



IRENE McCORMACK CATHOLIC COLLEGE

Prayer Service Justice

Policy Handbook 2019

FOREWORD

Policies facilitate the fulfilment of the Mission of the College. They provide the guidelines for making decisions on a day to day basis.

This Handbook has been compiled to provide the College community with a comprehensive document of Irene McCormack Catholic College policies. They are aligned with CECWA Policy Statements and will be amended each year as policies are reviewed.

It is important that staff familiarise themselves with College policies. It is equally important that policies are implemented consistently.

Catholic Education Policies are available at
<http://www.cewa.edu.au/about-us/governance/policies>

Every staff member is invited to contribute to the development of better policies.

Mr Robert Marshall
Principal

Irene McCormack Catholic College

POLICY HANDBOOK 2019

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POLICY REVIEW SCHEDULE

- Policies will normally be reviewed within a four-year period.
- The review committee will be chaired by a member of the College Executive.
- Staff will be invited to nominate for such committees.
- Review committees should normally be no larger than 5 members.
- The reviews will be undertaken during Terms 2 and 3.
- Reviews will then be presented to the Academic Council.
- The review findings will be presented to the College Executive in Term 3.
- Policies will then be ratified at a full staff meeting in Term 4.
- Policies can then be incorporated into the relevant handbooks in Term 4 ready for publication for the following year.

Section	Policy Title	Review Committee Convenor	Last Reviewed	CEWA Review	Due for Review
2	Catholic Identity				
	Catholic Schools Retreat	John Swindells	2018	2018	2021
	Irene's Service Learning	John Swindells	2017	2019	2020
	Justice Education	John Swindells	2015	2018	2019
	Religious Education	John Swindells	2015	2018	2019
	Sacramental Program	John Swindells	2017	2019	2020
3	Staff, Student & Community Wellbeing				
	Absentees	Andrew Donaldson	2018		2021
	Anti-Bullying	Andrew Billingsley	2018	2017	2021
	Awards Policy	Mathew Byrne	2018		2021
	Canteen and Healthy Food/Drink Choices	Mathew Byrne	2018		2021
	Code of Conduct	Rob Marshall	2016		2019
	Crises Management	Ryan Coutts	2016	2018	2019
	Drug Policy	Ryan Coutts	2017		2020
	Evacuation and Lockdown procedures	Ryan Coutts	2018		2021
	Occupational Safety & Health	Ryan Coutts	2012	2019	2020
	Retreat Policy	Mathew Byrne	2018		2021
	Role of Teacher	Andrew Billingsley	2017		2020
	Role of Care Group Teacher	Andrew Billingsley	2016		2019
	Role of Head of Learning Area	Rob Marshall	2017		2020
	Role of Assistant Deputy Principal	Rob Marshall	2018		2021
	School Camps, Excursions and Tours	Deb White	2016	2019	2020
	Smoke Free Schools	Ryan Coutts	2018	2016	2021
	Staff Harassment	Andrew Billingsley	2016	2018	2019
	Staff Professional Dress	Gill Pearce	2016		2019
	Student Leadership	Mathew Byrne	2018		2021
	Student Management	Andrew Billingsley	2015		2019
	Student Uniform and Grooming	Ryan Coutts	2017		2020
4	Teaching and Learning				
	Aboriginal Education	John Swindells	2015	2018	2019
	Curriculum, Assessment and Reporting	Andrew Billingsley	2016	2018	2019
	External Learning Experience for Students	Andrew Billingsley	2018	2015	2021
	Professional Development	Andrew Billingsley	2016		2019
	Selection and use of Texts in Catholic Schools	Andrew Billingsley	2018	2017	2021
	Staff Professional Growth	Andrew Billingsley	2018		2021
	Student Teacher Practice	Andrew Billingsley	2017		2019
5	College Organisation				
	Bursary and Scholarship	Rob Marshall	2017		2020
	Disputes and Complaint Resolution	Andrew Mawby	2017	2019	2020
	Enrolment	Rob Marshall	2017	2014	2020
	Fundraising	Deb White	2017		2020
	ICT Use by Staff	Andrew Donaldson	2016		2019
	ICT Use by Students	Andrew Billingsley	2016	2014	2019
	Privacy	Andrew Mawby	2018	2017	2021
	School Fees	Andrew Mawby	2018	2022	2023

SECTION 1 VISION AND MISSION

1.1 HISTORY

Irene McCormack Catholic College was established in 2000 by the Catholic Education Commission of Western Australia in response to an increased demand for Catholic education in the rapidly growing north western corridor of Perth, Western Australia.

The College is owned by the Archbishop of Perth who, together with the other WA Bishops authorised the Catholic Education Commission to determine major policy and appoint a College Board responsible for the financial administration. The Principal, appointed by the Archbishop, is accountable to him through the Commission for the educational administration of the College. This includes the employment of staff.

Early Days

The College was named in honour of Sr Irene McCormack. The foundation Principal, Mr Paul Rafter, started the school with 30 students in 2002, teaching them from small, temporary premises close to the planned school site on Bradman Drive, Butler.

Stage One of the building program commenced in 2000, with the establishment of four general purpose classrooms, an Art room, Science lab, Woods & Metals room, and a Home Economics room. The staff were housed in a converted classroom, which included a reception area, sick bay amenities, a small staff room and staff offices. The students and five staff moved into these new premises with great excitement and anticipation in 2003.

Stage Two of the capital works began in 2003, extending the facilities to include additional general learning areas, a dedicated Design & Technology centre, and additional Arts and Textiles rooms. This stage also saw the College gain an additional home economics room, another science lab, and the Library which housed IT labs and seminar rooms.

The Present

As the suburb of Butler and surrounds continued to develop, enrolments increased, with a new Year group being introduced into the IMCC community each year. In 2015 the student enrolment was approximately 980 students.

1.2 COLLEGE CREST AND MOTTO



The crest uses the hands to signify prayer, nurturance and labour.

The rising sun portrays birth, hope, light and growth.

The stars form the shape of the crucifix, reminding us of Jesus' sacrifice, and also mark the guiding light of the Southern Cross.

'Prayer Service Justice'

The College motto 'Prayer Service Justice' is strongly exemplified in the person and life of our patron, Sr. Irene McCormack.

To fulfil the Mission, staff shall strive -

To help each student become a moral person who:

- Is honest, truthful and just.
- Respects himself/herself and others.
- Helps those in need within and outside the College community.

To help each student to know and love God, to live justly and spiritually at home, at school and in the wider community.

To develop in each student the highest possible standard of:

- Literacy and Numeracy.
- Scientific and technological competencies.
- Environmental, historical and economic understandings.

As preparation for the world of work, to enable each student:

- To collect, analyse, evaluate and communicate information.
- To work constructively as a team member.
- To plan and organise projects.
- To solve problems using mathematical, technological and other skills.

To enable students to develop their creative and artistic abilities:

- Practical and technical skills.
- Musical and dramatic talents.
- Sporting and outdoor interests.

1.3 VISION AND MISSION

VISION

To liberate young people to live meaningful, selfless and spiritual lives.

MISSION

To provide a safe and secure environment where each student feels valued and respected and learns respect for self, care for others and skills for life.

MISSION STATEMENT

Irene McCormack Catholic College advances the learning skills and develop the learning experiences of each student through exposure to spiritual, cultural, academic, social and physical education. We recognise each student as a unique creation of God and we attempt to nurture individual freedom guided by Gospel values. An education at Irene McCormack Catholic College is about learning, discovery, relevance, resilience, organisation and achievement. The essential consideration of all we do is the dignity of the individual.

Reflected in our mission are three vital ingredients:

Respect for Self

A spiritual understanding of individual worth as taught to us by Jesus Christ. Challenge for each person to explore, recognise and share our strengths and talents. Developing resilience to the setbacks and disappointments in life. Creating a culture which nurtures harmony and condemns and resists harassment.

Care for Others

A Personal Care program which maps each child's educational progress and pro-actively monitors his/her personal development. Each student will have a significant adult assigned for his/her life at the College. The Irene's Service Learning program requires each student to commit to the service of others in his/her time at the College. Leadership opportunities for students include internal organisation matters, Irene's Service Learning, peer support, mentoring, tutoring, mediation, school assemblies and public relations.

Skills for Life

Focus on the person as a learner. Assisting students to reason, question, develop learning habits, understanding the way they learn. Accommodate different rates of learning. Skill Mastery free from time constraints. Organised and Creative learners. Emphasis on Planning, Design and Creation. At Irene McCormack Catholic College, our objectives centre on nurturing young people to:

- Develop their own sense of faith practice.
- Seek social interaction and accept social responsibility.
- Arrive at an appreciation of their own uniqueness and value.
- Appreciate the beauty, goodness and optimism in their world.
- Develop a sense of belonging to family, friends, community and society.
- Become energetic and enterprising learners for life.
- Become inquisitive, involved and independent learners.
- Access technology as a productive tool in gaining and using knowledge.

1.4 OUR CHAPLAINCY

The College is supported by Fr. Robert Carrillo of the Parish of St. Andrew's.

SECTION 2 CATHOLIC IDENTITY

2.1 CATHOLIC SCHOOL'S RETREAT

Rationale

School Retreats are an integral part of the life-long faith formation of young people. They promote systematic, intentional primary proclamation, evangelisation and catechesis as part of the comprehensive evangelisation of students at Irene McCormack Catholic College.

Catholic school Retreats are relational at heart. To be effective, Retreat programs acknowledge the individual's unique reality and qualities, and bring the power of the Gospel into contemporary culture in a way that engages and empowers young people to mature and develop a first-hand faith.

Irene McCormack Catholic College Retreats take students away from their day to day normalcy and pressures into an environment that fosters a calming, awareness and a listening of the heart and a creation of space for communion and intimacy with Jesus Christ (GDC 80). Contemporary lifestyles often dull religious awareness and sensitivity. Through the Retreat experience students are encouraged to appreciate creation, reflect upon deeper questionings and yearnings of the human heart and discover their own personal relationship with their loving creator (CEWA Mandate 46) as experienced through sacraments, one another, creation or shared story.

Through Retreat experiences, students come to know Christian love and are exposed to a Gospel centred way of life. Students are empowered to connect the Gospel message to their lives, and to find ways of bringing their faith and values into action. They learn participation in the life of the Christian community through Liturgies and activities, which emphasise growth in relationship with one another and with God (our Christian faith).

Through the Years 7 to 12 Retreat program students are encouraged to encounter the spirit and life of Irene McCormack, Mary MacKillop and, crucially, what it means to walk in the footsteps of Christ through Prayer, Service and Justice. For all retreats, Irene McCormack Catholic College students will be explicitly exposed to Irene's words:

"The inner voice to which I must listen and respond to be true to myself as Irene – as woman, as Christian, as Josephite, as world citizen has been heard through reflection and prayer" (Irene McCormack).

Definitions

The term retreat refers to time away from the normal school program where participants have the opportunity to reflect on their relationship with God, with others and with themselves. A retreat is neither a holiday nor an excursion, it is an intentional stepping out of daily schedules to actively and honestly reflect on our lives, the people around us and our God, share and pray.

Irene McCormack retreats have a spiritual focus and foster an awareness of the presence of God in our lives. Our retreats will vary in style and duration. They include experiences such as prayer, discussions, reflective silence, presentations, small group discussions and quiet time.

On Retreats, the Sacraments of Eucharist and/or Reconciliation will be celebrated where possible and appropriate.

Scope

This policy applies to all staff and student Retreats at Irene McCormack Catholic College

Principles

- Retreats aim to provide experiences for students and staff to know, contemplate and celebrate the gift of life and the promise and hope of Jesus' relationship and love.
- Retreats are an integral part of Catholic school life. They need to be inclusive, purposeful, meaningful and take into account the school and broader cultural needs, developmental needs and prior experiences of those involved in the retreats.
- Retreats complement the catechesis experiences offered by the school and are supported by the College Evangelisation Plan.
- Retreat planning needs to take into consideration the unique charism, ethos, mission and vision of the school.
- Retreats need to be planned in a way that engages students and staff in rich experiences of Catholic symbol and ritual.
- Retreat staff will be committed to the faith formation of young people and the adults that lead them in their faith journey.

Procedures

- The Irene McCormack Catholic College Retreat Planning Policy must be compatible with the C.E.O.'s Retreat policy statement (2-A1). Our Retreat Planning Policy shall follow the Catholic Education Commission (CECWA) Policy statement 2-B4 'School Camps and Excursions' and the College School Camps and Excursion Policy.
- Parents and students shall be informed about the nature and purpose of the retreat and the level of student involvement required.
- Each retreat shall consider the religious and cultural backgrounds and the developmental needs of the students.
- Each retreat shall include appropriate prayer and liturgical experiences.
- Each retreat shall include creative and engaging activities and approaches with young people which connect to systematic catechesis. Where possible and deemed appropriate Irene McCormack staff and students will be utilized to lead the Retreat and activities.
- Staff involved in a school retreat shall be familiar with the retreat program and expectations prior to and during the retreat.
- The roles of retreat staff shall be clearly defined.
- The retreat program shall include appropriate evaluation procedures, including feedback from students.

Retreat Outline

Student Retreats		Time	Supervision / Coordination	Preferred Location
Year 7	Belonging to IMCC Students travel to the South Perth MacKillop Centre to hear, experience and reflect on the story of Irene McCormack, Mary MacKillop and the Sisters of St. Joseph.	Term 1	Head of RE & Assistant Deputy Principal Campus Ministry	MacKillop Centre South Perth
Year 7	Galilee Pilgrimage <ul style="list-style-type: none"> • Reflect on the journey of Jesus at the Sea of Galilee. • Connection to one's personal spiritual journey in the light of this reflection. 	Term 4	Year 7 Care Group Teachers, Assistant Deputy Principal Year 7 & Assistant Deputy Principal Campus Ministry	Walking from Burns Beach to Mullaloo SLSC
Year 8	Self Image – Sensing God <ul style="list-style-type: none"> • Fostering a positive Self Image. • Understanding the relationships we develop 	Term 2	Youth Mission Team, Year 8 Care Group Teachers,	North Perth Monastery

	<ul style="list-style-type: none"> •Acknowledging the presence of God and recognising God in each other. 		Assistant Deputy Principal Year 8 & Assistant Deputy Principal Campus Ministry	
Year 9	Right Journey <ul style="list-style-type: none"> •Rite of Passage Camp and Ritual Ceremony. 	Term 3	Head of Outdoor Education, Rite Journey teachers, Year 9 Care Group Teachers, Assistant Deputy Principal Year 9 & Assistant Deputy Principal of Campus Ministry	Dwellingup
Year 10	Social Justice <ul style="list-style-type: none"> •How can we affect those around us? •Social justice in our community. 	Term 1	Youth Mission Team, Year 10 Care Group Teachers, Head of Yr 10, Assistant Deputy Principal Year 10 & Assistant Deputy Principal Campus Ministry	St Andrews Comm Hall
Year 11	Leadership <ul style="list-style-type: none"> •The leadership of Jesus. •Embracing the leadership model of Jesus to prepare for Yr 12. 	Term 3	Assistant Deputy Principal responsible for Student Leadership, College Principal, Deputy Principal & Assistant Deputy Principal Campus Ministry.	North Perth Monastery
Year 11	Prefect Training Retreat <ul style="list-style-type: none"> •The leadership of Jesus. •Embracing the leadership model of Jesus and Irene to prepare our new Prefect Group. •Goal setting and the work ahead. •Leadership skills and building capacity. 	Term 3	Year 11 Care Group Teachers, Head of Yr 11, Parish Priest & Assistant Deputy Principal Campus Ministry.	Club Capricorn
Year 12	Transition into life. <ul style="list-style-type: none"> •Life journey and purpose •Relationships •Sense of a bigger picture in life and God's place in it for them. 	Term 2	Year 12 Care Group Teachers, Head of Year 12, Parish Priest & Assistant Deputy Principal Campus Ministry.	New Norcia

Staff Retreats				
Whole Staff Retreat	Rotational <ul style="list-style-type: none"> • One Year Staff Spiritual Retreat (Odd years 2015, 2017...). • One Year Staff Experiential / Service / Bonding (Even years – 2014, 2016 ...). 	Term 2	Parish Priest, Principal & Assistant Deputy Principal Campus Ministry.	T.B.A.
Executive / Assistant Deputy Principals Retreat (Pastoral)	Pastoral Care of Students. <ul style="list-style-type: none"> • Focus on the pastoral care of the Assistant Deputy Principals of Years. • Prayer, Reflection and Evaluation. 	Term 4	Parish Priest, Executive Team & Assistant Deputy Principal Campus Ministry.	Mary MacKillop Centre

References

General Directory for Catechesis (Congregation for the Clergy, 1997) 80

Related Documents

Catholic Education Commission of Western Australia, Policy statement 2-B4 'School Camps and Excursions'.

Irene McCormack Catholic College School Camps and Excursions Policy.

Irene McCormack Catholic College Evangelisation Policy.

Policy Review

Date Policy introduced: 2014

Last Review: 2018

Next Review Date: 2021

2.2 IRENE'S SERVICE LEARNING

Rationale

One of the key roles of Catholic schools is to form young people committed to the love, compassion and justice of the Gospel of Jesus Christ. Catholic schools foster a Christian attitude in society and encourage the development of the kind of world envisaged by Christ (Mandate paragraph 6, 22).

Irene's Service Learning in Catholic schools enables students to grow from a Catholic faith perspective as people of service and justice. The Catholic school challenges students to grow in their understanding that faith is not just a personal response to God's love but a communal response to love one another as Jesus taught in order 'to make the world a better place for all', (Mandate paragraph 24).

In its foundation year Irene McCormack Catholic College set up a Community Service Program to ensure the spiritual and civic needs of all students were met, it has since evolved into the Irene's Service Learning Program which has become integral within the College community.

It is a belief of the College and the extended College community that all individuals take a responsibility for the wellbeing and spiritual life of all those around them. Through the Irene's Service Learning Program all students now expect that they will participate in Service intrinsically believing, "it's what we do!" This tradition and commitment to Irene's Service Learning exemplifies the Spirit of Irene McCormack and the College Community named after her.

The Irene's Service Learning Program is a fundamental and practical 'hands-on' component of our College Campus Ministry Team's mission. It aims to complement the 'head' and 'heart' aspects of our Religious Education program, which centers on our Liturgies and Retreat Program. Together they are designed to provide rich, varied, authentic and challenging avenues to educate and evangelise our students in the Gospel values.

Definitions

Irene's Service Learning is practical acts of faith in action. Formally and informally recognised by the College and based on the Gospel values handed on by the Catholic Church being put into action through service to others in need.

The concept of Christian means that the Gospel informs the service learning. Jesus said 'The Spirit of the LORD is upon me, for he has appointed me to bring Good News to the poor'. He has sent me to proclaim that captives will be released, that the blind will see, that the oppressed will be set free.' (LUKE 4:18) The term Service means students undertake actions for the benefit of individuals and/or community groups for no financial reward. Service at Irene McCormack College has been divided into four different areas; Home, Parish, College and Community Service. Learning occurs through participation and relating to others. As students experience different service activities they are exposed to new experiences and ways of thinking. These lessons and reflecting on them make up the learning component of Irene's Service Learning.

Scope

This policy applies to all students at Irene McCormack Catholic College as it does in all Catholic schools in Western Australia. It helps inform members of our College Community of the uniquely Christian, Josephite and Irene McCormack charism of working for those in need, in a spirit of service and justice.

Structure of the Irene's Service Learning Program

Irene's Service Learning focuses formally on Years 7, 9 and 11 and has a voluntary program for Year 12 students. Over time the College plans to expand Irene's Service Learning to facilitate all year groups formally participating in the Program.

Year 7

Students are required to complete 20 activities across 4 different service areas. Students must complete a minimum of five activities in each service area ensuring a variety of experiences. Students start the program in Term 1 and complete the program in Term 3. Year 7 students are then given the opportunity to try service activities offered in Year 9.

Service Areas

Home Service, College Service, Parish Service and Community Service.

Year 9

The program requires each Year 9 student to complete a minimum of 20 hours in at least 3 areas of service. Students start the program in Term 1 and complete the program in Term 3.

Year 11

The program requires each Year 11 student to complete 20 hours in at least 4 different areas of service. Students start the program in Term 1 and finish in Term 3.

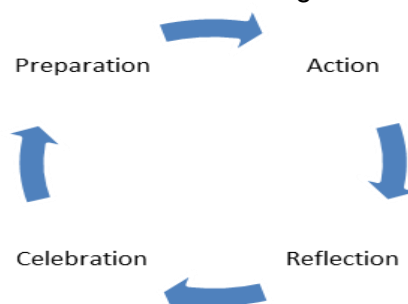
Successful completion of the Year 11 Irene's Service Learning Program appears on our students Western Australian Certificate of Education (WACE) statement of results.

Year 12

The Senior Project is a voluntary project. Students must submit a proposal which must be approved before commencement of the Senior Project. A minimum of 20 hours is required.

Principles

- Irene's Service Learning provides students with opportunities to acquire the knowledge and understandings of love, compassion, justice and service as articulated in the Gospels and to apply their knowledge and skills to real situations in society. This supports our desire as a College to liberate young people to live meaningful selfless and spiritual lives.
- Irene's Service Learning challenges students in developmentally appropriate ways to think and act in ways that reflect values that are consistent with the Gospel.
- The College seeks to provide meaningful and authentic Christian Service opportunities to ensure all students participating in the program benefit spiritually and emotionally.
- We support and challenge students to explore and reflect on justice issues as part of an integrated and articulated school plan which actively seeks to promote justice and has a commitment to the common good.
- Irene's Service Learning provides students with the experience of 'service' as a way of learning and living that permeates all aspects of life rather than an activity that is isolated from the rest of their lives. Hence Irene's Service Learning will seek to compliment and challenge our students in aspects of cross-curricular learning wherever practical and possible.
- Students understand that the principles of Catholic social teaching will be examined formally and informally through the program activities and in informal conversations with students aimed at having our students apply the principles to their own Service Learning experiences.
- It is our intent that students will develop a deep understanding of the meaning, practice and value of 'service' from our Catholic Christian faith perspective. Faith in Action is experiential and opens opportunity for critical conversations, personal and shared reflection and evangelisation.
- Preparation and reflection are essential elements in Irene's Service Learning.
- Irene McCormack Catholic Irene's Service Learning model.



