>YES – With permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>NO</td>
<td>LIMITED</td>
<td>LIMITED</td>
<td>LIMITED</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– At agreed places</td>
<td>– At agreed places</td>
<td>– At agreed places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Centre</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At ALL TIMES, a student may go to Student Services or Head of House Offices to ask that a phone call needs to be made; this will allow an adult positioned in the care of the student to support and provide the opportunity for a phone call as required.
Year 7 Camp 2020
Wed 1st – Fri 3rd April

- Yr 7 Camp Week 10 at Treetops Conference Centre at Stanwell Tops.

- Details nearer the time

- Essential benefits of fun and enjoyment of outdoor learning that the girls experience.

- Independence and an opportunity to deepen friendships.

- 1 Head of House dedicated to supporting this event, with our College counselor, teachers, your daughter will be well looked after.
In Year 7 Religious Studies students will learn about Environmental Sustainability.

Here students will be provided with skills in planning and advocacy so that they can lead an environmental awareness campaign in the College.

Their participation in this experience will be acknowledged on their Term 4 Report.
Students are asked to consider how they can develop their skills in:

- Advocacy
- Organisation
- Leadership
- Understanding of justice

All opportunities are listed on pg 18 - 20 (Diary)

Some are restricted to older years

Conversation with students is encouraged to ensure their holistic education
Boarding
Co-curricular opportunities are best accessed via the SVC website.
Many opportunities for parents to engage and support your daughter whilst here at SVC.

We are fortunate to have an active parent body and encourage you to involve yourself in the community.

Further information will come from our Community and Development Office and the Parents and Friends.

Would like to know more - please contact Mr David Osborne

Director of Advancement
6 February: Opening College Mass St Mary’s Cathedral, 10:00am

15 February: P&F Cocktail Party, 7:00pm

2 March: Year 7 P/T meeting 3:15 pm

1 - 3 April: Camps & Retreats (all years)

4 - 9 May: College Drama Production ‘Strictly Ballroom’

8 May: Mothers’ Day Liturgy and Mother/Daughter Dinner

28 May: Athletics Carnival
Key Community Dates 2020

■ 18 June: St Vincent’s Day
■ 27 July: P/T Meeting
■ 4 September: Fathers’ Day Liturgy & Father/Daughter Dinner
■ 13 September: Spring Fair
■ 30 November: College Speech Night at Sydney Town Hall
■ 2 December: Swimming Carnival
Questions- contact your Head of House or Tutor teacher

mccruddene@stvincents.nsw.edu.au (Cater)

radfordp@stvincents.nsw.edu.au (O’Brien)

tardoj@stvincents.nsw.edu.au (Williams)

locks@stvincents.nsw.edu.au (De Lacy)

andersonj@stvincents.nsw.edu.au (Cahill)

woolbankd@stvincents.nsw.edu.au (Aikenhead)
Welcome to your community -

Now let’s meet new friends...