- Irene's Service Learning is embedded in the culture of Irene McCormack Catholic College and is flexible enough to be conducted in or out of school time, both on and off school premises. The College will ensure a variety of Service activities for both Years 9 and 11 students.

Procedures

Year 7 Irene's Service Learning Program: Act - Do what is right

Background and rational

Year 7 is the first year of Irene's Service Learning at Irene McCormack Catholic College. The program provides a tangible way to teach students how to put love into action. The program teaches students that faith is not just a personal response to God's love but it is also a communal response to love one another as Jesus taught us, that we need to do more than just acknowledge the needs of others in the community, who may be poor or marginalised but we need to act with compassion and empathy. Students will learn through service to act first and foremost out of love and respect of each human being regardless of race, religion, beliefs or cultural background. To operate out of a foundation of prayer, faith and reflection, to give of one's time to help preserve and protect the dignity of all in our community. Students start this program with an induction held by the Irene's Service Learning Coordinator. Students will have the program explained, including their rights and responsibilities.

The Coordinator will also explain the Irene's Service Journal and how it has to be filled out and the reflections completed.

Year 7 Program

Students start the program in Term 1 and complete the program in Term 3. Journals due: Week 8, 11th September. The program requires each Year 7 student to complete a minimum of 20 activities. These are to be divided into 5 activities for each of the four service areas. Home Service, College Service, Parish Service and Community Service.

Activity Sequence

Preparation

Induction held with the whole year group in Term 1 Week 2, ensuring students are briefed and prepared to start service program.

- Program briefing
- Service suggestions, what counts as Irene's Service Learning activities?
- Explain Responsibilities, expectations and rights of participants.
- Signing of contract and commitment activities.
- Outline service awards.

Action

Students complete a minimum of 5 activities in all four service areas.

Home Service

- This type of service is an introductory exercise in serving others.
- Students are encouraged to be inventive with their chosen activities and seek a variety of people within their family as well as people within their neighborhood.
- Home service is not student's regular chores or jobs for which they are paid to complete.
- If students participate in service outside the home, they must have parent/guardian supervision.

College Service

This type of service can include doing service for staff or the Parent Group and can be defined as any activity that benefits the College community. Examples include helping paint sets and cleaning out buses.

Parish Service

- Caritas Fundraising, Benenson Society.
- Parish service involves giving practical help to your local church. Students are encouraged to find out the needs of the Parish and then give a hand.
- Parish service can also be completed within the college with students volunteering to help with college mass and other campus ministry activities.

Community Service

Students are encouraged to participate in activities out in the community with strict parental supervision. These activities can include the Red Cross Door Knock Appeal and the Keep Australia Beautiful campaign. The College also provides a variety of activities for students such as Project Compassion, Harmony Day, Tin Drive, Vinnies Winter Appeal, Life Link, Be More – Caritas and the Vinnies Christmas Hampers.

Reflection and Celebration

- Students complete reflections in their Irene's Service Journal.
- Prayer.
- Sharing of Stories with other students and or family.
- Presentation of Certificates.
- Celebration lunches, sausage sizzles.
- Fundraising whole school service activities including Year 7's. Project Compassion, Harmony Day, Tin Drive, Vinnies Winter Appeal, Life Link, Vinnies Hampers.

Key Activities

- Student induction in Term 1, Week 1.
- Journal distributed in Term 1, Week 2.
- Projection Compassion running through the six weeks of Lent.
- Harmony Day – everyone belongs – unity in diversity.
- Refugee Week.
- World Refugee Day.
- Reconciliation Week.
- Sorry Day.
- St Vincent de Paul Winter Appeal, Held during Term 2.
- Vinnie's Christmas hampers Term 4.
- Journals due Term 3, Week 8.

Key Support People/Agencies

- Principal, Deputy Principal, Assistant Deputy Principals of Year.
- Irene's Service Learning Coordinator.
- Assistant Deputy Principal Campus Ministry.
- Care Group Teachers.
- Catholic welfare agencies including Lifelink, Shopfront, St. Vincent de Paul and Caritas Australia.

Year 9 Irene's Service Program: Love - to love mercy

Background and rational

The Year 9 program continues to evolve in a way that supports at its core learning, an evangelisation experience. These service activities foster the spirit of service that will encourage students to remain living the Gospel into adult hood.

Time requirement

Students start the program in Term 1 and complete the program in Term 3. Journals are due in Term 3, Week 4.

The program requires each Year 9 student to complete a minimum of 20 hours in at least different 3 areas of service.

Activity Sequence

Preparation

Induction held with the whole year group in Term 1 Week 2 ensuring students are briefed and prepared to start service program.

- Program briefing.
- Service suggestions, what counts as Irene's Service Learning activities.
- Explain responsibilities, expectations and rights of participants.
- Signing of contract and commitment to activities.
- Outline service awards.

Action

Students complete a minimum of 20 hours in a minimum of 3 service activities. Students will complete part of those service hours in College time under the supervision of the Irene's Service Learning Coordinator. This is to ensure students have a variety of experiences and these are authentic and meaningful.

- Activ City to Surf which falls on the weekend. Irene McCormack College is in charge of the Marathon tent. 30 Year 9 and Year 11 students and 5 staff.
- St Andrews Church, window cleaning when required.
- St Vincent de Paul retail store. Retail duties alongside volunteers.
- Quinn's Rocks Adult Day Centre. Groups of 6 students visit Gumblossom Hall working with the elderly on a variety of projects.

- Merriwa Primary School Breakfast Club before school. Students attend the breakfast club, which is held twice a week. Students help set up and serve primary school students breakfast, Students also talk to students developing positive relationships.
- Brighton Catholic Primary School Buddy Club. 20 students attend Brighton Catholic Primary School weekly working with Year 3 students on an IT program.
- Bullwinkle Lodge (RAFFA). Groups of four students work with the elderly within a nursing home. Working on a Library project, games and developing a new project.

Reflection and Celebration

- Debriefing after service.
- Students complete reflections in Irene's Service Learning Journal.
- Sharing of stories.
- Presentation of Certificates.
- Celebration lunches.

Fundraising, whole school service activities including Year 9s

Project Compassion, Harmony Day, Tin Drive for Shopfront, Vinnies Winter Appeal, fundraising - Life Link, Vinnies Hampers.

Key Activities

- Student induction Term 1 Week 1.
- Journals distributed Term 1 Week 2.
- Projection Compassion running through the six weeks of Lent.
- Harmony Day – everyone belongs – Unity In Diversity.
- Refugee Week.
- Reconciliation Week.
- Sorry Day.
- World Refugee Day.
- Winter Appeal Held during Term 3.
- Vinnies Christmas hampers Term 4.
- Journals due Term 3 Week Term 3.

Key Support People/Agencies

- Principal, Deputy Principal and Assistant Deputy Principals of Year.
- Irene's Service Learning Coordinator.
- Assistant Deputy Principal of Campus Ministry.
- Assistant Deputy Principals of Year.
- Care Group Teachers.
- St Andrews Parish.
- St Vincent de Paul.
- Salvation Army.
- Shopfront.
- Bullwinkle Lodge RAAFA.
- Quinns Rock Adult day Centre.
- Merriwa Primary School.
- Brighton Catholic Primary School.
- CARITAS Australia.

Year 11 Irene's Service Learning Program: WALK - And to walk humbly with your God

Background and Rationale:

Central to the Gospel values was Jesus' desire to reach out and be with the people on the margins or fringe of society.

Excluded or ignored by society for various reasons Jesus' set out to break down the walls inside the person and outside in society that led to separation, so that each individual, especially the marginalised could take their place and blossom in the community with dignity, respect and purpose.

This Gospel vision is intimately linked to the 'Prayer Service and Justice' values of our school motto and the mission of Irene McCormack who set out to be with and support the poor. The Year 11 Irene's Service Learning Program is the culmination of the students' service experience at the College and should be their most meaningful and life changing service experience. It would therefore be fitting for the students to endeavour and empower individuals and communities on the fringes of society as a means of living out the Service and Justice vision of the College. They should also be given the opportunity to reflect thoughtfully and prayerfully on their experiences and learn how both their lives have changed and been affected as well as the lives of those they have encountered.

Any community has people living on the margins. Whether it is those in our College, our local district or in the global community. Irene's Service Learning for Year 11 students aims to venture into the lives of those on the fringe, getting to know them, advocating for them in society and serving them in a way that will build bridges to increase resiliency, foster self worth and create relevant paths of inclusion and belonging in society.

Irene's Service learning forms part of the Catholic school's curriculum. The Year 11 Irene's Service Learning Service program provides opportunities for students to integrate the principles of Catholic teaching into practical experience. The Irene's Service Learning Program is a Curriculum Authority **endorsed** unit. The total service hours completed by the student in Year 11 also appears on their statement of results.

Time requirement

The program requires each Year 11 student to complete 20 hours.

Activity Sequence:

Induction – compulsory 3 hours, which includes the following.

- Program briefing.
- Guest speakers depending on availability.
- Responsibilities, expectations and rights of participants.
- Signing up to activities.
- Signing of contract and commitment to activities.

Service Activities

Year 11 students are required to complete at least 4 different service activities, with at least two of these being independently sought by the student.

- Parish Service.
- College arranged service activities.
- Merriwa Breakfast Club.
- Red Cross - Washing soup vans.
- Manna Inc – helping prepare 260 meals.
- CAS sports – umpiring/coaching.
- Independent Service activities examples.
- RSPCA.
- Kickstart festival volunteer.
- ANZAC parade volunteer.
- Activity assistant for Catholic Homes Incorporated. Saturday shifts, 14-18 years old.
- City to Surf/ Asics Bridges/ fundraising portion only counts.

Reflection and Celebration

- Debriefing after service activity.

- Completing of reflections in Irene's Service Learning Journal.
- Drumming Performance.
- Sharing of stories.
- Prayer.
- Presentation of Certificates.
- Sausage Sizzles and lunches.

Funding Possibilities

PALS funding - Department of Indigenous Affairs.
 Refugee and Migrant Council.
 McCormack Family – Social Justice Award.
 Sisters of St. Joseph of the Sacred Heart.

Key Activities

- Student induction Term 4 Week 3.
- Journals Due Term 3 Week 3.
- 40 Hours "Without" Term 4.
- Winter Sleepout Term 2.
- Harmony Day – everyone belongs – Unity In Diversity.
- Refugee Week.
- Reconciliation Week.
- Sorry Day.
- Refugee and Migrant Sunday.
- Vinnies Hampers Term 4.

Key Support People/Agencies

- Principal, Deputy Principal and Assistant Deputy Principals of Year.
- Irene's Service Learning Coordinator.
- Assistant Deputy Principal of Campus Minister.
- Care Group Teachers.
- Indigenous Consultant CEWA.
- African Liaison Officer.
- Multicultural Services Centre WA.
- Australian Catholic Refugee and Migrant Office.
- St Vincent de Paul.
- Sisters of St Joseph – Fremantle Indigenous Women's Refuge.
- Edmund Rice Centre for Refugees Mirrabooka.
- ASeTTS (West Australian Association for Services to Torture and Trauma Survivors).
- CARAD (Coalition for Asylum Seekers, Refugees and Detainees).
- Catholic Migrant Centre WA.
- CARITAS Australia.
- Josephite Counter-Trafficking Project (JCTP) is a Congregational Ministry that responds to the needs of people who are trafficked.
- ACRATH Australian Catholic Religious Against Trafficking in Humans.

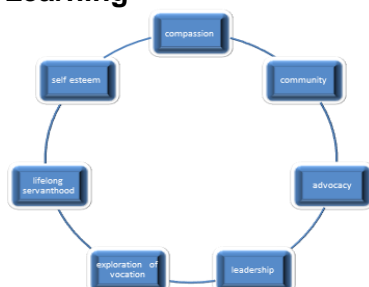
Senior Project

The Senior Project is a voluntary project where Year 12 students submit a proposal to the Irene's Service Learning Coordinator for a service project with a focus of the student's choice. The project must be done independently of the College, but assistance will be offered by the Irene's Service Learning Coordinator if required. The Senior Project has a minimum requirement of 40 hours and has to meet all the guidelines as stated in the Year 12 Senior Project Journal. An endorsed program will be outlined in the Senior Project Journal along with all requirements.

Timetable

Term 1	Term 2	Term 3	Term 4
Induction Staff Before school starts At new staff induction Induction Students Year 7/9 Tin Drive-Shopfront Starts week 5 Year 11 Journals Due Project Compassion Lent Ash Wednesday Harmony Day	Irene McCormack Life Link National Sorry Day Reconciliation Week St Vincent De Paul Winter Appeal Year 7/9 Journals Due Winter Sleep Out	Be more - Caritas Weekend Refugee Week Donormobile Red Cross Stand Up Against Poverty Concert Year 11 Journal Due Year 9 Journal Due Year 7 Journal Due Activ City to Surf	Induction Students Year 11 Irene's Service Learning Assembly Vinnie's Hampers Collected by Awards Night

Outcomes of Service Learning



- Development of student spirituality, humility and the ability to see goodness and God's presence in the world which will transfer into adulthood.
- The program is accredited as a Curriculum Authority endorsed unit of study, which will count towards WACE requirements and appears on the student's official Statement of Achievement.

Legal Aspects of Service Learning

Federal and State legislation stipulate that the range of responsibilities need to be undertaken before Service can take place. Relevant Acts include:

Summary of Relevant Acts

The Occupational Safety and Health Act require that all workers (ie volunteer students) are appropriately trained to understand and manage their own safety and that of their fellow workers during the course of their work.

The Equal Opportunity Act makes it illegal to discriminate in the provision of a service (i.e. education) on a number of grounds. A student in their (compulsory) volunteer role should not be subjected to discrimination at school or with the host organisation by any person over 18 years of age.

The Sex Discrimination Act makes it illegal to sexually harass another person in the workplace. Students will be placed in workplaces during the program. Both student and employer should be aware of their responsibilities in creating and maintaining an appropriate environment.

The Racial Discrimination Act – as for Sex Discrimination Act.

The Disability Discrimination Act stipulates that an individual who is disabled should not be discriminated against either in their placement or work as a volunteer with a host organisation. The Working with Children (Criminal Record Checking) Act 2004 requires criminal record clearances for volunteers and employees whose usual work is child-related. Child-related work may involve physical contact, oral communication and/or electronic communication. It does not include contact in the normal course of duties between an employer and employee (including an employee under 18 years of age) or between employees of the same employer, or supervisors of volunteers who are children (unless they carry out child-related work). Volunteers under 18 years of age are not required to obtain a criminal record clearance.

(Christian Service Learning Framework for Catholic schools, 2006, Appendix 3)

There is an expectation that all students at Irene McCormack Catholic College complete a minimum of 20 hours and reflections to graduate from the College.

Duty of Care to Students / Risk Management

Students need to be fully informed how the program is run, all the opportunities offered and what requirements need to be met to meet requirements for graduation.

The informed student reduces risks.

- Induct students into the program at the beginning of Term 1.
- Activities and agencies need to be compatible with school's ethos.
- Go through rights and responsibilities.
- Brief students thoroughly before each service about expectations.
- Brief students on protocols for varying services.
- Ensure medical records are up to date.
- Permission slips for each activity returned and signed by parent or guardian.
- Transport to be roadworthy and appropriate.
- Suitable Service activities.
- Appropriate supervision.
- Risk assessment for each Service activity completed by Irene's Service Learning Coordinator before students undertakes the Service or visit the agency.
- Ensure that the service is resourced and appropriately staffed.
- Assessments on each service of any physical risk and how it can be controlled and managed.
- Catholic Education Commission of Western Australia policy statements and guidelines relevant to off-site excursions also need to be considered.
- School Campus and Excursions.
- Post Compulsory Education.
- Risk management process is ongoing.

Staff Responsibilities

Today's world has tremendous problems. This demand that Catholic educators develop in themselves and cultivate in their students a keen social awareness and a profound sense of civic responsibility. The Catholic educator must be committed to the task of forming men and women who will make the 'civilization of love' a reality. (Congregation for Catholic Education, 1982, Lay Catholics, para 19.)

The cooperation of the Executive and all members of staff is crucial to the success of the Irene's Service Learning Program. Responsibilities vary throughout the College.

Irene's Service Learning Coordinator

- Draft and update Irene's Service Learning program.
- Draft and order Journals, distributing them to Care Group Teachers.
- Liaise with and maintain relationships with agencies.
- Maintain a record of students' hours.
- Collect journals from all students in Years 7, 9 and 11 in Term 3.
- Supervise and arrange whole school activities including Tin Drive, Vinnies Winter Appeal.
- Contact parents of students who are failing to meet the requirements.
- Counsel students struggling with the program.
- Follow up students who fail to complete Service requirements.

Assistant Deputy Principal Campus Ministry

- Support, fill-in for and assist the Irene's Service Learning Coordinator when needed.
- Consult with the College Executive regarding any changes needed or put forward any suggestions.
- Counsel students who are failing to meet requirements. If students refuse to comply forward to the Assistant Deputy Principal.

Assistant Deputy Principals of Year

- Provide time at Year level assemblies for Service information dispersal.
- Provide Irene's Service Coordinator with support if required involving staff or students.
- Encourage Care Groups to participate in whole school activities at their discretion.
- Support their Care Group Teachers in setting the tone of approaching the Program and helping in the follow up.
- Collect via Care Group Teachers, Irene's Service Learning Journals and no-shows to pre-arranged Service activities.

Care Group Teachers

- Set the tone for Irene's Service Learning and how their students approach Service.
- Check Irene's Service Learning Journals regularly and contact Coordinator with any concerns.
- Ensure all notices about Irene's Service Learning are read to students and recorded in student diaries.
- Provide time for students to complete exercises and reflections in students Journals.
- Collect Care Group Journals and have them ready to be collected by Irene's Service Learning Coordinator by the due date.
- Encourage students to participate in whole College service activities.
- Share ideas of what could benefit the Service Program with Irene's Service Learning.

Awards (student Recognition)

Recognition occurs through:

- Certificates and Awards.
- Hours completed, recorded in report.
- Photos displayed on school intranet.

Criteria for Level 1 Award – Certificate of Completion

Year 12 students receive a certificate of completion at Year 12 graduation which includes a total of student hours completed at the College. This certificate is awarded to all Year 12 students who complete the Irene's Service Learning Program and complete all graduation requirements.

Criteria for Level 2 Award – Irene's Service Learning Award

Irene's Service Learning Award is awarded at the end of each academic year to one student in Year 9 and for eligibility students need to have:

- Completed over 50 hours of Service completed over more than 3 activities.
- Involvement in whole school Service activities.

- Completion of Irene's Service Learning Journal to a high standard.

Criteria for Level 3 Award – Irene's Service Learning Medal

The highest award given is The Irene McCormack Irene's Service Medal. For eligibility students need to have:

- Outstanding participation in the Service program in all years attended at the College.
- Completion of Journal to a high standard.
- Participation in all areas of the Service program.

All students in the running will be interviewed by a panel. This panel will consist of the Irene's Service Learning Coordinator, Assistant Deputy Principal Campus Ministry and Assistant Deputy Principal Year 11.

References

¹Mandate for the Catholic Education Commission of Western Australia 2009-2015.

Christian Service Learning Framework for Catholic Schools.

Catechism of the Catholic Church (Vatican City 1994).

The General Directory for Catechesis (Congregation for the Clergy 1997).

The Catholic School (Congregation for Catholic Education 1977).

The Religious Dimension of Education in a Catholic School (Congregation for Catholic Education 1988).

The Catholic School in the Third Millennium (Congregation for Catholic Education 1997).

Related Documents

Irene McCormack Catholic College Evangelisation Policy.

Date Policy introduced: 2012

Last Review: 2017

Next Review due : 2020

2.3 JUSTICE EDUCATION

Rationale

Catholic schools foster everything good and unifying in society from the perspective of the Gospel. They promote the development of a society which reflects the love and goodness of God, where peace and reconciliation grow along with justice, compassion, mercy and a special commitment to the poor.

In Catholic Education, it is recognised that all people are created with the same nature and origin and enjoy equal dignity to develop, make amends, reconcile, restore relationships and welcome back with love, acceptance, forgiveness and support.

Catholic education is committed to integrating Gospel truths, virtues and values in appropriate ways into all relationships and learning. Members of Catholic School communities promote a Gospel vision of social attitudes and values, practices and trends in social, commercial, political and legal structures. (Mandate, paragraph 14).

All those involved in Catholic education are called to be the 'face of Christ' within their communities, especially to the most challenged and disengaged learner. Catholic schools give witness to the importance of offering opportunities for all their members to aspire to and achieve the highest goals. Catholic education is immersed in the Gospel of Jesus and filled with his Spirit, values everyone equally.

Definition

Religious Education is a learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church.

The permanent principles of the Church's social doctrine are: the dignity of the human person, the common good, subsidiarity, and solidarity. These principles, the expression of the whole truth about the human person known by reason and faith, are born of "the encounter of the Gospel message and of its demands summarised in the supreme commandment of love of God and neighbour in justice with the problems emanating from the life of society". (Compendium of the Social Doctrine of the Church par.160)

Scope

This policy applies to all aspects of the Irene McCormack Catholic College community.

Principles

Irene McCormack Catholic College (IMCC) stands by our College Motto of 'Prayer, Service and Justice'. These are pillars in our Christian Charism to live as 'the face of Christ' in our Butler community. Hence, we seek to be known as a school community who stands for justice and acts, wherever possible, against injustice.

Such a stance of Justice is a core part of our College's Mission. As such it should be evident in our planning for and the implementation of all aspects of College life, such as:

- IMCC's Care system.
- Curriculum.
- Teaching and Learning.
- Interactions between staff and students; staff and staff and parents.
- Irene's Service Learning Program.
- Retreat experiences.
- Liturgies and Prayer

Unique to Irene McCormack Catholic College's Justice Education Policy and Charism is the story of Irene McCormack and Mary MacKillop's Josephite Sisters. This uniquely feminine and Australian story will be celebrated and embraced by our College's response to Christ's call to justice.

- Catholic schools value human diversity which is demonstrated by practical responses to diverse learning needs and abilities.
- Catholic schools promote the development of people of Christian conscience, committed to serving God by serving others and working to make the world a better place for all.
- The ethos, policies, curriculum, interactions and protocols of Catholic schools emphasise the sacredness of human life and the dignity of the individual.
- Catholic schools promote justice to all, especially those who are culturally, socially, physically, intellectually, financially, emotionally or spiritually disadvantaged.
- Catholic school communities promote the Christian belief that the rights and needs of others must always be respected and that individual rights must be balanced with the wider common good.
- Members of school communities are concerned with caring for the environment and preserving the necessities of life for future generations.
- Catholic schools work in partnership with families and the wider community to provide what students need to realise their potential.
- Catholic schools promote the right of consultation and decision-making at appropriate levels of authority.
- Resources shall be shared equitably. All students shall have access to the same opportunities and outcomes in so far as resources permit.
- Members of school communities shall have access to all the resources and support they need to participate in decisions which affect their own development and those of their community.

Procedures

- Processes shall be established for ongoing evaluations and renewal of all aspects of school life to ensure they reflect Gospel values, particularly in respect to social justice.

- College staff shall undertake the necessary formation in order to deepen their understanding and commitment to the Catholic vision of living out the Gospel and the Mission of the Church to transform society.
- Strategies and programs shall be established to help members of the school community demonstrate commitment of Jesus Christ in the service of others.
- The curricula developed by schools shall integrate Catholic social teaching into all areas of learning
- Gospel values shall be embedded in the curriculum in educationally appropriate ways to enable students to discover and integrate these values into their lives.
- Opportunities shall be provided to develop the knowledge, understanding and skills necessary to discern the signs of the times, particularly with respect to social justice.
- The school shall provide opportunities for school community members to learn how to critique social attitudes, values, practices and trends as well as influential political, legal, commercial and other structures in light of Catholic social teaching.
- Curriculum decisions shall challenge students to develop a sense of God's original justice in order to transform the world by developing a sense of active social responsibility.
- As a prophetic community, Catholic schools shall model to students the value and purpose of Christian commitment to social justice.
- Decision making processes at all levels in Catholic education shall give witness to the Gospel spirit of simplicity and poverty, while providing what is necessary for an effective education.

References

Bishops of Western Australia 2009, *Mandate of the Catholic Education Commission of Western Australia: 2009-2015*

Vatican City, *Catechism of the Catholic Church*, 1994

Congregation for the Clergy, *The General Directory for Catechesis*, 1997

Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to Faith*, 1982

Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, 1988

Related Documents

Irene McCormack Catholic College Evangelisation Policy.

Irene McCormack Catholic College Irene's Service Learning Policy.

Review History

Date Policy Introduced: 2013

Date of Last Review: 2015

Date of Next Review: 2019

2.4 RELIGIOUS EDUCATION

Rationale

'Religious Education is the first learning area in the Catholic school curriculum, and as such, is at Irene McCormack Catholic College. This is so because, though a classroom activity, Religious Education is a form of the Ministry of the Word. Unlike the other Learning Areas, it is an activity of Evangelisation in its own right' (Mandate Letter, 43).

'The Religious Education program to be taught at Irene McCormack Catholic College is that promulgated by the diocesan Bishop. Like Christian witness and catechesis, Religious Education expresses 'the divine power of the Message' (Mandate Letter, 43).

Irene McCormack Catholic College's Religious Education program aims to help students learn the teachings of the Gospel as proclaimed by the Catholic Church and to develop a sense of the nature of Christianity and of how Christians are challenged to try to live their lives.

It seeks to show non-Christians something of the mystery of Christ, and to help build in Christians their relationship with Christ.

Definitions

Religious Education is a learning area, which focuses on the knowledge and understanding of the Gospel as handed on by the Catholic Church.

Scope

This policy applies to all Religious Education classes run at Irene McCormack Catholic College as it does in all Catholic schools in Western Australia.

Principles

- Religious Education complement Catechesis offered in family, Irene McCormack's Catholic College's own Sacramental Program, Catholic Primary Feeder schools and St. Andrews Parish.
- The Religious Education program to be taught in Irene McCormack Catholic College is that promulgated by the diocesan Bishop.
- Religious Education in the school shall always respect parents as the prime educators of their children, particularly in the area of faith education.
- Religious Education outcomes shall be taught, developed and resourced with at least the same commitment as all other learning areas.
- Religious Education shall serve the evangelisation process by taking the students and their needs as the starting point for teaching and learning.
- Religious Education shall relate the knowledge and understandings of the Catholic faith to students' real-life situations and experiences.
- Religious Education shall always present Catholic beliefs and practices in the context of the Christian Promise of Salvation and the questions and aspirations of the human heart that God alone can satisfy completely.
- Irene McCormack Catholic College's Teachers of Religious Education shall be committed Catholics and shall give active Christian witness to Catholic beliefs.

Procedures

- Religious Education complement Catechesis offered in family, school and parish.
- Within the normal hours of instruction, the time allocation for the Religious Education Learning Area shall be at least:

Years 7 -10	160 minutes per week
Years 11 - 12	220 minutes per week
- The Religious Education program, as promulgated by the diocesan Bishop, shall be implemented with reference to the principles and procedures of the CECWA Policy statement 2-B2 'Curriculum'.
- Teachers of Religious Education shall have the necessary accreditation stipulated by the CECWA Policy statement 2-C1 'Accreditation'.
- As with all College Curriculum parents/guardians will be informed on an ongoing basis as to the content and academic expectations of their child's Religious Education program.
- Irene McCormack Catholic College shall annually invite interested students into our Sacramental Program and work closely with parents/guardians and parishes to support and complement the sacramental programs of the parish.
- Appropriate professional development shall be available for teachers of Religious Education.
- Appropriate resources shall be made available for the Religious Education Learning Area.

References

- Mandate Letter, Terms of Reference and Membership of the Catholic Education Commission of Western Australia 2001 – 2007.
- Australian Religious Education: Facing the Challenges (National Catholic Education Commission, 1999).
- The Catholic School (Congregation for Catholic Education, 1977)

- The Religious Dimension of Education in a Catholic School (Congregation for Catholic Education 1988).
- Catechism of the Catholic Church (Vatican City, 1994).
- The General Directory for Catechesis (Congregation for the Clergy, 1997).
- On Evangelisation in the Modern World (Pope John Paul II, 1975).
- The Catholic School in the third Millennium (Congregation for Catholic Education, 1997).

Related Documents

Irene McCormack Catholic College Retreats Policy.

Irene McCormack Catholic College Evangelisation Policy.

Catholic Education Commission of Western Australia Policy statement 2-B2 'Curriculum'.

Catholic Education Commission of Western Australia Policy statement 2-C1 'Accreditation'.

Review History

Date policy introduced: 2012

Date of last review: 2015

Date of next review: 2019

2.5 SACRAMENTAL PROGRAM

Rationale

Irene McCormack Catholic College complements St. Andrew's Parish and is an important means for evangelising young people today by teaching them how to live as children of God. By the nature of this mission and mandate, we have a direct responsibility to support families and parishes in the preparation of children to receive the sacraments (Mandate paragraph 79).

It is the role of the Irene McCormack Catholic College Campus Ministry Team, and broader College Community to support the Sacramental life of our student and staff body. Part of this is to offer and support students willing to participate in Sacramental formation by offering appropriate and supportive Programs for young people and nurture strong partnerships between families and parishes (Mandate paragraph 80).

Saint Andrew's Parish is the Christian faith community that Irene McCormack Catholic College students need to engage and feel a part of for their ultimate religious development.

'It is (the Parish) where they are inspired and nurtured by other members of the community to experience what is needed to develop their faith' (Mandate paragraph 80).¹

Our St. Andrew's Parish community needs to be inviting and welcoming of new members. It is where initiation into the faith is celebrated and nurtured, it is where people learn to live as a community of the faithful (Mandate paragraph 79).

Definitions

Sacramental Education at Irene McCormack acts as a bridge between the Universal Church, St. Andrew's Parish and our Catholic College Community or families.

Scope

This policy lines up with CEWA directives which apply to all Catholic schools in the Archdiocese of Perth.

Principles

- Preparation for sacraments is family-focused, parish-based and Catholic school supported.
- Catholic schools respect the primary role of the family in the faith education of their children and support the family in the sacramental preparation of children.
- Catholic schools will work with the parish in inviting students into the Sacraments; preparing for them through Irene McCormack Catholic College run instruction and celebrating the sacraments both through the Parish and College itself.

- Young people will initially receive the sacraments in their local parish church St. Andrew's Parish, wherever possible. Wherever possible members of the Campus Ministry team, particularly the Sacramental Team and Executive members are encouraged to attend in support and in representation of the College.

Procedures

- Religious Education is a priority at IMCC as with all Catholic schools. It provides the knowledge and understandings of the Catholic faith and outlines what is needed to live a Catholic life.
- IMCC will provide learning and teaching about the sacraments through the Religious Education program.
- Students will be provided with opportunities for catechesis through prayer and personal reflection.
- IMCC's Campus Youth Minister and Assistant Deputy Principal Campus Ministry will lead up the College Sacramental Preparation for IMCC students wishing to receive the Sacrament, where family connections with the Parish are limited.
- Through the College Newsletter families will be informed about the processes available at St. Andrew's as well as preparation offered through Irene McCormack Catholic College itself for Sacramental preparation.
- IMCC's leadership will be appropriately represented on and contribute to Parish Sacramental Teams.
- IMCC will work with the parish by providing resources and personnel to support parish-based celebrations of the sacraments.
- IMCC will collaborate with the Parish Religious Education Program in preparing young people to receive and celebrate the sacraments.
- Students will be provided with opportunities for ritual prayer and sacramental celebrations as part of regular College Life. Masses and Reconciliation will be made available on average each term for each student.

References

Bishop's Mandate for the Catholic Education Commission of Western Australia 2009 – 2015.

Related Documents

Irene McCormack Catholic College Evangelisation Plan.

Catholic Education Commission of Western Australia Policy statement 2-B5 'Religious Education'

Review History

Date Policy Introduced:	2011
Date of Last Review:	2017
Date of Next Review:	2020

SECTION 3 – STAFF, STUDENT & COMMUNITY WELLBEING

3.1 ABSENTEES

Rationale

Student attendance at the College is fundamental to optimise the opportunities for all students to learn.

College staff, parents and students have responsibilities for the management and monitoring of student attendance. For ethical, pastoral, and regulatory reasons the accurate monitoring and recording of a student's attendance is fundamental to a student's safety, wellbeing and learning needs.

At the College, the Care Group Teacher and all class teachers, supported by the Assistant Deputy Principal, Deputy Principal, Administration staff, parents and students have significant duties in the accountability of student attendance during the school day. The primary focus of College staff each day is to account for the wellbeing of our students and ensure attendance at the College or verify the absences.

Definitions

Parent: is regarded as a student's parent, legal guardian or care giver. It means a person, who at law, has responsibility for the long-term or the day-to-day care, welfare and development of the child.

Authorised Absence: is a student absence where the reason provided by the parents in writing is considered to be legitimate and deemed acceptable by the College.

Student Responsibilities

Students are required to:

- Be punctual for all classes, including Care Group at the start of the day.
- Provide Care Group Teachers with a written note or email from parents to authorise an absence from school.
- If late during Care Group period report to Care Group Teacher.
- When late for school or when required to leave school early, report to the student reception to record the late arrival or early departure and provide written authorisation from parents.
- When there is a reason to leave class, seek teacher permission by recording in the section in the student planner and carry the planner to show on request.

Parent Responsibilities

Parents are required to:

- Contact the College before 8.30am by email absentee@imcc.wa.edu.au and copy (cc) the email to the Care Group Teacher, if their child will be absent for the day or late to school. An alternative is contacting the College on the Absentee Line 9562 2431. If a phone call is made a written parent note, authorising the absence, must still be provided to the Care Group Teacher.
- Provide a written note or medical certificate to Care Group Teachers when a student is absent. Medical certificates are required for student extended absences of three or more days or for Years 11 and 12 students on days of examinations. This is to verify the authenticity of a student's absence.
- Inform the College of changes to contact details, including mobile phone numbers and email addresses.

College Responsibilities

The College is responsible for the management of student attendance in accordance with the Student Attendance Procedures. This includes:

- Maintaining accurate attendance records.
- Managing alternative attendance arrangements, when appropriate.
- Addressing student absence and developing plans for students with persistent absence.
- Regulatory reporting and disclosure of attendance data.
- Storing all relevant documentation.

Procedures

Care Group Teachers

The Care Group Teacher will:

- During Care Group Period, complete daily student attendance on the College digital absentee system. If the digital system is not functioning a Care Group list with attendance marked must be sent to the College Office.
- Record student late arrivals during Care Group Period.
- Collect written student absentee authorisations from parents and record them on the digital absentee system.
- Each term, after following up on unresolved absences, sign for the collection of all written absentee notes on the Attendance Report.

Class Teachers

The teacher for each class will record student attendance on the College digital absentee system, within the first 10 minutes of the class. If the College digital absentee system is not functioning a list of absentees must be sent to the College Office.

The class teacher must report any variations of the attendance register to the Attendance Officer and follow up on students attending class but marked absent on the attendance register. These students should have a receipt of late arrival from the College Office staff or the student must be sent to the College Office to sign the Late to School Register.

Recording attendance is by marking a tick (✓) against the name of each student present and a cross (x) against the name of those absent. An 'L' is to be noted for students who are late to class. If a student is on a school camp, excursion or Work Place Learning, he/she will be recorded as such by the Attendance Officer.

Off Campus Learning

Teachers coordinating excursions, camps and other off campus events must notify all staff, including the Attendance Officer, of the students absent a week prior to the event. On the day of the excursion the teachers must provide the Attendance Officer with an updated roll, reporting absent student.

Attendance Officer

The Attendance Officer will enter the details on the digital attendance system of students:

- Who are notified absent by parents.
- Who attend off campus events.
- Who are late arrivals after Care Group Period or have an early departure from school.

The Attendance Officer also:

- Sends SMS text messages for students who are marked absent, but no information has been received by parents, following the end of Care Group period.

- Records telephone calls or emails received from or sent to parents of absent students.
- Provide copies of written notification received for student absences to Care Group Teachers.
- Makes adjustments to student daily attendance records for periods 1-6 late arrivals and early departures.
- Prepares letters for the Assistant Deputy Principals to parents for confirmation of student extended absence and for the final request for written authorisation of student absence.
- Assists the Assistant Deputy Principals with the official Care Group Attendance Register Report for each term and archive the signed records by the College Attendance Officer.

Partial Day Absences

A detailed digital record is maintained in the College Office. Partial absences commence after Care Group.

Late to School

- If a student does not attend Care Group, the Care Group Teacher marks the student as absent.
- Students who arrive late for school after Care Group, report to the College Office, signs in and provides the parent note for being late. The student receives a late stamp in the planner and the reason for lateness is recorded.
- Students who are late without suitable reason, will be reported to their Care Group Teacher and a note will be made on the digital absentee system.
- The Attendance roll is updated by the Attendance Officer.
- On entry to class, students are to show the class teacher the late stamp in the planner.

Early departure

- Students provide a note from parents to their Care Group Teacher on the day requesting permission to leave. The note is checked, dated and signed by Care Group Teacher and returned to the student to show the relevant class teacher.
- At the time of departure, the student reports to the College Office and the Attendance Officer will record the early departure in the student's planner and the student late arrival and early departure register. The register is to be countersigned by the parent.
- If the student returns to school, the late arrival/early departure register is to be signed by the student. The Attendance Officer records in the student's planner.

Parents are requested to make non-emergency medical/dental appointments out of school hours or during the holidays.

Parent requests for students to leave school early on a regular basis are made in writing to the Assistant Deputy Principal, detailing the reasons. The Assistant Deputy Principal reserves the right to decline the application.

Sickness

If a student is unwell or injured, they report to the College Office, where the parent or guardian is contacted. The student remains in Sick Bay until their parent arrives. The Attendance Officer processes the early departure.

Students off campus during school hours

Any student of school age off campus, may be stopped by Police between 9.00am and 3.00pm and asked why they are not at school. They will be required to give details of the school and provide written authorisation. A 'Leave Pass' in the form of a stamp will be provided and placed in the College Planner. The Police Officer could take student details to verify the legitimacy of the student absence from school.

Notice of extended future absences

Written notification of future extended absences will be processed by the Assistant Deputy Principal who will provide written approval with directions that the student is responsible for collecting details of and completing missed work.

The College strongly discourages students missing school for family holidays, because of the impact on student's academic progress.

Absentee Records

Written parental absentee authorisation must be kept until 31st December of the following year.

The Care Group Absentee Report for each term are to be kept until the students reach 25 years of age.

References

Western Australian Department of Education Students Attendance Policy and Procedures.

<http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/students-attendance.en?cat-id3458017>

Related Policies

Student Management Policy

ICT Acceptable Use Policy

Review History

Date Policy Introduced: 2014

Date of Last Review: 2018

Date of Next Review: 2021

3.2 ANTI BULLYING

Rationale

The Dignity of the Human Person is a fundamental Catholic social teaching. It reminds us that every human being is created in the image and likeness of God and therefore has inherent dignity. The aim of this policy is to reflect this teaching and clearly define what constitutes bullying behaviour, what Irene McCormack Catholic College does to raise awareness of, and counteract bullying in the College, and the strategies used by the College to deal with reported incidents.

Definition

Bullying is a continued pattern of behaviour by one person towards another where the intent is to hurt, injure, embarrass, upset, or discomfort that person. It is characterised by any abuse of power and a desire to intimidate and dominate, in whatever context, in order to make others feel inferior or cause distress.

Bullying takes many forms. It can be:

- Physical - Hitting, kicking, tripping, punching, taking or damaging belongings.
- Verbal - Name calling, insulting, repeated teasing, and racist remarks.
- Psychological/indirect - Spreading nasty rumours, excluding someone from social groups, threatening looks, damaging property.
- Social Ignoring- Hiding from, ostracising.
- Cyber - The deliberate use of information and communication technologies, including the internet and the mobile phone to hurt others.

- Bullying can be subtle. Once a bullying relationship has been established, it may only take a threatening look to reinforce the fearfulness.

Many victims of bullying are reluctant to report the abuse as they believe that 'dobbing' is not acceptable and will make life worse for them. All students who experience or witness bullying are encouraged to report such behaviour to parents or a staff member so that the behaviour can be dealt with appropriately. Information from parent to teachers is to be referred to the Assistant Deputy Principal. Where possible, confidentiality will be maintained.

Irene McCormack Catholic College does not tolerate any form of bullying or harassment, either physical, verbal, psychological / indirect or social, including cyberbullying.

Scope

The Bullying Policy of Irene McCormack Catholic College has been developed in consultation with various stakeholders, staff, students and Edith Cowan University.

Procedures

At Irene McCormack Catholic College, the following procedures are adopted to deal with reported incidents of bullying or harassment:

- In the first instance the problem behaviour is handled as a social interaction problem, rather than as a discipline issue. The aim is to establish the underlying cause(s) of the problem behaviour.
- When an incident of bullying is brought to the attention of any staff member, the Assistant Deputy Principal is informed, and the student is directed to report to the Assistant Deputy Principal and/or the College Psychologist.
- The Assistant Deputy Principal and/or College Psychologist work with the student on an agreed process to deal with the bullying.
- The Assistant Deputy Principal and/or the College Psychologist contacts the alleged initiator of the bullying and works with them according to the 'Method of Shared Concern', (Appendix 1) or 'No Blame Approach', (Appendix 2) to bring about an understanding of the situation, and to determine strategies to remedy the situation.
- Parents of students involved are to be informed by the Assistant Deputy Principal or College Psychologist and encouraged to take an active role in addressing the situation.
- The College Psychologist also works with the student being bullied to build self-esteem, assertiveness and resilience strategies, should these be areas of concern or contributing to vulnerability.
- Through follow-up meetings with all parties, the Assistant Deputy Principal and/or College Psychologist monitors the situation to ensure that the problem is being resolved.
- Should there be no improvement in the situation, or should the same student be involved in a pattern of bullying, the Assistant Deputy Principal will implement the College discipline policy. The matter then becomes a breach of enrolment policy, parents are notified, and appropriate penalties imposed.

The following additional strategies are used at Irene McCormack Catholic College to raise awareness of what constitutes bullying and the consequences of such behaviour, both for the students being bullied and those who engage in bullying behaviour.

- **Student Education** - issues related to bullying behaviour are included in the Religious Education and the Health Education programs and is part of the Peer Support Programme.
- **Supervision** - staff carefully supervise activities to minimise opportunities for bullying.
- **Email Reporting** - Students are able to report instances of bullying via email to the Assistant Deputy Principals of Year and College Psychologist.

References

National Safe Schools Framework

Related Policies

Student Management Policy
ICT Acceptable Use Policy

Review History

Date Policy Introduced: 2009
Date of Last Review: 2018
Date of Next Review: 2021

3.3 AWARDS

Rationale

The Irene McCormack Catholic College Mission is to instil in students a commitment to the following principles: Respect for self - Care of others - Skills for life.

The College offers students extensive opportunities to develop these commitments. These opportunities arise both within the classroom and through the extra-curricular program as part of a holistic education. Students are encouraged to strive for excellence in all endeavours and to share their gifts and talents with the College community.

The College celebrates and recognises the achievements and contribution of our students. The recognition of our students' achievements provides example and encouragement for their peers and reward for commitment, endeavour and success.

The award system is a recognition for the outstanding achievement and contribution of students. These awards will recognise excellence in the following fields: Academic, Arts, Campus Ministry (Liturgy and Service), Sport and Student Leadership.

Recognition of students' achievement and contribution takes into consideration the manner in which students conduct themselves, their achievement and attitude, selflessness, commitment and loyalty to the College.

Definitions

Academic Achievement

Students may achieve recognition for academic achievement and effort in their curriculum undertakings through certificates for: Highest Achievement in a course/subject, Outstanding Effort in a class, Excellent Learning Attributes recognised in reports and Academic Excellence in their respective year group.

Students may achieve recognition for extra-curricular involvement through receiving Distinction, Colours and Honours in the extra-curricula fields of Art, Service, Leadership, Sport and Academic Achievement across three levels. These levels are:

- Certificate of Distinction.
- Honours.
- Colours.

Principles

All students will be able to access designated awards when they have fulfilled the published requirements.

Definition of required traits:

- Excellence: possessing outstanding quality or superior merit.
- Commitment: the act of committing, pledging, or engaging oneself.
- Service: the skills that someone has and offers for the benefit of others.
- Integrity: the quality of being honest and having strong moral principles.
- Loyalty: acting in a sense of duty and faithfulness.

- Leadership: an act or instance of leading, guidance or direction.

ACADEMIC ACHIEVEMENT

Highest Achievement

Semester 1: Awarded in the form of a certificate given to students who achieve the highest mark in their particular Semester 1 course. The presentation of these awards will occur at a year level assembly following the completion of that particular semester.

End of year: Awarded in the form of a College medallion and certificate given to students who achieve the highest result in their particular course for the academic year. The presentation of these awards will occur at the College Awards Night.

Outstanding Effort

Awarded in the form of a certificate given to students who are nominated in their particular class by the class-teacher as demonstrating outstanding effort towards achieving in that course. The presentation of these awards will occur at year group assemblies at the end of each school semester.

Excellent Learning Attributes Award

Awarded in the form of a certificate given to students who have achieved consistently the highest attributes throughout a given Interim or Semester Report. The presentation of these awards will occur at year group assemblies following the distribution of College Reports.

Academic Excellence Award

Awarded to students who achieved specified number of 'A' grades across their courses with any other grade being a 'B' minimum. The presentation of these awards will respectively occur at the College Awards Night. The required grades are as follows:

Year 7	At least 9 'A' Grades with a 'B' grade minimum in other courses.
Year 8	At least 9 'A' Grades with a 'B' grade minimum in other courses.
Year 9	At least 9 'A' Grades with a 'B' grade minimum in other courses.
Year 10	At least 9 'A' Grades with a 'B' grade minimum in other courses.
Year 11	At least 5 'A' Grades with a 'B' grade minimum in other courses.
Year 12	At least 5 'A' Grades with a 'B' grade minimum in other courses.

* Students undertaking Vocational Education and Training in Years 11 and 12 must achieve an 'A' in all WACE courses and satisfactory progression in their VET courses.

EXTRA-CURRICULAR EXCELLENCE

McCormack Distinction

Awarded in the form of a certificate in a given calendar year. This award is eligible to all students attending the College who display the following traits in their participation of a given activity:

- Excellence.
- Commitment.
- Service.
- Integrity.
- Loyalty.

The College Principal or nominated delegate will award students with this award at a year level assembly.

McCormack Honours

Awarded in the form of a symbol on the pocket of the College Blazer and a certificate given after a minimum of four years service to a College program or activity.

This award is eligible to Year 10 - 12 students attending the College who display the following traits in their participation of a given activity over the entirety of their four-year service:

- Excellence.
- Commitment.
- Service.
- Integrity.
- Loyalty.

Students may receive McCormack Honours in more than one activity in each field.

In order to receive this award, students meet set criteria are endorsed by the respective Head of Learning Area. The nomination must justify the above-mentioned traits and the set criteria. All endorsed nominations will be presented to the College Principal for final approval.

The College Principal or nominated delegate will present McCormack Honours at the end of the respective Term.

McCormack Colours

Awarded in the form of College colours being added to the College Blazer pocket, a certificate after a minimum of five years' service to a College program or activity.

McCormack Colours is awarded to Year 11 - 12 students who display the following traits in their participation of a given activity over the entirety of at least five years' service to the College:

- Excellence.
- Commitment.
- Service.
- Integrity.
- Loyalty.
- Leadership.

In order to receive this award students must meet set criteria. The student must demonstrate the above-mentioned traits. All endorsed students will be presented to the College Principal for final approval.

The College Principal or nominated delegate will present McCormack Honours at the end of the respective Term.

IRENE'S SERVICE LEARNING

Assistant Deputy Principal Award

Awarded in the form of a College medallion and certificate given to one student per year group who are nominated by their respective Assistant Deputy Principal for exemplifying the College motto of Prayer, Service and Justice. The presentation of these awards will occur at the College Awards Night.

Certificate of Completion of Irene's Service Learning Program

Year 12 students receive a certificate of completion of Irene's Service Learning Program hours at Year 12 Graduation that includes a total of students' hours completed at the College. This certificate is awarded to all Year 12 students who complete the program and complete all Graduation requirements. The certificate will be included with the College Graduation Certificate.

Irene's Service Award

Awarded in the form of a medallion. The Irene's Service Award is awarded at the end of each academic year to one student from each year group and is presented a year level assembly. For eligibility students must have;

- Completed over 50 hours of Christian Service spread over more than three activities.
- Involvement in whole-school Irene's Service Learning Program activities.
- Completion of the Irene's Service Learning Journal to a high standard.

Irene McCormack Award

The most prestigious award given at the College is the Irene McCormack Award. Eligibility for this award, students are required to live out the College Motto of Prayer, Service and Justice. It recognizes the student's generosity of spirit, the person identifies issues which need to be addressed at the College and is prepared to demonstrate the courage to act on it. Potential recipients will be reviewed by a panel consisting of the Principal, Assistant Deputy Principal Campus Ministry and Assistant Deputy Principal of the respective year.

Awards presented at the College Awards Night

Irene McCormack Medal

Principals Award

Dux

Proxime Accessit

Champion Sports Award

Arts Award

Vocational Education and Training Award

Workplace Learning Award

All recipients must be submitted to the Assistant Deputy Principal responsible for Awards following the formal end of the activity. The College Executive will consider nominated students and endorse awards.

Costs

The costs for the Colours and Honours Awards are met by the students and coordinated through the College Uniform Shop.

Revocation

Colours and Honours are conditional upon continued standards of the required traits and may be revoked by the College Principal if deemed necessary.

Special consideration

There may be exceptional circumstances when a student has not achieved the criteria for Honours and Colours that the Head of Area may recommend to the Principal a student for the award. This decision will be at the prerogative of the College Principal.

CRITERIA FOR HONOURS AND COLOURS

SPORT

Honours

- Played an entire season's CAS/SSWA fixtures unless prevented by injury or an acceptable reason for a period of four years. Can be awarded in Years 10-12. Minimum 75% participation in games.
- Attended all training sessions as directed by their team coach or the teacher in charge of the sport.
- Attended all team meetings, social activities for the season as directed by their team coach or the teacher in charge of the sport.

- Demonstrated a strong disciplinary approach at all times. They must exhibit strong sportsmanship at all times.
- Must display an unselfish approach to their team and exhibit total respect for their coach and other members of the team's support staff.
- Students who have been unable to play because of medical reasons or are exempted from attending training because they have been allocated a specific task with their sport (i.e. State training) may be awarded Colours, if that sport's committee believes the student has performed their duties in an exemplary manner).
- Demonstrate excellence in skills and strategies for the nominated sport.

SPORTS

SUMMER:

- Cricket.
- Touch.
- Basketball.

WINTER

- Soccer.
- Football.
- Rugby Union.
- Netball.

Athletics/Swimming: Student must compete in 8 Division 1 events over 4 years at ACC carnivals finishing in the top 4 of competitors in each event.

Cross-Country: Student must compete in 4 individual events over 4 years at ACC carnivals finishing in the top 20 of competitors in each race.

Colours (including above traits)

- Demonstrate leadership through captaincy, coaching or officiating for the nominated sport.
- Demonstrate initiative for their nominated sport by going above the normal requirements as a player, captain or coach.
- Excelled in performance in their given sport.
- Demonstration of above requirements over a period of 5 years at the College, including Year 12.

Athletics/Swimming: Student must compete in 10 division 1 events over 5 years at ACC carnivals, including Year 12, and finishing in the top 3 of competitors in each event.

Cross-Country: Student must compete in 5 individual events over 5 years at ACC carnivals, including Year 12, finishing in the top 10 of competitors in each race.

Students awarded in the Associated Catholic Colleges Representative Team, All-Stars Team or named ACC individual age champion on three separate occasions will earn College Colours in that particular sport.

PERFORMING ARTS

Distinction

- Participation in school ensembles/clubs/teams with excellent attendance in a given year.
- Participation in Catholic Performing Arts Festival (solo and ensemble).
- Participation in College Performing Arts events:
 - Sounds at Sunset.
 - Recital Night.
 - Dance Night.
 - Soundscape Festival.
 - Drama Night.
 - Angelico.

- Carnivale.
- Continued practice and improvement on chosen instrument.
- Dedication and commitment to the department.

Honours

- Attainment of a Certificate of Distinction over 4 years at the College.
- Participation in at least 2 College productions over 4 years.
- Participation in at least 2 College ensembles/bands/teams with excellent attendance.
- Participation in Catholic Performing Arts Festival (solo and/or ensemble).
- Participation in all College music events where requested:
 - Sounds at Sunset.
 - Recital Night.
 - Dance Night.
 - Soundscape Festival.
 - Drama Night.
 - Angelico.
 - Carnivale.
- High level of competency on chosen instrument with consistent practice.
- Participation using the above traits over four years at the College.

Colours

- Attainment of a Certificate of Distinction over 5 years at the College.
- Attainment of College Honours.
- Participation in at least 2 College productions over 5 years including Year 11 or 12.
- Leadership role in school ensembles/clubs/teams with excellent attendance.
- Performance at Catholic Performing Arts Festival in the capacity of a performer (solo and/or ensemble).
- Leadership role/Captaincy in College Arts events:
 - Sounds at Sunset.
 - Recital Night.
 - Dance Night.
 - Soundscape Festival.
 - Drama Night.
 - Angelico.
 - Carnivale.
- Outstanding ability on chosen instrument with an outstanding practice record.
- Proactively seeking involvement in all aspects of the Performing Arts department.
- Acts as a mentor to younger students in music ensembles/drama cubs/dance teams.
- Participation using the above traits over five years at the College.
- Leadership, dedication and commitment to the department.

CAMPUS MINISTRY

Honours

- Completion of 200 recorded hours of Irene's Service Hours in Years 7 to 10 over a period of 4 years.
- Demonstrated active involvement in the 2 Christian Service Projects in each given year over a period of 5 years.
- Live the gospel as exemplified by Irene McCormack. This will be evident in the manner they treat their peers and staff with kindness and respect. Inappropriate behaviour towards peers or staff will disqualify students from being awarded Colours.
- Be an advocate for justice and show evidence of recognising injustice and willingness to act in the face of it. This will be evident by the way peers and staff have noticed and respect the student's openness, integrity and generous service.

- Have attended and actively participated in all College and House cultural days such as IMCC Day, Sports Carnivals and Year Group events, embracing these as gifts to be celebrated and shared.
- Be ever respectful, and where appropriate a willing participant and ready assistant in College, Year Group, House and Care Group Liturgies.
- Complete the requirements of the Irene's Service Learning Program as stipulated.
- Where appropriate, instigate or assist in extra Christian Service opportunities, responding to the need we see in the world.

Colours (including above traits)

- Completion of 300 recorded hours of Irene's Service Learning Hours in Years 7-12.
- The student needs to have demonstrated leadership at Irene McCormack Catholic College, in assisting our College community to authentically live out our Mission, as a Catholic community, living our Motto of: Prayer, Service and Justice.
- Served a Special Minister of the Eucharist in Year 11 and/or 12 and/or contributed significantly to the College liturgical program.

LEADERSHIP

- The College Head Boy and Girl will receive Colours for Leadership following their official appointment to the position. This will be recognised as a full trim embroidery on their College Blazer. College Prefects will receive College Colours on their blazer pockets and sleeves.
- Students who undertake student representation in each year from Years 7-10 as well as Peer Support leadership in Year 11 will be awarded Honours in Leadership.

ACADEMIC

Students who achieve the following accolades will receive College Honours in Academics:

- Dux.
- Proxime Accessit.
- SCSA Award.
- All 'A' grades or VET equivalent in Years 11 and 12.
- College '97' Club.

Review History

Date Policy Introduced: 2016
Date of Next Review: 2021

3.4 CANTEEN AND HEALTHY FOOD/DRINK CHOICES

Rationale

The human person, though made of body and soul, is a unity. The human body shares in the dignity of the image of God: it is a human body precisely because it is animated by a spiritual soul, and it is the whole human person that is intended to become, in the body of Christ, a temple of the Spirit.

'Catholic schools contribute to the development of our young through education, particularly to their formation in Christian conscience and virtue' (Mandate, 6). Students in Catholic schools are educated to understand that they are physical/spiritual beings in relationship with God. Catholic schools encourage students to make responsible choices for their lives including healthy food choices.

Catholic schools have a legislative responsibility to provide appropriate levels of care to students in the education environment. Irene McCormack Catholic College aims to educate the College community in making healthy eating an easy and informed choice. Research shows that a healthy eating plan assists students to perform and behave better at school. The College aims, via a multifaceted program, to influence and shape students' attitudes with food selections which can affect lifestyle and behaviours later in life.

By our Healthy Food and Drink Choices Policy, Irene McCormack Catholic College aims to:

- Provide economically viable, hygienic and nutrition-oriented food through the College canteen and at school events.
- Model good eating habits by ensuring the availability and sale of foods and beverages in the College's canteen that are consistent with the Catholic Education Commission of Western Australia Policy statement 2-C14 and Department of Education and Training's Healthy Food and Drink standards.
- Provide the College community with information about food and nutrition and its role in preventing and controlling diet related diseases.
- Foster the prevention and control of diet related diseases in students.

Scope

This policy applies to all aspects, events and departments at Irene McCormack Catholic College.

Principles

- A healthy and nutritious food and drink policy makes a positive statement to students, staff members, parents and the broader community about the value placed on human life.
- It is important that parents, staff members and students work together to support a whole-school approach to building a school culture in which students actively choose nutritious food and a healthy lifestyle.
- School canteens should serve the school community with nutritional food at affordable prices.
- Healthy canteen and vending machine choices complement the nutrition knowledge taught in the classroom and promote a school culture of healthy eating that can extend into the wider family and community.
- The school curriculum is the ideal place for students to learn about nutrition and making healthy food choices.
- School canteens comply with the Catholic Education Commission of Western Australia Policy statement 2-C14 'Occupational Safety and Health in Schools' in order to provide safe handling, preparation and serving of food.

Procedures

To achieve the aim of this policy the College shall endeavour to adhere to the following procedures:

- Make healthy food an easy option for students and staff to purchase via the College's canteen by adhering to the Department of Education and Training's Healthy Food and Drink standards. (Refer to the website: <http://www.det.wa.edu.au/healthyfoodanddrink/index.html>)
- Ensure that the College curriculum is rich with learning opportunities that encourage and aid students in making wise food and drink choices.
- When providing food through the College canteen or at school events, emphasis shall be given to the following foods that contribute significantly to meeting students' nutritional needs:
 - Breads and cereal foods, e.g. rice, pasta, especially wholegrain varieties
 - Fruit – preferably fresh, but including frozen and canned
 - Vegetables – fresh, frozen and canned
 - Reduced fat varieties of milk, cheese, yoghurt
 - Lean meats, skin-free poultry, fish, eggs, baked beans and other legumes
 - Plain water
- Prohibiting students from leaving the school grounds to buy their lunches.
- Promoting the drinking of water as the first and best choice.
- The College adopts the 'Traffic Light' food rating system for determining the suitability and nutritional value of the food provided by the College Canteen or at school events.

- The majority of choices available shall be based on the core food groups and be predominantly those classified as 'Green', which may be supplemented by convenience products which may be classified as either 'Green or Amber'. No items classified as 'Red' may be sold.
- Some red rated foods may be sold at special College events, but these items should be limited with ample green and amber choices available. Such events include but are not limited to IMCC Day and fundraising activities.
- People preparing food through the canteen or for school events shall ensure appropriate food safety and hygiene standards are maintained. This means that it is prepared, cooked, transported and served in such a way as to retain nutrients and to minimise bacterial contamination and growth.

Procedures for Class/ Fundraising stalls utilising food and drinks.

- Students approach Assistant Deputy Principal – Campus Ministry for approval of fundraising events.
- If approved the Assistant Deputy Principal – Campus Ministry to inform students/ staff that food stalls must then be approved by College Executive to meet our Healthy Food and Drink Choices Policy.
- Information to be passed onto to classes/ student groups regarding the policy. Traffic light system to be provided. Red rated foods will be limited as per section 4.7 of this policy.
- Executive to determine approval of food and drink.
- Food preparation shall ensure appropriate food safety and hygiene standards are maintained. This means that it is prepared, cooked, transported and served in such a way as to retain nutrients and to minimise bacterial contamination and growth.



What's on the menu in WA school canteens?



GREEN - FILL THE MENU Minimum 60% Encourage and promote EVERYDAY choices	AMBER - SELECT CAREFULLY Maximum 40% Do not let these foods dominate the menu and choose small serves	RED — OFF THE MENU NOT AVAILABLE
<ul style="list-style-type: none"> • Cereal foods — wholegrain cereals, pasta, noodles, rice, cous cous, quinoa • A variety of bread types including wholegrain/ wholemeal • Vegetables and legumes e.g. stuffed potatoes, corn-on-cob, baked beans, 4 bean mix, garden salads, potato salad, coleslaw (using reduced fat dressings) • Fruit, fresh and frozen, whole, fruit salad, sliced fruit • Fruit canned in natural juice • A variety of sandwich/roll fillings, preferably served with salad e.g. <ul style="list-style-type: none"> - egg - reduced fat cheese - tuna, canned in spring water or brine - lean meats i.e. roast beef - yeast spreads - hummus • Lean meats, fish, poultry • Meals*, especially those with vegetables e.g. pasta bake, curry and rice, frittata, soup, sushi, rice paper rolls • Reduced fat dairy products including: <ul style="list-style-type: none"> - plain milk - flavoured milk (375mL or less) - cheese - plain and flavoured yoghurt • Plain water • Plain mineral water 	<ul style="list-style-type: none"> • Savoury breads such as garlic, herb and pizza bases • Reduced fat pastry items* • Frankfurts and sausages for hot dogs and/or sausage sizzles* • Savoury commercial products e.g. fish, chicken, potato portions, pizza* • Hamburger patties* • Processed meat e.g. ham, skin-free processed chicken • Assorted cakes/biscuits or muffins* • Sweet and savoury snack foods* • Plain dried fruit • Ice creams and icy poles* • Reduced fat flavoured milk (more than 375mL and less than 600mL) • High schools only: reduced fat coffee flavoured milk (375mL or less) • Full fat dairy products e.g. plain milk, yoghurt, cheese • Full fat flavoured milk (375mL or less) • 99% fruit juices (250mL or less) and no added sugar • Dairy desserts* e.g. reduced fat custard, ice cream and mousse (milk/milk alternative listed as first ingredient) <p><i>NOTE: Reduced fat dairy recommended for children over the age of 2 years</i></p>	<ul style="list-style-type: none"> • Full-fat pastry items • Deep fried food of any description • Sweet sandwich fillings including jam, nut spreads, honey or confectionery sprinkles • High fat sandwich meats including polony and salami • Confectionery e.g. chocolate, liquorice, cough lollies, fruit juice based jellies • Sweet or savoury snack items that do not meet the criteria e.g. potato chips • Soft drinks, cordial, sports drinks • Reduced fat flavoured milk (more than 600mL) • Reduced fat coffee flavoured milk drink (more than 375mL) • Full fat coffee flavoured milks all sizes • High caffeine drinks e.g. drinks containing Guarana • Chocolate coated and premium style ice-creams • Croissants, doughnuts, cream filled or iced buns/cakes, sweet pastries, slices • Fruit juice (more than 250mL) and/or with added sugar or sweetener • Water flavoured with fruit juice, sugar and/or sweetener

**Only those meeting FOCIS/Star Choice™ nutrient criteria
Effective 1 July 2017*

Date Policy introduced: 2018
Next Review due : 2021

3.5 CODE OF CONDUCT

Purpose

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

Application

The Code applies to staff, students, volunteers, parents and guardians as applicable. The term 'parents' includes guardians.

Introduction

You acknowledge the inherent vulnerability of the students in your care.

You recognise that the safety and well-being of students depends upon your vigilance and diligence and the vigilance and diligence of all adults.

The Code does not give you detailed professional advice on specific behaviour. Rather, it describes the minimum requirements expected of you.

The Guidelines are illustrative and not an exhaustive list of the behaviour covered by the Code. If your behaviour varies from the standards described in this Code and Guidelines, you should be prepared to explain and justify your decisions and actions.

While mandatory language such as 'must', 'shall' and 'will' is not used throughout the Code, there is a presumption the conduct described is mandatory and therefore not discretionary.

The Principal expects you to conduct yourself personally and professionally in a way that maintains public trust and confidence in your school and the Church.

You have a responsibility to students and their family, other members of the school community and the wider community to provide and support safe and competent education and care of students.

You will do your best to support other members of the school community to comply with the Code.

In cases of conflict between parts of the Code, between the Code and other school policies, or in any decision-making choices, you give priority to the outcome that will be in the best interests of the safety and well-being of the child.

Breaches

Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion as to what action to take, which may include counselling, professional development or sanctions under any agreement between you and the Principal. If you are a parent, volunteer or visitor, the Principal may take such action as is appropriate in your circumstances to maintain the safety and well-being of students.

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: i.e. deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower the student's inhibitions in preparation for engaging in sexual activity with the student. Examples include:

- Developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students).
- Being alone with a student in circumstances where you are unseen or unlikely to be randomly interrupted.
- Initiating unnecessary physical contact with students or doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.

- Engaging in personal disclosures (including personal contact details), or exchanges containing sexual content with or in the presence of a student.
- Organising contact with a student or their family outside of school without the Principal's knowledge and/or consent (e.g. tutoring, sport coaching).
- Having any non-curriculum related online contact with a student (including via digital media) or their family.
- Using any personal digital media account to contact students or their family.
- Photographing or videoing a student without the consent of the parent.
- Being in the presence of a student whilst under the influence of alcohol or non-medically prescribed drugs or offering either to a student.

The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child: ie sexual behaviour in circumstances where:

- The student is the subject of bribery, coercion, a threat, exploitation or violence.
- The student has less power than another person involved in the behaviour.
- Or, there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Conduct Statements

- You act safely and competently.
- You give priority to students' safety and well-being in all your behaviour and decision making.
- You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
- You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
- You respect the dignity, culture, values and beliefs of each member of the school community.
- You treat personal information about members of the school community as private and confidential.
- You give impartial, honest and accurate information about the education, safety and well-being of students.
- You support all members of the school community in making informed decisions about students.
- You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
- You maintain and build on the community's trust and confidence in Catholic schools and the Church.
- You act reflectively and ethically.
- You allow students to have a voice in their education, safety and well-being.

Conduct Statement 1

You act safely and competently.

Guidelines

- You are expected to put the safety of students ahead of every other relevant but secondary consideration.
- In doing so, you are expected to act within the scope of your expertise and role within the school community.
- If the safety and well-being of a student requires skills and experience outside your core competency, you must refer the student to the appropriate expert.
- You are personally responsible within the context of your position in the school community for the provision of safe and competent student education. It is your responsibility to maintain the competence necessary to fulfil your role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to your role in your school.

- You recognise that the Principal, staff, parents and students assess your ability to act safely and competently based on your behaviour and decision making, and you do likewise in your assessment of them. You are responsible for conducting yourself in all things such that there is no speculation, doubt or ambiguity that you do so in the best interests of students. You must take reasonable steps to avoid situations where your decisions or behaviour could be interpreted as putting students at risk. You must also notify the Principal as soon as possible if you found yourself in such a position of ambiguity so that you can explain the circumstances.
- You recognise each student's and their parents' right to receive accurate information; be protected against foreseeable risk of harm; and be involved in and informed about decisions in relation to their education.
- You perform your role in the school within your professional or industry competency and according to school policies and any standards or codes applicable to your profession or industry.
- You notify an appropriate person or the Principal of any information relevant to maintaining student safety and well-being, or any observation of questionable, unethical or unlawful behaviour, including breaches of this Code, and intervene to safeguard the student if the circumstances require it.
- You ensure that any information you receive relevant to the safety and well-being of students is either acted upon by you in the best interests of the student if you are the relevant decision maker or passed to the relevant decision maker for them to act.
- You perform your work in a safe and competent manner that is not compromised by personal health limitations, including the use of alcohol or other substances that may alter your capacity to act safely. If your health threatens your ability to work safely and competently, you have a responsibility to seek assistance to address your health needs. This may include making a confidential report to an appropriate authority.
- You perform duties in partnership with parents and school staff and in accordance with the standards of your profession or industry (e.g. Teachers Registration Board).
- You perform duties in accordance with wider standards relating to safety and quality in education and student care and responsibility for a safe school, such as those relating to occupational health and safety, mandatory and critical incident reporting, and participation in incident analysis and formal open disclosure procedures.
- You make decisions about students based on their age, ability, and in the best interests of the student's sense of security, and physical, social, emotional and mental safety.
- You seek advice, assistance and second opinions from experts and Principal as necessary.

Conduct statement 2

You give priority to students' safety and well-being in all your behaviour and decision making.

Guidelines

- You accept that you and all adults have individual and joint responsibility for the safety and well-being of students.
- You ensure the safety and well-being of students are the primary focus of your actions and decisions and take precedence over any other considerations including the reputation of the school and your own needs.
- You support the safety, health and well-being of each student, promoting and supporting decisions and behaviour that contribute to the student's self-confidence, safety and well-being.
- You do not behave in any way that risks creating ambiguity about whether you are acting in the best interests of a student.
- You respectfully communicate in plain language and in a way the student and those supporting their education can understand so they may fully participate in that education.
- You support informed decision making by advising the student as appropriate and those supporting their education about education options and assist the student and their supporters to make informed decisions about that education.

- You endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.
- You seek out, welcome, and learn from information relevant to the safety and well-being of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. You look for opportunities to engage in formal and informal group and self-reflection and professional development about your own and others' decisions so that you and the school can learn and continuously improve.
- You recognise that all information about students collected by school staff is done so on behalf of the Principal and for the benefit of the student. Therefore, all information is disclosed to and accessible by all who have a need to know it in order to support the education, safety and well-being of the student.
- You respectfully advocate for the safety and well-being of students above all other considerations.
- You recognise the importance that students' education continues without interruption or disturbance.
- You disclose to the Principal any information that a reasonable person would recognise may be relevant to the safety and well-being of students so that the Principal may make appropriate decisions to manage any risk to them. This includes any relationship with any person who may have been accused of harming children or acting unsafely towards them.
- You recognise that students and their parents are entitled to assume that the sole focus of your engagements with students is to educate them within a safe environment that puts their well-being above all else. You understand that this trust by parents and students puts the onus on you to use your relationship with students solely for their education. You use all engagements with students and their parents, whether in person, through a third party, or via digital media for the purpose of teaching the curriculum.
- You do not accept gifts or benefits that could be viewed as a means of influencing your objective decision making.

Conduct statement 3

You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.

Guidelines

- You are mindful that your decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, you are responsible for educating yourself and anyone you lead on the content of those values, and their practical application in your decision making.
- You acknowledge that as a member of a Catholic school community, you are required to strive to develop and live out your relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.
- You accept that as a member of a Catholic school community, your conduct reflects on Catholic Education and the Church, and therefore you must strive to uphold the letter and spirit of the Code of Ethical Conduct.
- You are called upon by the Code of Ethical Conduct act in a manner that is:
 - Based on Christian ethics.
 - Professional.
 - Timely.
 - Contextually appropriate.
- The Code of Ethical Conduct requires you to take an ethical approach based on the living out of Gospel values which find expression in:
 - Respect for the dignity of each person.
 - Acknowledgment of the giftedness of each person.
 - Commitment to building positive relationships.
 - Confidentiality.
 - Accountability.

- Respecting dignity is based on:
 - A conscious appreciation of the sacredness of the individual's creation.
 - A sensitivity to the fact that each individual has emotions, fears, hopes and an innate goodness which flows from creation in the image of God.
- Recognising the giftedness of others involves:
 - Discerning these gifts.
 - Naming and acknowledging these gifts.
 - Empowering individuals and groups to use their gifts.
- Fostering positive relationships which flow from being:
 - Welcoming and open.
 - Honest and loyal.
 - Trusting and trustworthy.
 - Willing to share knowledge, skills, resources and insights.
- Committing to appropriate confidentiality based on:
 - Respect for others.
 - Professionalism.
- Committing to:
 - The Mandate of the Bishops of Western Australia.
 - The acceptance of responsibility for any action or initiative at a personal and professional level.

Conduct statement 4

You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.

Guidelines

- Your relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If you are a member of staff, it is your employment agreement. If you are a parent or acting in a parental capacity, it is the student's enrolment agreement. If you are a member of the school board, it is your school board constitution. If you are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that you act safely and competently.
- If you witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, you have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.
- Where you notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, you may take the matter to an appropriate external authority.
- You respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.
- You use school property and resources responsibly and for the purposes of the school.

Conduct statement 5

You respect the dignity, culture, values and beliefs of each member of the school community.

Guidelines

- You respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.
- You interact with members of your school community in an honest and respectful manner.
- You perform your duties and conduct your relations with students and members of the school community with fairness and justice.

- This includes taking appropriate action to ensure the safety and quality of the education and care of students are not compromised because of harmful or prejudicial attitudes about culture, ethnicity, gender, sexuality, age, religion, disability, spirituality, political, social or health status.
- In planning and providing education and school support services, you uphold the standards of culturally safe and competent care. This includes according due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. You acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.
- You do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. You take appropriate action when observing any such prejudicial and discriminatory attitudes and behaviours.
- In making professional judgements in relation to the interests and rights of a member of the school community, you do not contravene the law or breach the human rights of any person.

Conduct statement 6

You treat personal information about members of the school community as private and confidential.

Guidelines

- You use personal information in accordance with your school Privacy Policy.
- You have ethical and legal obligations to treat personal information as confidential. You protect the privacy of each member of the school community by treating the information gained in the relationship as confidential, restricting its use and disclosure to the purposes defined in your school Privacy Policy.
- If a third party asks for access to personal information, you must take reasonable steps to confirm the identity of the third party, and that it is lawful to disclose the information to them. You must inform the member of the school community that you have disclosed their personal information unless you are satisfied that there are legal reasons for not doing so.
- You seek advice if you identify a conflict between protecting personal information and any resulting risk to the safety and well-being of a student.
- You create and keep accurate records of conversations about significant decisions involving the safety and well-being of students.

Conduct statement 7

You give and seek the best, honest and most accurate information about the education and care of students.

Guidelines

- You give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.
- You fully explain the advantages and disadvantages of any options, so all involved can participate constructively in decision making to deliver the best results for the student.
- You accurately represent the role you play in the education, safety and well-being of students.
- Where the education, safety or well-being of a student requires expert knowledge or experience, you seek these out for the benefit of the student.
- You seek out first hand sources of information directly from parents, colleagues and experts, or in documents and policies when making decisions or giving advice rather than relying on hearsay, opinion, rumour or assumptions.

Conduct Statement 8

You support all members of the school community in making informed decisions about students.

Guidelines

- You recognise that parents are the first educators of their children and equal partners in the education of students.
- You understand that each member of the school community has skills, experience and knowledge that may be a unique resource that can be directed to towards the safety and well-being of students.
- You actively share information about students with their parents and the Principal so that they may make informed decisions about students. You listen to everyone with courtesy and respect.
- You treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if you do not agree with it or believe it is misinformed or misguided.
- You use plain language with appropriate style, tone and level in your written or verbal communication, particularly when expressing technical or expert advice, and you actively seek confirmation that you have been understood.
- You engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. You do not allow your opinion about the behaviour of parents to prevent you from engaging openly and honestly with each of them about their child's education.
- You continue to inform and engage with a parent about the education and well-being of their child on the assumption that it is in the student's best interests to do so, regardless of the parent's level of engagement with you or the child. You respect any decision by a parent to disengage with you or their child, and you remain open to re-engage in the future.
- You act to strengthen, preserve, restore and promote positive relationships between the student and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.
- You do not use the behaviour of either parent as a reason for denying them or their child access to information or support from the school that are in the best interests of the student, unless doing so would place the student or school community at risk of harm.

Conduct statement 9

You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

Guidelines

- You promote and preserve the trust inherent in your relationship with students and with their parents.
- You recognise that an inherent power imbalance exists within your relationship with students that may make the students and their family vulnerable and open to exploitation. You actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family. You recognise that the power relativities between you and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences, or experiencing emotional turmoil. This vulnerability creates a power differential in your relationship with students that must be recognised and managed with care.
- You take reasonable measures to establish a sense of trust to protect the physical, psychological, emotional, social and cultural well-being of each student. You protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.
- You have a responsibility to maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.

- You may have personal or recreational relationships outside your school role with students' families and friends, or with school staff. You are aware that dual relationships may compromise student care and well-being. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and well-being of the student, which may require you to withdraw from a social relationship.
- You do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.
- You do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.
- You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.
- You understand that the power imbalance between you and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with you, regardless of the legal age of consent, or the student's age or maturity. You must therefore not seek nor rely on such express or implied consent from a student to engage in an intimate relationship.
- You understand that the power imbalance between you and students may continue to influence students' choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school, or them turning 21, whichever occurs latest.
- You take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in your care.
- You do not knowingly mislead parents or make misrepresenting statements to them or withhold information relevant to their ability to make informed decisions about their children unless required by law.
- You recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. You seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.

Conduct statement 10

You maintain and build on the community's trust and confidence in Catholic schools and the Church.

Guidelines

- Your conduct maintains and builds public trust and confidence in your school, other members of the school community, and the Church.
- Any unlawful and unethical actions in your personal life risk adversely affecting both your own and the school's reputation in the eyes of the public. If the good standing of either you or the school was to diminish, this might jeopardise the inherent trust between the school and parents, as well as the community more generally, necessary for effective relationships and the best education of students.
- You notify the Principal of your involvement in any criminal investigation or other legal process that may undermine trust and confidence in your judgement or care of students.
- You consider the interests of the school and the Church when exercising your right to freedom of speech and participating in public, political and academic debate, including publication.
- You never place the reputation of the school above the safety and well-being of students.

Conduct statement 11**You act reflectively and ethically.****Guidelines**

- You engage with the school reflectively and ethically to ensure that you consciously put student safety and well-being at the forefront of your behaviour and decisions.
- You develop and maintain appropriate and best practice advice, support and care for each student and their family.
- You evaluate your conduct and competency according to this Code, the terms and conditions of your relationship with the school, and school policies.
- You contribute to the professional development of school staff as appropriate.
- You contribute to continuous improvement by supporting opportunities to record, assess and learn from incidents involving student safety and well-being.
- You advise the Principal of any reduction in your capacity to act in the best interests of the safety and well-being of students, due to health, social or other factors, while you seek ways of addressing the deficiency.
- You take care of the safety and well-being of all members of the school community so that you all may fully contribute and cooperate in providing for the safety and well-being of students.

Conduct Statement 12**You allow students to have a voice in their education, safety and well-being.****Guidelines**

- You recognise that while you and all adults have responsibility for the safety and well-being of students, students have opinions and ideas about their education and well-being.
- You allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and you treat those expressions with respect and care.
- You regularly invite students to participate in decision making about their education and well-being and offer them constructive feedback on their ideas and opinions.
- You encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or well-being. You follow up those concerns and keep students informed of how they are resolved.

Review History

Date of Last Review: 2016
Date of Next Review: 2019

3.6 CRISES MANAGEMENT**Rationale**

Events that result in severe emotional distress may occur at any time and without warning. The College community could be de-stabilised by a tragic event where students and/or staff have been seriously injured or killed. The College has a responsibility to manage the reactions of students and staff, to foster physical, social and psychological wellbeing after a traumatic event.

Definitions

In schools, a crisis might be considered as any situation faced by staff or students that cause them to experience unusually strong emotional reactions which may have the potential to interfere with their ability to perform at the scene or later. Crises tend to be far outside of the normal experience of those involved and indeed of most of the population. Accordingly, the individual has little by way of guideline from past experience on how to deal with the event or the reactions to it. Students have even less experience to draw on than adults and usually have a more restricted repertoire of coping responses. Sense of control and self-efficacy are likely to be reduced. Students are likely to be looking to those adults who usually provide support, guidance, direction and leadership to continue to fulfil these roles.

Scope

This policy applies to the Irene McCormack Catholic College community.

Principles

- Catholic schools are safe and supportive environments where the 11 principles and 6 key elements of the National Safe Schools Framework (2203) are practiced.
- Catholic schools owe a duty of care to their students, staff and others who may visit the school or be involved in school activities.
- Catholic schools take actions to:
 - Prevent crises or reduce the chance of these occurring, and where these may still occur, acting to mitigate the impact.
 - Prepare for crisis events by appropriate planning, training and education.
 - Respond with a rapid, organised and effective implementation of actions and mobilisation of resources.
 - Facilitate recovery by recognising that this is founded within the Planning, Preparation and Response elements (as described in the previous 3 bullet points) and by providing appropriate levels of support to the school community.
- Establish an effective Crisis Management Plan requires a whole of school community approach that is consistent with the Catholic Education Commission of Western Australia's Pastoral Care Framework.
- Particular kinds of events such as suicide require an approach that is different to that needed in other kinds of death. It is important in responding to a suicide that actions do not increase the risk of imitative behaviour. Appropriate actions can reduce risk and have a protective influence.
- Both the involvement and agreement of bereaved parents/caregivers and family are particularly important when putting in place support and recovery processes within the school.

Procedures

The College forms a Crises Management Team (CMT) consisting of the Principal, Deputy Principal (Convener), respective Assistant Deputy Principal and College Psychologist.

Crises occurring when a student is not in school care

Staff member receiving the news directly from the family (or other reliable source) contacts the Principal or Deputy Principal.

The Deputy Principal in collaboration with the respective Assistant Deputy Principal and College Psychologist will determine the extent of support required for students and family. If necessary, the Deputy Principal will call a meeting of the CMT as soon as is practical. The Team is given a clear explanation of the known facts.

Crises occurring in the school

Staff member first to attend to the student involved and sends a student or teacher to locate the Deputy Principal.

The Deputy Principal in collaboration with the respective Assistant Deputy Principal

- Decides on need for ambulance.
- Advises Principal of situation.

The Principal or delegate contacts parents and police if necessary.

The Deputy Principal in collaboration with the respective Assistant Deputy Principal and Psychologist will determine the extent of support required for students and family. If necessary, the Deputy Principal calls meeting of the CMT as soon as is practical. The Team is given a clear explanation of the known facts.

Crises occurring on excursion or camp

Where a crisis occurs on a school camp or excursion the staff member in charge of the camp or excursion will:

- Arrange medical assistance as required.
- Contact the Principal and advise of the situation and action to date.

The Deputy Principal in collaboration with the respective Assistant Deputy Principal and Psychologist will determine the extent of support required for students and family. If necessary, the Deputy Principal calls meeting of the CMT as soon as is practical. The Team is given a clear explanation of the known facts.

Response procedures

Crisis Management Team selects from the following as appropriate:

Family Visit

In the event of the death of a student (or staff member) the Principal advises Deputy Principal of the circumstances; and Principal, Deputy Principal and/or Assistant Deputy Principal visit distressed family. Principal asks parents (or family) for permission to provide information on the death to the school community. If there is a staff member who knows the family well, it may be appropriate for that person to accompany the Principal to visit the family.

Need for outside assistance to implement Response Plan

Depending on the perceived likely impact of the situation on the school community, external consultants may be asked to assist the school in providing support in implementing its response plan. The Psychologist will contact the Non-Government Schools Psychology Service (NGSPS) and other relevant agencies to ascertain their willingness to support us if needed and will contact such agencies when it is determined by the CMT that such help is warranted. The need for support for staff will also be considered.

- Psychological first aid will be administered as needed. The College Psychologist maintains actions sheets and a contact list.
- It may be necessary to arrange for an interpreter to assist with communication.
- In the event of the death of an overseas fee-paying student, appropriate assistance would be sought from embassies and other agencies to assist in the notification of parents and in the implementation of a response plan. The Department of Immigration and Citizenship is also to be informed/consulted.

Staff Briefing

The CMT Coordinator arranges for a staff briefing. If out of school hours, the Deputy Principal will initiate 'phone chain' to advise that an emergency staff meeting will be held at 8:15am on the next school day. The Deputy Principal contacts the School Secretary and Principal's Secretary. If news is received during school day, a staff briefing is held at the next break: recess, lunch or at the end of school day.

Principal prepares separate statements suitable for release to staff and media.

At the staff briefing:

- Principal conveys the relevant facts of the situation to staff.
- Staff are given a written statement of the situation to enable them to present the matter to their next class. Staff are given instructions on how to present the information, and appropriate ways to respond to likely reactions.
- Staff will be advised that a meeting for interested and affected staff will be held after school with the College Psychologist to discuss any issues of concern arising from their experiences with students during the school day. Counselling support will be made available.

Communication/Media

The Receptionist is advised to put all phone calls regarding the matter through to the Deputy Principal or Assistant Deputy Principal except calls from the media, which are directed to the Principal (or delegate). Information given will depend on the person calling and the family's requests. Standard responses will be prepared by the Coordinator.

24 Hour Review

If necessary, the Coordinator will arrange a meeting of the CMT to review the situation within 24 hours of the staff meeting.

Death of a Student

Location of friends by Assistant Deputy Principal

At the earliest possible time, the Assistant Deputy Principal locates immediate friends of the deceased student and together with the College Psychologist meets with them to convey the news and allow expression of responses associated with the event. Where a student has been particularly affected by this event, his/her parents will be contacted directly by a member of the CMT to advise them of the situation and the student's response to it.

Removal of student's belongings

The Assistant Deputy Principal and College Psychologist will clear the student's belongings from their locker and return to the parents at a suitable time.

Religious Services

It is always a matter for the family of the student to choose a funeral service arrangement that meets their needs. This would usually be a Parish matter. Unless otherwise required by the family, the school will allow those students who wish to attend any religious service held for the deceased person to do so, provided they have parental permission.

The College Chaplain, in conjunction with the Principal or Assistant Deputy Principal, may arrange, with the parent's consent an appropriate memorial/prayer service at the school. Involvement with the service will be a matter of choice for students and staff.

Notification to School Community

Through an appropriate notice in the College newsletter, the Principal will advise parents of the death of a member of the School Community.

Critical and Emergency Incident Report Forms

All schools must comply with the Registration Standard regarding the management, recording and reporting of Critical and Emergency Incidents in schools.

A crucial requirement for meeting this standard is that 'the Director General of the Department of Education Services (DES) is notified of any critical and/or emergency school incidents as soon as practicable and, in any event, within 48 hours of the incident'.

For Catholic Education Western Australia (CEWA) schools, all notifications to the Director General of DES are to be made by the Executive Director, CEWA. Principals are required to complete a Critical and Emergency Incident report form and email it to ecr@cathednet.wa.edu.au or their schools' Employment and Community Relations Consultant. The form is available at <https://www.education.wa.edu.au/documents/43635034/0/Critical+and+emergency+incident+report.pdf/3c7f448f-138b-9a1d-2475-606822f003a3>

The form requires the identification of the type of incident, from one or more of the following categories:

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school or through a related school-based activity or circumstance.

- Circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff.
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, against a student by a staff member or student or other person, whether the abuse is alleged to have occurred recently or in the past.
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behavior.
- Incidents requiring school closure, lockdown, or reduction of the number of students or staff attending.

Post-crisis Review

A meeting of the CMT will be held one week after the initial meeting to review the situation in the school community and initiate any further responses as required.

Sensitivity to High-Risk Students

Staff will be advised to be sensitive to 'high-risk' students for a period following the incident and on anniversaries of the incident. Students considered to be a risk should be referred to the Psychologist for follow-up.

Review of the Response Plan

A complete review of the school's response to the crisis, and the effectiveness of the Response Plan, will be undertaken by the CMT approximately one month after the crisis event occurs.

Pandemic

In the event of the declaration of a Pandemic by the health authorities the following guidelines would apply:

- The College would rely on regular information updates from the CEWA regarding the level of threat.
- Staff and students would be provided with information on the symptoms of the disease.
- Staff and students would be advised of the need to quarantine themselves in their homes for the required period and not to attend school.
- Staff leave in a quarantine situation would be covered by normal leave arrangements.
- In a severe situation, the college may be forced to close for a period of time.

Death of a Student's Parent

Some or all of the following may occur:

- Advise the College Chaplain.
- Card and flowers to family home.
- Principal or representative to visit family at home and/or attend the funeral.
- Lunch recess – Rosary.

Bushfire

Appropriate attention must be given to timely evacuation procedures in accordance with the Department of Education's Principal's Guide to Bushfire, a copy of which is filed in the Principal's office.

Emergency Telephone Numbers

Emergency Police, Ambulance, Fire:	000
General Police:	131 444
CEWA Media Officer, Simone Warden:	0416 836 919

References

Curriculum Corporation (2203), National Safe Schools Framework
 Flannery, R.B. Jr. and Everly G.S. Jr. (2000), Crisis intervention: A review. International Journal of Emergency Mental Health, 2(2), 199-225

Related Policies

Pastoral Care Policy
Fire Evacuation

Review History

Date Policy Introduced: 2010
Date of Last Review: 2016
Date of Next Review: 2019

3.7 DRUG POLICY**Definition**

For the purpose of this policy a drug is defined as, "any substance, with the exception of food and water, which, when taken into the body, alters its function physically and psychologically"

The policy therefore covers the possession and/or use of alcohol, tobacco, drugs and other solvents.

Rationale

The policy comprises three elements:

- A preventive education component.
- An early intervention and counselling component.
- A discipline component.

Preventive Education Component

The drug education program is concerned with the provision of accurate information within the value system of the school. The program is personally non-judgemental in tone. Its object is to give our young people the knowledge, skills and support to make informed and responsible decisions concerning drug use. The program is currently delivered across Years 7-12 in Science, Religious Education and Health Education.

The preventive education program is not limited to illicit drugs but includes any psychoactive substances that pose a risk to young people in the school's social context. It is part of an overall health program that provides clear sequence and continuity. Substance abuse is shown to be associated with ill health, suffering, sickness, loss of friends, loss of employment, harm to others, breakdown in relationships, psychological dependency, induced poverty and in some instances, loss of life.

Intervention and Counselling

The object of this component is to assist our young people who are having substance abuse problems in their private or family lives outside the school. We endeavour to create a supportive atmosphere in which students feel comfortable talking, seeking advice and, if necessary, accepting a referral to a professional assessment or treatment. If the preventive education component is judgmental in tone, there is little chance that students will feel comfortable enough to use the intervention and counselling component.

Intervention and counselling raise a number of complex legal issues, such as confidentiality and reporting obligations. School staff must understand the limitations of promising confidentiality and students must be aware that staff cannot promise confidentiality. Staff may be required to testify in court and their records may be subpoenaed. The College is obliged to report to the police the names of students who have been found to be in possession of or to have used illicit drugs on or near the school premises. Students with a substance abuse problem outside the life of the school who come forward to seek help are not reported to the police.

The Discipline Component

This component focuses on providing clear and consistent messages to students and parents regarding unacceptable drug-related behaviour at school. The College wishes to indicate clearly that Irene McCormack Catholic College is, from a student perspective, tobacco-free, alcohol-free and drug-free.

At enrolment, students undertake to “refrain from the following actions at the College, at College functions and while travelling to and from venues (i) the possession or use of illicit drugs; (ii) the possession or use of alcohol, tobacco or unauthorised prescription drugs. I understand that if I fail to honour these promises, the Principal may suspend or end my enrolment.” (Enrolment Agreement). Students are made aware that the College staff will counsel and support students with drug-related problems they are having outside the school. However, on no account should a student bring illicit drugs, unauthorised prescription drugs, alcohol or tobacco into the College and thus endanger the health and welfare of other students. The College will move to protect the other students in the exercise of its duty of care for them.

Specific Responses

Smoking

Students found smoking, in possession of cigarettes or supplying cigarettes to other students will be liable to a range of sanctions dependent on whether it is a repeated offence.

Consequences

- First offence will result in suspension, supported by appropriate counselling.
- Subsequent offences may result in the student being excluded from the College.

Alcohol and solvents

The consumption of alcohol or use of solvents at the College or any College endorsed social/recreational activity will lead to immediate exclusion from that activity.

Consequences

- The supply of any drug will not be tolerated, this will result in immediate withdrawal from the College.
- First offence will result in suspension, supported by appropriate counselling.
- Subsequent offences may result in the student being excluded from the College.

Illegal drugs

Any student found in possession or under the influence of any amount of illicit substance will be immediately suspended from all College activities pending investigation of the facts. The supply of any drug will not be tolerated, this will result in immediate withdrawal from the College. Students should also be aware that being in the presence of drug use constitutes involvement in a prohibited activity. This applies to all cases where the College is responsible for the students, all incidents on College property and whenever a student is in College uniform.

While an investigation of the facts surrounding an offence is conducted the student will undergo counselling, initially from within the school, by the College Psychologist. Depending on the nature of the problem, referral to an outside agency may be suitable for the student and his/her family.

If a student is permitted to return to the College, he/she will be placed on probation for a semester. The terms of this probation will vary according to the age of the offender and any mitigating circumstances.

A subsequent offence related to illegal drugs will result in the exclusion of the student.

Students responsible for bringing illegal drugs into the College and/or the supply of illegal drugs will be excluded from the College.

Review History

Date Policy Introduced: 2009
 Date of Last Review: 2017
 Date of Next Review: 2020

3.8 EMERGENCY EVACUATION AND LOCKDOWN PROCEDURES**Purpose**

The purpose of this document is to provide a procedure for implementing a plan for the safe evacuation of students and staff of Irene McCormack Catholic College.

Scope

It is the responsibility of all staff to familiarise themselves with this procedure and all standard emergency orders.

The Executive of Irene McCormack Catholic College has the responsibility to ensure that adequate equipment and training are provided to implement this procedure.

Authority**Chief Warden**

- To ensure all staff and students are familiar with emergency procedures.
- Ensure that Emergency Coordinator, Area Wardens, Communication Officer and Block Wardens are fully trained and aware of duties.
- Train new employees in all aspects of emergency procedures.
- Organize emergency fire drill and lockdown at least once a year.
- Identify hazardous areas and provide safety data and equipment for their safe handling.
- Coordinate emergency evacuation procedures.

Area Wardens

- Identify hazardous areas or situations and report them to Chief Warden.
- Carry out emergency evacuation or lockdown instructions from Chief Warden.

Communications Officer

Control lines of communication and broadcast evacuation order from Chief Warden to Block Wardens.

Emergency Evacuation Actions**Standard Fire Orders**

Any teacher discovering a fire should:

- Raise the alarm by calling FIRE, FIRE, FIRE.
- Assist anybody in immediate danger (if safe to do so).
- Close all doors and windows to isolate as necessary.
- Have someone contact Reception and the Zone Warden.
- Initiate evacuation procedure of classes in immediate danger.
- Initiate firefighting if it is safe to do so and if such firefighting equipment is provided. It must not be used in place of, or prior to, student evacuation to a safe place.
- Rescue the trapped and injured, if safe to do so.
- Render first aid to the injured.

Standard Earthquake Orders

- Take shelter, and direct class to take shelter under tables or other such objects which will afford protection.
- Ensure no one runs outdoors.
- Do not evacuate until given the order by the Area Warden. (The Area Warden will make a check of area for structural damage or live wires).
- If there is a need for evacuation, move to safety assembly points. Ensure everyone is accounted for and await further instructions.

Standard bomb threat

The following are procedures and considerations relative to a Bomb Threat. These must be discussed with the Police, as procedures and actions that are taken relative to bomb threat change, and are very much dependent on:

The Authority that deals with the threat.

- The Authority that deals with the search, and disposal.
- The final methodology needs clarification and confirmation of those Authorities, and, the College's Insurers prior to being enshrined in the plan.

Chief Warden

The plan of action is:

- When the decision to evacuate is made, proceed to Reception.
- Advise all area wardens and section wardens of situation.
- Initiate evacuation.
- Receive advice from area wardens regarding bomb search.
- Supply responding Hazardous Devices Squad (Bomb Squad) with search information.

Area Warden and Deputy Area Warden

On receipt of a bomb threat, it is the Chief Warden's responsibility to activate the emergency signal. On operation of same, Area and Deputy Area Wardens will:

- Supervise the control and movement of all personnel from their area.
- Will conduct a search if required to do so.
- Inform the Chief Warden of results of search.
- After evacuation has taken place, report area clear to Chief Warden.
- Ensure that all personnel are at the assembly area.
- On the all clear, supervise and control personnel returning to areas.

Emergency Procedures

The Threat Itself

It is important to realise that the actual threat is the only connection that we have with the perpetrator of the hoax or the actual placing of the explosive device. The overwhelming majority of bomb threats are conveyed by means of a telephone call. Therefore, it is important that we utilise this aspect as a means to try to identify and apprehend him. It is of absolute prime importance that the receiver of the call records the exact message as given by the caller and holds the caller on the line as long as possible. If the call is received by the College switchboard, the operator must transfer the call to one of the handsets in the Reception or adjacent offices so that once transferred to that handset, the telephone handset is left "off the hook" when or if the caller hangs up. With the receiver left "off the hook" the caller's number can be traced.

The operator or the person to whom the call has been placed (at the remote handset) shall record all details listed and questions provided on the bomb threat check list.

Emergency Coordinator

Proceeds to assembly point where he coordinates collating of information of total school population. All absentees to be reported to this person.

All statements to the press are to be made by the Principal.

Chief Wardens Duties

When notified of emergency, do this:

- Proceed to reception.
- Maintain as emergency control point.
- Communicate with Block Wardens and determine extent of emergency.
- Ensure appropriate emergency services are notified. Coordinate evacuation.
- Designate personnel to meet and direct emergency services.
- Pass on all relevant information to emergency services.

Area Wardens Duties

When notified of emergency:

- Determine nature of emergency.
- Ensure alarm has been raised.
- Evacuate personnel from immediate area to a safe location.
- Communicate with Chief Warden.
- Give details of –
 - Presentation situation.
 - Whether to evacuate whole school.
- In the event of evacuation check all areas including Offices, Toilets, and Workrooms. Close all doors after check.

Communication officer's duties

When notified of emergency:

- Using Public Address or Mechanical Device notify nature of emergency and state location of emergency.
- Make public address announcements as required by Chief Warden.
- Remain at emergency control point as long as it is safe to do so.
- Evacuate with Chief Warden.

Classroom evacuation procedure

When evacuation is required, the teacher should:

- Take control in an orderly fashion.
- Ensure no-one panics.
- Direct class to leave classroom immediately via the safest exits. This will be displayed on back of classroom door. If external exits are available use them. If evacuation is through internal corridor teacher should apply "hot" test to door. Only if cold should evacuation proceed through corridor.
- Class should walk, not run to assembly point.
- Teachers, when reaching assembly point, should conduct a class roll check.
- Any missing student report to Admin Officer who will be stationed at the assembly point.
- Area wardens will check toilets, offices etc.
- All doors and windows to be left shut.
- During Drill, leave classroom and lock door.

Equipment required

- Mobile phones.
- Two Way radios.
- Colour coded hard hats.
- Master keys.
- Minor keys.
- Class lists.
- Staff lists.
- Building plans.
- Service allocations.
- First Aid equipment.

Evacuation

Signal is a continuous Siren (in case of power failure the bell or megaphone will be used). Walk, don't run, don't shout, keep moving to assembly point on the oval.

Fire prevention and control

- Request fire brigade or professional company to review areas within the school to advise type and location of extinguisher required, including fire blankets.

- Arrange adequate training for all staff on use of extinguishers, especially correct extinguisher for each type of fire eg professional development day demonstration.
- Ensure extinguishers have six monthly maintenance checks.
- Worksafe committee or “expert” ensure that work practices are reviewed to isolate flammable materials, etc., are isolated from suspect areas where fire could start, advise accordingly e.g. stage curtains.
- Below is a list of Fire Fighting Equipment that is currently distributed throughout the College.

Room	Room No	Equipment
A Block		
Foyer		Fire Hose
Foyer		Fire Extinguisher x 2
Staff Room		Fire Extinguisher & Fire Blanket
Sick Bay		Medical Kits x 2
Outside Deputy Office		Fire Extinguisher
B Block		
	B101	Fire Extinguisher
	B102	Fire Extinguisher
	B103	Fire Extinguisher
	B104	Fire Extinguisher
	B105	Fire Extinguisher
Uniform Shop		Fire Extinguisher
Outside Staff Office		Fire Hose
C Block		
	C101	Fire Extinguisher
	C102	Fire Extinguisher & Fire Blanket
Staff Office		Fire Extinguisher
	C105	Fire Extinguisher
	C108	Fire Extinguisher x 2 & Fire Blanket x 2
	C109	Fire Extinguisher
Stock Room		Fire Extinguisher
D Block		
Outside (Lower)		Fire Hoses x 2
RE Office	D109	Fire Extinguisher & First Aid Kit
Mary McKillop Centre	D110	Fire Extinguisher
	D111	Fire Extinguisher
	D115	Fire Extinguisher
Maths Office	D116	Fire Extinguisher
Outside (upper level)		Fire Hoses x 2
S&E Office	DG13	First Aid Kit
	DG07	Fire Extinguisher
	DG08	Fire Extinguisher
E Block		
Undercroft		Fire Hose – Communications Cupboard
Foods Preparation Area		Fire Extinguisher x 4 & First Aid Kit
	EG03	Fire Extinguisher x 2 & Fire Blanket
	EG01	Fire Extinguisher x 2 & Fire Blanket
Canteen		Fire Extinguisher & Fire Blanket & First Aid kit
	EG07	Fire Extinguisher & Fire Blanket
	EG05	Fire Extinguisher
	EG04	Fire Extinguisher & Fire Blanket
Library	E101	Fire Extinguisher x 4 & First Aid Kit
F Block		
Outside (Upper)		Fire Hoses x 2

Drama	F104	Fire Extinguisher
VET Office		Fire Extinguisher
Student Services		Fire Extinguisher x 2
Aboriginal Liaison Office		Fire Extinguisher
English Office		Fire Extinguisher & First Aid Kit
Science Office	F119	Fire Extinguisher
Outside (Lower)		Fire Hoses x 2
	FG09	Fire Extinguisher
Textiles	FG13	Fire Extinguisher
S Block		
IT Network Office	S104	Fire Extinguisher – Communications Cupboard
Science Prep	S107	Fire Extinguisher x 4, Fire Blankets x 2, Chemical Spill kit
Chemical Storage area		Flammable Liquids Storage Cupboard
	S101	Fire Extinguisher, Fire Blanket, Shower
	S102	Fire Extinguisher, Fire Blanket, Shower
	S109	Fire Extinguisher, Fire Blanket, Shower
	S108	Fire Extinguisher, Fire Blanket, Shower
IT Office		Fire Extinguisher
Outside IT Office		Fire Hose
G Block		
Adjacent to Lift (Upper)		Fire Hose, Fire Extinguisher & Fire Hydrant
Sports Office	G103	Fire Extinguisher, Fire Blanket, First Aid
	G105	Fire Extinguisher,
Music Office	G106	Fire Extinguisher,
Far East End		Fire Hose, Fire Extinguisher & Fire Hydrant
Storage Cupboard (Lower)		Fire Extinguisher,
Adjacent to Lift (Lower)		Hose, Fire Extinguisher & Fire Hydrant
	CG505	Fire Extinguisher,
Far East End (Lower)		Fire Hose, Fire Extinguisher
Gym Floor area		Fire Hoses x 2
Opposite Kitchen (outside)		Fire Hydrant
Buses		Fire Extinguisher on each bus
Grounds & Maintenance Shed		Fire Extinguishers x 3, Chemical Spill Kit, Flammable Liquids cupboard
Grounds		Fire Hydrants x 4

General Instructions

1. Chief Warden (CW-WHITE) will start emergency siren on notification of an emergency. CW to decide on contact with emergency services.
2. Chief Warden instructs Deputy Chief Warden (DCW – YELLOW) to commence evacuation. DCW to use intercom to direct proceedings depending on order of priority).
3. All classes to leave all books, etc. in the classroom. Teachers to evacuate classrooms and send to Oval via the Evacuation Maps located near the door of every room.
4. On hearing the siren,
 - Teachers evacuate the room in an orderly fashion, shutting windows and locking doors.
 - Area wardens to stay behind and ensure their area is entirely evacuated. Check doors are locked.
 - Deputy Chief Warden Assistant (DCWA) and Chief Warden Assistant (CWA) to go directly to Oval. You will need to tick off the Area Wardens when they return. DCWA needs to make mobile contact with School Entrance Warden.
5. Emergency Coordinator (BLUE) goes straight to the Oval and organizes Care groups into lines. Students sitting down. Care Group Teachers at the front. Chief Warden Assistant (WHITE) to go to the Oval and oversee the distribution of rolls.

6. Year Coordinators – collect all Care group rolls from ECA (BLUE). Give to Carers.
7. Carers – tick off each person. Return to Coordinator. Coordinator to return to ECA (BLUE).
8. CWA (WHITE) – to tick off staff on Staff role.
9. All other staff – to stand in front of students to the side. Report to CWA (WHITE) to be ticked off.
10. Emergency Coordinator (BLUE) meet with ECA (BLUE) to verify all lists have been returned.
11. Emergency coordinator (BLUE) and Chief Warden Assistant (WHITE) report to Chief Warden when all is finalized.
12. Deputy Chief Warden (YELLOW) to check plans, keys, early departure, late arrivals, medical lists, emergency kit, mobiles, back-up tapes etc. Check files are up to date.
13. CWA (WHITE) to ask Principal for a Media Release if necessary.

Positions of Authority				
Position	Chief	Hat Colour	Assistant	Report to:
Emergency Coordinator	EC Coordinator of assembly area Report to CW when finalised	Blue	ECA1 Collect all Roll lists and Absentee folders and take down to emergency assembly area, distribute folders to year coordinators and additional class lists who give to Carers. Collect all Care group rolls back ECA2 Collect Kit from Sick room and take to emergency assembly area. Collect medical files Report to EC when finalised.	Blue – CW
Chief Warden	CW Coordinate Evacuation	White	CWA1 Collect Staff lists from office. Including phone lists. Check staff rolls. When accounted for pass to Chief Warden CWA2 Collect staff book and student early departure and late arrival sheets. Give staff book to CWA1 and Student list to ECA1. Collect mobiles from reception. When all accounted for, pass to CW.	White – CW
Deputy Chief Warden Communications (DCW)	DCW Liaise and Communicate. Use PA to direct school to Oval. Ask Principal if he wants a Media release.	Yellow	DCWA Building Plans Services position (gas, water, electricity,) Master Keys for all areas.	Yellow – CW
Area Wardens			Assistant Wardens	
Science Block	Check & Lock	Red	Check & Lock	CWA-White
MS Ground Floor	Boys Toilet & Staff	Red	Girl's toilet & Staff	CWA-White
PE Shed	Check & Lock		Check & Lock	

MS Top Floor	Boys Toilet & Staff Check & Lock	Red	Girl's toilet & Staff Check & Lock	CWA-White
Library	Check & Lock	Red	Check & Lock	CWA-White
SS Top Floor	Boys Toilet Check & Lock	Red	Girl's toilet & Staff Check & Lock	CWA-White
SS Ground Floor	Boys Toilet & Staff Check & Lock	Red	Girl's toilet & Staff Check & Lock	CWA-White
T & E Block	Check & Lock	Red	Check & Lock	CWA-White
Administration	Check office and toilets and lock each door	Red	Check office and toilets and lock each door	CWA-White
Maintenance Shed	Boys Changerooms Check & Lock	Red		DCWA-Yellow
Change rooms (Lock)	Check & Lock	Red	Check & Lock	DCWA-Yellow
Demountables	Check & Lock	Red	Check & Lock	DCWA - Yellow
Foods	Check & Lock	Red	Check & Lock	DCWA - Yellow
Learning Support	Check & Lock	Red	+Girls' Changerooms Check & Lock	DCWA-Yellow
Uniform Shop	Check & Lock	Red		DCWA-Yellow
Canteen	Check & Lock	Red		DCWA - Yellow
IT Rooms	Check & Lock	Red	Check & Lock	DCWA- Yellow
IT Network Office & Music Rooms	Check & Lock	Red	Check & Lock	DCWA-Yellow
School Entrance	Stand at front gates and instruct emergency services to incident. Phone in to DCWA when in place.	Red		DCWA-BY MOBILE
Care Group Teachers	Each Care Group Teacher to check own class for Absentees (collect and return class list to ECA2).			

Emergency Lockdown Procedure

PA announcement by Deputy Principal "students and staff, please commence lockdown procedure". Deputy Principal sounds the Lockdown Siren. Grounds and Maintenance to ensure perimeters are locked and secured. Brighton Catholic Primary School to be notified.



Students and Staff in or near their Classroom

All students are to remain in the classroom. Students and staff outside their classroom are to go immediately back to their classroom. Staff are to lock all doors to the classroom and close blinds if applicable. If the room is closest to an external door, secure the classroom then lock the main external door near you and return to your classroom.



Students & Staff on the Oval

Proceed immediately to the nearest building and lock yourselves in a room.



Staff with no class

Staff without a class must lock external doors, check toilets for staff/students/visitors. They must Bring nearest classroom or staffroom and secure yourself and them there.



Keep students calm.

Move students away from doors and windows.
Instruct students to drop, tuck and hide if required.



Students and staff must remain in the room until the “all-clear” announcement is made over the PA system by the Deputy Principal.

Unless there is an important reason, please do not phone the College Office for information. It is important that the switchboard line remains open.

Review History

Date Policy Introduced: 2009
Date of Last Review: 2018
Date of Next Review: 2021

3.9 OCCUPATIONAL SAFETY AND HEALTH**Rationale**

- Dignity, safety and the well-being of people are central to the Church’s teaching. The Catholic Education Commission of Western Australia (CECWA) acknowledges this and recognises that it is obligated under the Occupational Safety and Health Regulations (WA) 1996 (the OSH Act) to ensure the safety and health of all school-based workplace participants.
- Ensure the safety, health and welfare of all employees, students, their parents, community members and other persons who are legally present on school premises. School premises include places away from a school campus such as a campsite or where school excursions may take place from time to time.
- Develop, promote, and maintain a safe and healthy working environment that seeks to minimise the risk of injury or illness for such people.
- Create a culture of safety that precipitates the development, maintenance and promotion of a healthy working environment.

Principles

According to the provisions of the *OSH Act*, and the *Code of Ethical Conduct*, Irene McCormack Catholic College has a legal and ethical responsibility to put in place procedures and processes to develop, promote and maintain a safe and healthy working environment for all members of staff including teachers, students, their parents, guardians, caregivers, community members and other persons who are legally present on school premises.

When engaged in workplace activities, all school employees are required to take reasonable care for their own health and safety. Further, they have a responsibility to avoid situations and practices that may precipitate danger to the health and safety of others (including acts or omissions).

In accordance with the *OSH Act*, an employee may give notice to the employer requiring the election of a safety and health representative. The OSH representative(s) may be member(s) of the teaching and/or non-teaching staff.

School-based OSH representatives must be elected to their position in accordance with the *OSH Act*.

As school-based OSH representatives are not OSH managers, they are not liable for accidents/incidents that occur in the workplace.

Procedures

All school employees are required to:

- Follow the Principal's health and safety instruction.
- Appropriately utilise personal protective clothing and equipment where appropriate (i.e. as intended).
- Take care of and appropriately maintain equipment.
- Report suspected or actual hazards to the school-based OSH representative and/ or principal.
- Immediately report work-related injuries or near miss or concerning incidents to the school-based OSH representative and/or principal and complete requisite paperwork.
- Co-operate with the Principal, members of the school management team, the school-based OSH representative and whole-of-school OSH committee members to enable the employer to execute its obligation under the OSH Act.

Any person employed by the school may request the election of a school-based OSH representative. All employees are eligible to be elected. A person who is elected as an OSH representative is elected for a period up to 2 years.

The OSH representative is entitled to paid time off to attend the compulsory Catholic Education Western Australia training course.

To meet the employer's obligations under the OSH Act, the principal shall work collaboratively with the school-based OSH representative(s) to form a whole-of-school OSH committee. Membership of this committee will vary from school to school and will depend upon many factors including staff size and student numbers. At a minimum, the committee should consist of:

- Principal or a delegated representative (e.g. Business Manager and member of the Executive).
- School-based OSH representative(s).
- Member(s) of staff.

As detailed in the OSH Act, WorkSafe Guidelines and the AS/NZ Standards 4360:2004 Risk Management and AS/NZ Standards 4801:2001 Occupational Health & Safety Management Systems, school-based OSH representatives have the following functions:

- Carry out regular workplace inspections.
- Immediately carry out an appropriate investigation of any accident, near miss or concerning incident to any person engaged in work or study at the school premises.
- Keep abreast of safety and health information provided by the employer and relevant external bodies (e.g. WorkSafe).
- Liaise as necessary with WorkSafe, the Department of Industry and Resources and other relevant Government or private bodies.
- Consult and cooperate with the employer on all matters relating to workplace safety and health.
- Liaise with employees regarding work-based safety and health issues.
- Champion and promote a culture of safety amongst all school participants including the Principal, members of the College Executive and Academic Council, staff, students, their parents, guardians, caregivers and community members.
- Immediately report any potential or actual hazard that poses a danger to the safety and health of staff, students, community members or visitors to the school to the Principal.
- Issue provisional improvement notices (PINs) where they believe existence of a breach of the OSH Act or Regulations. A PIN is similar to an improvement notice issued by a WorkSafe inspector, except for its "provisional" nature. Before issuing a PIN, the school-based OSH representative must liaise with the principal to discuss the issue. These discussions must canvass risk assessment of the identified hazard and control measure options. The principal shall take appropriate corrective action upon receipt of a PIN.

- The Principal shall inform Worksafe and the Workforce Relations Team if an employee or a person at the school who is not an employee incurs an injury or disease at the school premises that results in the death of the employee or person.

Review History

Date Policy Introduced: 2010
 Date of Last Review: 2012
 Date of Next Review: 2020

3.10 RETREAT POLICY

Rationale

School Retreats are an integral part of the life-long faith formation of young people. They promote systematic, intentional primary proclamation, evangelisation and catechesis as part of the comprehensive evangelisation of students at Irene McCormack Catholic College. Catholic school Retreats are relational at heart. To be effective, Retreat programs acknowledge the individual's unique reality and qualities, and bring the power of the Gospel into contemporary culture in a way that engages and empowers young people to mature and develop a first-hand faith.

Irene McCormack Catholic College Retreats take students away from their day to day normalcy and pressures into an environment that fosters a calming, awareness and a listening of the heart, and a creation of space for communion and intimacy with Jesus Christ (GDC 80). Contemporary lifestyles often dull religious awareness and sensitivity. Through the Retreat experience students are encouraged to appreciate creation, reflect upon deeper questionings and yearnings of the human heart and discover their own personal relationship with their loving creator (CEOWA Mandate 46) as experienced through sacraments, one another, creation or shared story.

Through Retreat experiences, students come to know Christian love and are exposed to a Gospel centred way of life. Students are empowered to connect the Gospel message to their lives, and to find ways of bringing their faith and values into action. They learn participation in the life of the Christian community through Liturgies and activities, which emphasise growth in relationship with one another and with God (our Christian faith).

Through the 7 to 12 Retreat program students are encouraged to encounter the spirit and life of Irene McCormack, Mary MacKillop and, crucially, what it means to walk in the footsteps of Christ through Prayer, Service and Justice. For all Retreats - Irene McCormack Catholic College students will be explicitly exposed to Irene's words:

"The inner voice to which I must listen and respond to be true to myself as Irene – as woman, as Christian, as Josephite, as world citizen has been heard through reflection and prayer" (Irene McCormack).

Definitions

The term Retreat refers to time away from the normal school program where participants have the opportunity to reflect on their relationship with God, with others and with themselves. A Retreat is neither a holiday nor an excursion; it is an intentional stepping out of daily schedules to actively and honestly reflect (on our lives, the people around us and our God), share and pray.

Irene McCormack Retreats have a spiritual focus and foster an awareness of the presence of God in our lives. Our Retreats will vary in style and duration. They include experiences such as prayer, discussions, reflective silence, presentations, small group discussions and quiet time.

On Retreats, the Sacraments of Eucharist and/or Reconciliation will be celebrated where possible and appropriate.

Scope

This policy applies to all staff and student retreats at Irene McCormack Catholic College

Principles

- Retreats aim to provide experiences for students and staff to know, contemplate and celebrate the gift of life and the promise and hope of Jesus' relationship and love.
- Retreats are an integral part of Catholic school life. They need to be inclusive, purposeful, meaningful and take into account the school and broader cultural needs, developmental needs and prior experiences of those involved in the retreats.
- Retreats complement the catechesis experiences offered by the school and are supported by the College Evangelisation Plan.
- Retreat planning needs to take into consideration the unique charism, ethos, mission and vision of the school.
- Retreats need to be planned in a way that engages students and staff in rich experiences of Catholic symbol and ritual.
- Retreat staff will be committed to the faith formation of young people and the adults that lead them in their faith journey.
- Where possible and appropriate senior students and past students of Irene McCormack may be engaged to participate as assisting young adults in the running of Retreats.
- Wherever possible and appropriate our senior year group reflection days and retreats will engage with the lessons and language of Year 9 Camino (building on the personal and collective bonds, honesty, shared experience and responsibility called for from Camino).

Procedures

- Irene McCormack Catholic College Retreat Planning Policy must be compatible with the C.E.O.'s Retreat policy statement (2-A1). Our Retreat Planning Policy shall follow the Catholic Education Commission Policy statement 2-B4 'School Camps and Excursions' and the College School Camps and Excursion Policy.
- Parents and students shall be informed about the nature and purpose of the retreat and the level of student involvement required.
- Each retreat shall consider the religious and cultural backgrounds and the developmental needs of the students.
- Each retreat shall include appropriate prayer and liturgical experiences.
- Each retreat shall include creative and engaging activities and approaches with young people which connect to systematic catechesis. Where possible and deemed appropriate Irene McCormack staff and students will be utilized to lead the Retreat and activities.
- Staff involved in a school retreat shall be familiar with the retreat program and expectations prior to and during the retreat.
- The roles of retreat staff shall be clearly defined.

- The retreat program shall include appropriate evaluation procedures, including feedback from students.

Retreat Outline

Student Retreats		Time	Supervision / Coordination	Preferred Location
Year7 (When Possible)	Belonging to IMCC <ul style="list-style-type: none"> Students travel to the South Perth MacKillop Centre To hear, experience & reflect on the story of Irene McCormack, Mary MacKillop and the Sisters of St. Joseph. 	Term 1	RE HOLA & ADP, Campus Ministry	MacKillop Centre South Perth
Year 7	Walking the Sea of Galilee Pilgrimage <ul style="list-style-type: none"> Reflect on the journey of Jesus by the Sea of Galilee Connection to one's personal spiritual journey. Communal time to walk & reflect. 	Term 4	Yr 7 Care Teachers, ADP Yr 7 & ADP Campus Ministry	Walking from Burns Beach to Mullaloo SLSC
Year 8	Self-Image – Sensing God <ul style="list-style-type: none"> Fostering a positive Self Image What we value & want to value. Identifying & committing to one important value in one's self to grow Understanding the relationship we develop with self, others & God. 	Term 2	Youth Mission Team, Yr 8 Care Teachers, ADP Yr 8 & ADP Campus Ministry	Integrity House <u>Or</u> At IMCC with YMT
Year 9	Camino <ul style="list-style-type: none"> Culmination of the Camino Program. Fostering self-awareness & support. Challenging & empowering transitioning into adulthood Rite of Passage Camp & Ritual Ceremony 	Term 4	Head of Outdoor Education, Camino Staff, Adventure Works, ADP Yr 9 & ADP Campus Ministry	Dwellingup
Year 10	Social Justice <ul style="list-style-type: none"> How can we affect those around us? Social justice in our community. Acknowledging the presence of God / recognising God in each other. 	Term 1	Youth Mission Team, ADP Yr 10 Yr 10 Care Teachers & ADP Campus Ministry	Integrity House
Year 11	Leadership <ul style="list-style-type: none"> The invitation to be leaders / responsible Embracing the leadership model of Jesus to ourselves Life lessons & hope see more, do more & be more 	Term 3	Yr 11 Care Teachers, ADP Yr 11 & ADP Campus Ministry	North Perth Monastery
Year 11	Prefect Formation / Training Camp <ul style="list-style-type: none"> Embracing the leadership model of Jesus and Irene to prepare our new Prefect Group. Goal setting and the opportunities ahead Leadership skills, building individual & collective capacity. 	Term 4	ADP responsible for student leadership, Parish Priest & ADP Campus Ministry.	TBC
Year 12	Transition into life. <ul style="list-style-type: none"> Shared experiences of our life journey & purpose Experiences & enriching our relationships with self, others & God. Sense of a bigger picture in life and God's place in it for them. 	Term 2	Yr 12 Care Teachers, ADP Yr 12, ADP Yr 8, St. Andrew's Parish Priest, IMCC Principal & ADP Campus Ministry.	New Norcia
Staff Retreats				
Whole Staff Retreat	Rotational <ul style="list-style-type: none"> Staff Spiritual Retreat Staff Experiential / Service / Bonding 	Term 2	Parish Priest, Principal & ADP Campus Ministry.	T.B.A.
Executive /	Pastoral Care of Students	Term	St. Andrew's Parish	Mary

ADP's Retreat (When Possible)	<ul style="list-style-type: none"> • Focus on the pastoral care of the Deans of Years. • Prayer, Reflection and Evaluation 	4	Priest, Josephites, Executive Team & ADP Campus Ministry.	Mackillop Centre
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References

¹General Directory for Catechesis (Congregation for the Clergy, 1997) 80

Related Documents

1. Catholic Education Commission of Western Australia, Policy statement 2-B4 'School Camps and Excursions'
2. Irene McCormack Catholic College School Camps and Excursions Policy.
3. Irene McCormack Catholic College Evangelisation Policy.

Review History

Date Policy Introduced: 2018
Date of Next Review: 2021

3.11 ROLE OF THE TEACHER

Core requirements

- Be supportive of the Catholic ethos of the College.
- Be willing to contribute and participate in Extra Curricular activities.
- Hold a current TRBWA registration.
- Professional standard of dress and grooming.

Professional competencies

- Demonstrate a working knowledge of current curriculum developments in the Western Australian Upper School courses and the Australian Curriculum.
- Present pedagogical proficiency and motivational classroom practices.
- Exhibit an enjoyment from building relationships with adolescents.
- Display a passion for teaching.

Professional responsibilities

- Work as part of the Learning Area team in programming, assessing and reporting.
- Attend student reviews and parent/teacher nights.
- Provide appropriate homework, correction, assessment and reporting,
- Enforce school rules and policies.
- Carry out teaching duties as negotiated with the Head of Learning Area.

Personal qualities

- Personal commitment to tasks undertaken.
- Enthusiasm and energy.
- High standard of organisational and time management skills.

Review History

Date Policy Introduced: 2010
Date of Last Review: 2017
Date of Next Review: 2020

3.12 ROLE OF THE CARE GROUP TEACHER

Rationale

Pastoral care at Irene McCormack Catholic College is based upon the Christian belief in the fundamental dignity and worth of each person. Care of the individual is at the centre of an Irene McCormack Catholic College (IMCC) education and it embodies a climate of people caring for and respecting one another and challenging one another to be the very best that one can be. At the College, emphasis is placed on the building of positive and respectful relationships between all members of the community, meeting the challenges of life by being compassionate and resilient and helping students to feel that they belong to the cohesive College family.

Parents are the first educators of their children. The role of the College is to assist parents in the Catholic education of their children, thus we look forward to working with parents in providing authentic Catholic education.

The Care Group Teacher is the first reference point for any queries or concerns about a student and therefore has a strong pastoral role to play.

Principles

The principles of a Care Group Teacher at Irene McCormack Catholic College are:

- Respect for self, respect for others.
- Provide witness to Gospel values as a means to living out daily life.
- Adopt an holistic approach which develops the full potential of the individual by integrating spiritual values with life.
- Affirm all students in his or her Care Group.
- Reinforce positive behaviour management.
- Promote an environment of safety and support for all members of the school community.

Meetings

Attending all calendarised Care Group Teacher meetings.

Care Group Period

- **Attendance**
Care Group Teachers check daily attendance in SEQTA in the morning to ensure that students are punctual and attending school.
- **Absentees**
Collate absentee notes and make necessary changes. Report any regular or long-term absences to Assistant Deputy Principal (ADP).
- **Daily organisation**
Care Group Teachers can assist students in their daily organisation by encouraging:
 - Personal grooming and maintaining uniform.
 - Planning and organisation by daily and weekly checks on items required for school including planner signed, checking for any homework or behaviour issues.
- **Notices**
Reading the notices and informing and encouraging students to participate in College events.

General

Pastoral Care

- Care about students and treat them fairly.
- Provide a safe and welcoming environment.

Spiritual Dimension

Promotes a sense of meaning and purpose in life that is supported by the spiritual dimension of a Catholic school by engaging in Prayer, Year Group and House events, and Christian Service.

Academic

- Develop an overview of the child's academic progress about the curriculum and support the work of course teachers pursuing any challenges that may occur.
- Compose, when requested, individual reports on the progress and achievement of the children taught.
- Support the relevant ADP with relevant curriculum practices and procedures.

Behaviour

- Regularly check the referrals of students.
- Contact the relevant ADP with concerns regarding an increasing number of referrals and endorse an action plan that supports the individual development of the child.
- Encourage positive behaviour at the College through verbal and written commendations that affirm good behaviour, and actioning positive education activities such as Gratitude Charts or Random Acts of Kindness.

Communication

- Care Group teachers are the first point of call for parents relating to any issues and concerns involving a student.
- Parental communication is encouraged in consultation with the ADP for any personal, wellbeing or behavioural issues regarding students in their Care Group.

Extra Curricula

Encourages students to participate in the co-curricula activities offered at the College and support College events in which members of their Care Group are involved.

Formal Reports

Care Group Teachers write a Care Group comment for the End of Year Report.

Care Group Teachers are to read and check all aspects of reporting, including student's attendance, behaviour, punctuality, grooming and involvement in the College.

Student representative leadership opportunities

Care Group Teachers are to actively work and support their Student Representatives to develop their leadership skills and provide a forum for discussion.

Year Group Activities**Care Group Teachers participate in:****Year 7**

- Orientation Day and Evening.
- Parent Information Evening.
- Retreat.
- Social Event.

Year 8

- Parent Information Evening.
- Retreat.
- Social Event.

Year 9

- Parent Information Evening.
- Camino Calling Camp.
- Social Event.

Year 10

- Parent Information Evening.
- Retreat.
- Social Event.

Year 11

- Parent Information Evening.
- Retreat.
- River Cruise.

Year 12

- Parent Information Evening.
- Retreat.
- Senior Ball.
- Breakfast.
- Mass for Graduation and Ceremony.

Years 8 to 12 Care Group Teachers are invited to attend Parent Information Evenings.

Review History

Date Policy Introduced: 2016

Date of Next Review: 2019

3.13 ROLE OF THE HEAD OF LEARNING AREA**Leadership at the College**

Those in leadership roles at the College are expected to work collaboratively focusing on teachers providing students with learning environments that are engaging and challenging, so that students develop a strong desire to achieve well and for ongoing learning. They must also understand the implications of the Mandate set for Catholic schools by the Bishops of WA.

Within the context of Christian leadership, those in leadership positions should be excellent communicators who promote collegiality and harmony amongst all members of staff.

They also must be visionary, pro-active and responsive to the overarching vision and direction of the College.

Core Requirements

- Be supportive of the Catholic ethos of the College.
- Be willing to contribute and participate in Extra Curricular activities.
- Ability to teach Religious Education program an advantage.
- Hold a current TRBWA registration.
- Professional standard of dress and grooming.

Professional Competencies

- Provide clear vision and example for the faculty.
- Be able to generate quality teaching and learning in the faculty.
- Be able to articulate expectations regarding quality learning and teaching.
- Demonstrate ability to manage Science resources including faculty budgets.
- Be able to oversee the development and implementation of Outcomes in the programming, assessment and reporting of the Science learning area.
- Demonstrate a working knowledge of current curriculum developments both in Middle School and all three stages of Courses of Study.
- Provide evidence of dynamic, engaging and relevant pedagogy.

Professional Responsibilities

- Provide a leadership role which provides knowledge, skills and understandings required to lead and manage the Learning Area.
- Assist with the efficient operation of the College.
- Work with the College Executive team and Heads of Learning Area to coordinate the educational policies of the College.

- Assist with the establishment and implementation of appropriate policies and procedures.
- Ensure efficient administration for the achievement of the College's educational Mission.
- Ensure necessary requirements of external agencies, such as the SCSA, are met.
- Develop and support teacher practice in the learning team.
- Work with the leadership teams to develop learning programs and school wide pedagogy that assists all students to achieve.
- Develop, implement and coordinate the College curriculum.
- Organise and implement student support programs.
- Develop programs/teaching units.
- Identify appropriate support materials for designated learning areas (including documents, policies, resources and equipment).
- In partnership with the College Deputy Principal, observe and monitor teaching and learning in the Learning Area for the purposes of supportive feedback, staff formation and development.
- Model effective teaching to team members and teaching staff.
- Foster a sense of collaborative teamwork within the Learning Area and College.

Tasks

- Work with and provide information to the Assistant Deputy Principals of Year for the academic tracking of students.
- Establish and maintain curriculum documentation including statements of
 - Rationale.
 - Aims.
 - Objectives.
 - Strategies and Procedures.
 - Assessment.
 - Reporting.
 - Evaluation.
 - Administration.
 - Records.
 - Resources.
- Establish effective learning opportunities.
- Ensuring AITSL standards for teacher appraisal are effectively understood and used.
- Engage in support programs for teachers including systematic professional development.
- Maintain readily accessible records of individual teaching programs.
- Ensure SCSA, CEWA (and other) guidelines/requirements are efficiently met.
- Monitor all marks, grades and reports.
- Monitor teaching practices and procedures.
- Maintain accurate and readily available records of student assessments, marks and grades.
- Ensure the provision of necessary teaching and learning resources.
- Establish and monitor an annual Learning Area budget.
- Ensure the security and maintenance of the Learning Area and equipment.
- Advise on the selection and deployment of staff.
- Advise on the placement of students in courses.
- Assist teachers with strategies to deal with discipline issues related to Learning Area classes and the behaviour/standards of students.
- Encourage staff participation in College activities such as staff prayer, Mass, functions and events.
- Ensure safe working environment and procedures.
- Liaise with parents as required.
 - Provision of information.
 - Student progress.
 - Course selection.
 - Pastoral support.
- Attend meetings of Academic Council.

- Other duties as negotiated with the Principal and Deputy Principal.
- Chair Learning Area Meetings as calendared, organise meeting Agendas and minutes and provide the Deputy Principal with a copy of the minutes.

Personal Qualities

The position requires the staff members to possess:

- Strong interpersonal skills enabling the Coordinator to relate with harmony and authority with staff, students and parents.
- Professional expertise combined with educational vision and strong sense of purpose consistent with the Mission of the College.
- Outstanding classroom practice.
- Understanding of educational issues.
- Ability to deal with people in a way which respects and builds personal integrity.
- Exemplary leadership skills.

Experience and skills profile

- Model and maintain the Catholic ethos and traditions of the College.
 - Provide exemplary Christian leadership for all members of the College community.
 - Articulate the mission of Irene McCormack Catholic College.
- Vision and strong sense of purpose consistent with the College Mission.
- Capacity to envision the total College picture and commitment to implement this.
- A comprehensive understanding of current educational issues and requirements.
- Educational leadership skills and experience.
- Ability to listen, challenge and act with justice, integrity and care.
- Working knowledge of contemporary leadership principles and practices.
- Excellent communication and interpersonal skills including team building and mentoring.
- Demonstrated ability to work independently and as part of the Academic Council.
- Demonstrated outstanding classroom practice pedagogy.
- Minimum four-year degree status, with appropriate tertiary qualifications.
- Eligibility for registration as a teacher in Western Australia.
- At least 5 years teaching experience.

Review History

Date Policy Introduced:	2010
Date of Last Review:	2017
Date of Next Review:	2020

3.14 ROLE OF THE ASSISTANT DEPUTY PRINCIPAL

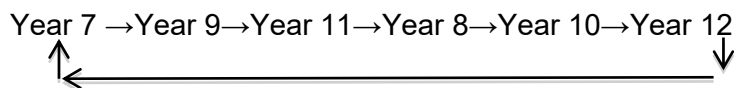
Leadership at the College

Those in leadership roles at the College are expected to work collaboratively focusing on teachers providing students with learning environments that are engaging and challenging, so that students develop a strong desire to achieve well and for ongoing learning. They must also understand the implications of the Mandate set for Catholic schools by the Bishops of WA.

Within the context of Christian leadership, those in leadership positions should be excellent communicators who promote collegiality and harmony amongst all members of staff. They also must be visionary and pro-active, responsive to the overarching vision and direction of the College.

To be an active member of the College Executive by sharing the various College administrative duties, e.g. Timetabling, Reliefs, whole school event organisation, etc. These are all encompassing and change by sharing every two years.

The College Executive includes the Deputy Principal, Assistant Deputy Principal Campus Ministry and six Assistant Deputy Principals of Year, with primary responsibilities for Ministry and each of the six Year groups. There is a diagrammatic model of the Management Team available with this package. Specifically, each Assistant Deputy Principal is allocated a year group. This is for a two-year term and then the cyclical move to 'catch up' with their students occurs. Thus, the two-year move occurs in this order.



This allows each student to encounter two Assistant Deputy Principals of Year in their time at the College.

Assistant Deputy Principal

The Assistant Deputy Principal supports the Principal in the leadership of the school by being a member of the College Executive. As a member of the College Executive, the Assistant Deputy Principal collaborates with and shares in the authority and responsibility of the Principal and Deputy Principal in the overall leadership and management of the College.

The Assistant Deputy Principal is also delegated to exercise direct responsibility in specifically designated areas, including teaching and learning, in their Year levels. In addition, the Assistant Deputy Principal collaborates with the College Executive, to serve the needs of all staff and students with regard to Ministry and Pastoral Care.

The Assistant Deputy Principal is a senior teacher, administrator and leader, and in this capacity, is expected to provide a strong model for other teachers. Therefore, in addition to administrative duties, the Assistant Deputy Principal will be required to undertake a teaching role in Religious Education in the Year level they are responsible for. This will reflect the balance between staffing requirements and role responsibility as negotiated with the Principal.

Responsibilities and Duties

Responsible to: Principal

The educational mission of the Catholic Church has been identified by the 2008 Leadership Framework for Catholic Schools in WA, and the Quality Catholic School Review and Improvement Framework, both of which are aligned to the Australian Institute for Teaching and School Leadership's (AITSL) and the National Professional Standards for Principals. When combined they provide an integrated model for excellence in school leadership. These documents also highlight the importance of leaders modeling a 'future focus' in order to be effective in any school.

The Australian Institute for Teaching and School Leadership (AITSL) has incorporated three leadership requirements: vision and values; knowledge and understanding; and, personal qualities and social and interpersonal skills; to define the five key professional practices for Principals. These are:

- Leading teaching and learning.
- Developing self and others.
- Leading improvement, innovation and change.
- Leading the management of the school.
- Engaging and working with the community.

The role description of the Assistant Deputy Principal reflects each of these frameworks in this role as a member of the College Executive.

Thus, Irene McCormack Catholic College requires appointees to successfully undertake their duties under the following four key components of leadership, specifically to Year Sub Groups.

In this role, they relate to:

- Catholic Identity.
- Education.
- Stewardship.
- Community focus.

Catholic Identity

Catholic leadership promotes the purpose and aims of evangelisation. As a key member of the College Executive, the Assistant Deputy Principal assists the Principal and Deputy Principal in the development of the College as a faith community by ensuring that Christian values are reflected in attitudes, policies and practice. The Assistant Deputy Principal will work closely with the Assistant Deputy Principal Campus Ministry, ensuring the ecclesial nature of Catholic education is recognised by actively contributing to the mission of evangelisation.

The **Assistant Deputy Principal** is expected to:

- Be an active member of the Catholic Church, free from any impediment to full acceptance by the Church.
- Have completed, or working towards completing, Accreditation for Leadership. If incomplete, it must be completed by December 2017. Have completed Accreditation to teach Religious Education and to maintain this level of accreditation.
- Provide exemplary Christian and professional leadership for all members of the College community.
- Actively and publicly promote the College Purpose, Beliefs and Values as a Catholic school in collaboration with the College Executive.
- Provide personal witness to Catholic values, including encouraging and participating in the liturgical, sacramental and prayer life of the College.
- Assist in the development and implementation of the College Strategic Plan which includes the goals contained within two key documents, the CEWA QCS School Review and Improvement Framework and the Bishops of WA Mandate for Catholic Schools.
- Promote the integration of the Catholic context across all educational programs by integrating an holistic approach to education.
- Actively support the role of the College in its links to the wider Church and Church agencies, personally and in the role of Assistant Deputy Principal.
- Promote the adoption of civic virtue, high educational standards and the pursuit of excellence in the College community.

Specific Responsibilities:

- Working with the College Executive and the College community to implement the Strategic Plan and the QCS School Improvement Plan.
- Develop or support measures that enhance the Catholic identity of the College.
- Be a dynamic Assistant Deputy Principal in any Year Group as assigned by the Principal. Promote Christian leadership and a unity of purpose amongst all staff in forming a College professional learning community with Christian ideals.
- Ensure the Irene's Service Learning Learning program is fully implemented as stated in the College policies.

Education

The Assistant Deputy Principal works with the Principal in order to create a culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life-long learning. Leadership in education involves the capacity to lead, innovate, manage and monitor the school improvement process, so as to develop a culture of effective teaching for the attainment of knowledge, acquisition of Christian values and the discovery of truth, so students are able to achieve in all aspects of their development.

The Assistant Deputy Principal demonstrates a high level of commitment to create an innovative, responsive and effective inter-connected professional learning community within the College.

The Assistant Deputy Principal is expected to:

- Guide, nurture and mentor innovative, engaging and rigorous pedagogical practices amongst teachers and leaders.
- Lead and facilitate measures to achieve best practice in relation to the learning and teaching processes, as well as high quality models of assessment and reporting.
- Actively support measures that set high standards of behaviour and attendance amongst students, promoting a safe environment that enhances student learning which necessitates effective behaviour management practices amongst staff, whilst encouraging active engagement from students.
- Examine emerging technologies for their potential impact on and use in teaching and learning, and creative expression, whilst promoting the use of current technologies to enhance learning, engagement, creativity and achievement.

Specific Responsibilities:

- Member of the College Academic Council.
- To promote Year themes as agreed by the College Executive for personal development, Year group development and Irene's Service Learning.
- To enrol students into the Year cohort in consultation with the Principal.
- To be responsible for the election and induction of student Year Care Group leaders and to induct new students into Year practices.
- To implement consistently each of the steps prescribed in the College discipline policy to the point of suspension of enrolment and to keep records of all disciplinary action taken.
- To hold regular and special Year Assemblies as required to facilitate communication of College policies, to generate student morale and College spirit and to promote College and parent events.
- To implement the program of Care Group Teachers and Student Council Meetings, to ensure meetings are conducted in accordance with College policy and to forward to the Principal and Deputy Principal a copy of the meeting recommendations.
- To counsel students in cases within the Assistant Deputy Principal's competence and to refer all other cases to the College Counsellor. If a case warrants referral to an outside professional, this should be done by the College Counsellor.
- To supervise Care Group Teachers in the fulfillment of their duties and to coordinate and support them through regular contacts. Particularly to develop a spirit of respect amongst their students, avoid over-familiarity, secure observance of good manners and College regulations, follow the prescribed program for Care Group Assemblies and keep Care Group Rooms clean, orderly and interesting learning areas.
- To be present outside Care Group Rooms during Care Group times (subject to completion of supervision arrangements), monitoring student movement and dealing with cases of unauthorised lateness and incorrect attire.
- To ensure that Care Group Teachers keep bags graffiti-free in lockers; lockers, used/unused, empty of rubbish; and the verandas, stairs and the part of the grounds assigned to/used by the Year free of litter.
- To counsel Care Group Teachers or other teachers who fail to perform their duty.

Stewardship

Stewardship involves policy development, the provision, use and maintenance of the human, physical and financial resources of the school and appropriate processes to monitor, review, report and provide accountability to the Principal and therefore, to government bodies. Stewardship requires the responsible management of resources so as to add value to the Catholic education provided; to take account of equity and diversity and to be open, transparent and accountable to public scrutiny.

The Assistant Deputy Principal is expected to:

- Exercise effective, principled and ethical leadership following the Catholic model of servant leadership.
- Build a sharing organisational culture that focuses energies and talents on achieving high quality outcomes for students.
- Demonstrate proactive leadership and a managerial aptitude in a range of situations.
- Provide effective planning, allocation, support and evaluation of work undertaken by others, ensuring clear delegation of and accountability for tasks and responsibilities.
- Develop and maintain effective strategies and procedures for staff appointment, induction, professional learning, and performance review.
- Review, evaluate and support staff, providing access to coaching and mentoring to achieve high standards.
- Manage administrative and operational systems and resources, including financial and physical resources, effectively and ethically.
- Represent and promote College programs positively and effectively within and outside the College.

Specific Responsibilities:

- Shared responsibility for the day-to-day organisation of the College.
- Coordinate and implement effective meeting structures and practices.
- Assist the relevant College Executive member with the editing and updating of the College Handbook for Staff and compiling of the relevant Student Curriculum Handbook.
- Liaise with the Bursar to ensure the appropriate maintenance of College facilities for the Year group is undertaken, and the necessary classroom furniture and fittings are in place.
- Assist the Principal in the recruitment and appointment process of staff.
- Assist the Principal in the enrolment process and the effective transition of new students.

Community Focus

All members of the College Executive demonstrate the ability to foster safe, purposeful and inclusive learning environments and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community. In developing and maintaining positive relationships with students, families, Care Group Teachers and parish communities, we create an ethos of mutual respect taking account of the spiritual, faith, intellectual, cultural, moral, social, health and wellbeing of students. As a College, we promote sound lifelong learning from middle to late adolescence, and adulthood beyond the College community.

We also promote an inclusive environment catering for the needs of all students, responsive to Catholic social teachings, including the Common Good, subsidiarity, solidarity and participation, all in the spirit of reconciliation, acknowledging the richness of a multi-cultural community.

The Assistant Deputy Principal is expected to:

- Provide a climate conducive to professional discourse with others, thereby assist the Principal and Deputy Principal in encouraging a whole school approach to teaching and learning.
- Encourage or demonstrate effective communication within and beyond the College community, including keeping staff informed about relevant decisions and issues.
- Develop a sense of coherence and collegiality.
- Promote active involvement of parents and the community in the learning process.
- Demonstrate effective decision-making as appropriate to the situation and circumstance.

Specific responsibilities:

- To organise a meeting with parents, at least once a year, for Religious Education information, career and educational guidance, parenting effectiveness, discussion of social issues and other purposes, and further meetings/gatherings as necessary.
- To contact parents in relation to student successes and achievements. In cases of student indiscipline or lack of progress, to contact parents by telephone or to ask parents to attend an interview with their son/daughter so that the matter can be resolved promptly and effectively.

- To invite parents to be present as participants or spectators at events in which their child is involved; for example, Eucharists, assemblies and sport, as appropriate.
- Oversee the timetable and management of all Year level meetings.
- Engage with families and Care Group Teachers, and partner, where appropriate, with community groups, agencies and individuals, businesses or other organisations to enhance and enrich the Year level community.
- Attend College functions, as required by the Principal, including promoting College activities.
- Be aware of behavioural issues and monitor appropriate action in support of College Policies involving the management of student behaviour.
- Co-operate and work with relevant agencies to protect and support children.
- Manage staff professional development opportunities and implement systems that require staff to share information gleaned from these opportunities.
- Other Duties as required by and negotiated with the Principal.

Review History

Date Policy Introduced: 2014
 Date of Last Review: 2018
 Date of Next Review: 2021

3.15 SCHOOL CAMPS, EXCURSIONS AND TOURS

Rationale

The Church speaks of Catholic Schools as aiming to foster the integration of faith and life and the integration of faith and culture. These aims underpin every activity of the Catholic school's life and curriculum. School camps and excursions are conducted as either an integral or an incidental part of the educational program of the school.

To develop faith, spirituality, confidence, independence, leadership and survival qualities, the College conducts:

- Reflection Days.
- Activity Days.
- Leadership Days.
- Subject excursions as deemed desirable (e.g. PE, Outdoor Education, S&E, Science, Music, Art, Drama).

Definition

School camps and excursions are defined as activities generally conducted away from the school campus for educational/religious purposes. Camps would normally involve an overnight stay whereas an excursion would normally involve single day trips.

Scope

This policy applies to Irene McCormack Catholic College.

Procedures

An excursion/camp is any activity that takes students off campus for a period of time. All staff must complete the Excursion/Camp Application Form.

- All camps longer than one day, excluding the College Production Camp, Billiluna immersion, Prefects Camp, Retreats, Year 9 Camino Camp need to have an assessable component.
- All camps longer than three nights need to offset that length of time with at least one day on the weekend.
- Where possible preference to be given to incursions over excursions for the purposes of minimising disruption to the College.

The structure, format, timetable and transport details must be given to students prior to the excursion/camp.

A parental and student signature must be obtained agreeing to all details contained in the information document and the coordinator is to ensure compliance with CEWA Policy, In the case of PE classes, this information is obtained at the start of the term for all PE excursions that are going to take place during the term.

Before departing, staff are to ensure that the Deputy Principal and College Office have a completed Application Form which contains the following:

- Contact telephone number of the destination (if applicable).
- Names of students who are attending the excursion/camp.
- Expected time of departure and arrival back at the College.
- A copy of excursion /camp letter.
- Outline plan in case of emergency, including details of nearest medical centre.

The College Camps and Tours form must be completed and submitted to the Principal within one school week of the completion of the Camp or overnight tour.

Misbehaviour

Misbehaviour is not to be tolerated. Serious breaches of the College contract must be communicated through to the school as soon as possible. The Assistant Deputy Principal, in consultation with the Deputy Principal, will decide the desired action. Minor misbehaviours should be dealt with by the supervising staff.

Accidents/Injuries

It is essential that supervising staff are aware of the following:

- The location of the nearest doctor, hospital or medical centre.
- The opening hours of this facility and alternative options should they be necessary.
- Please ensure that this information is confirmed immediately prior to departure from the school.
- A medical file containing individual student information is available. Ensure that all teachers are aware of its location on the excursion and of its contents. Identify students at risk prior to the start of the excursion and ensure that their Epipen/medication is taken on the excursion.
- A First Aid Kit must be present on all excursions.
- Water activities are not permitted to take place unless the Guidelines for Catholic Schools on School Camps and Excursions are followed by a person who possesses at least a Bronze Medallion or Surf Rescue Certificate.

Treatment

- Treat all injuries as being major, unless you are absolutely certain of the injury, i.e. minor abrasions or burns can be treated from the First Aid Kit.
- Any injury of an internal nature must be treated as being serious, i.e. a twisted ankle or knee, a knock to the head, an internal pain in the stomach, chest or ear must be dealt with through proper medical centres.
- Do not make decisions based solely on student information. Assume the worst and take appropriate action.

Action as a result of a major injury

Take immediate appropriate action using first aid expertise available. Telephone the parents and seek instructions as to an appropriate course of action. Arrange for immediate transport to hospital or doctor's surgery. As soon as possible contact College Administration and report details as fully as possible. Ensure that exact details of the accident are recorded on the Accident Report Form upon returning to school. The College must be notified immediately upon confirmation of a major accident. Assume all accidents are major and check through correct medical channels.

While on excursion, duty of care responsibilities is required of staff, therefore staff shall not be permitted to use intoxicating substances at any time during the excursion. Students must be under supervision during activities.

Student free time must be structured and where appropriate supervised. All drivers must have a current and appropriate driver's licence.

The College has insurance cover against serious injury to students on excursion.

The following items must be in the Excursion Leaders possession during the entire excursion:

- An up-to-date student list.
- A medical file giving information about individual students.
- First Aid Kit and manual.
- Sufficient for any sub-division of the main party.
- Excursion policy and school contact numbers.
- A copy of the excursion letter on College Letterhead including reply slip with the clause '*In the event of an accident, I authorise the supervisory staff to take whatever action with regard to my son/daughter's health and safety that is deemed necessary*'.

TOURS: INTRASTATE AND INTERNATIONAL

Rationale

It is believed that extra-curricular educational, language, arts, music and sporting tours have the capacity to add a dimension to the schooling experience not otherwise available. Any tour should have a clearly articulated purpose in harmony with the College's values and Mission Statement. The cost to parents must not be underestimated. It must be recognised that tours can be disruptive to study programs, time consuming and expensive. Only in very exceptional cases will approval be given to tours in term time. It is important, therefore, that all requests for tours conducted under the aegis of the College go through the following formal approval process. All tours - and only those tours - which go through this process are officially sanctioned as Irene McCormack Catholic College tours.

Notice of Planning

Intrastate, interstate and overseas tours need to be planned well ahead and included in the College's calendar.

All prospective tours must be registered with the Principal using the standard form. From a legal point of view the Principal must be confident that the proposed tour is to be well supervised and that staff execute their 'duty of care' to the students on a 24 hour a day basis. Therefore:

- Staff shall not be permitted to use intoxicating substances at any time during the tour.
- Students must be under supervision during activities.
- Student "free time" must be structured and where appropriate supervised.

In developing a proposal, the originator must consult with parents regarding tour details. The consultation must include providing parents with a copy of the College Tours Policy document at an early stage in planning. Only proposals for which there is strong parent support will be approved.

The proposal must include:

- A statement of the educational worth of the proposed tour.
- Proposed destination.
- Proposed dates.
- Particulars of the tour leader (who must be a staff member) and sufficient accompanying adults.
- Estimated total cost of the tour and likely fund-raising and parent contributions.
- Where fund-raising is involved, methods and sources should be indicated.
- Responsibility.
- The responsibility for the welfare and safety of tour members while in transit and at the venue is in the hands of the teacher in charge and his/her staff. Selected staff members are expected to exercise great responsibility for their "duty of care" of students at all times whilst on tour.

Approval and Accommodation

All proposals for tours must be formally approved by the Principal in writing before bookings are made. Students must be in accommodation where the College teaching staff have direct supervision i.e. no billeting arrangements will be permitted.

Parents must be kept fully informed. A parent evening must be held where details can be finalised and questions dealt with. Some form of feedback is essential and should be included in the planning stage of the tour and outlined in the proposal.

Parents will be required to give written permission for their daughter/son to travel interstate or overseas.

Student Selection

The criteria for student selection will be based on:

- Suitability for the tour, including age relevance.
- Excellent behaviour patterns.
- School tuition fees are fully paid.
- Teacher costs.

Fare and accommodation cost for at least two staff members, with a ratio of ten students to one staff member, are to be met by a full subsidy from students.

Student Costs

Students are responsible for the financing of their own needs. The teacher in charge may direct funds raised as required for the overall benefit of the group e.g. internal travel, meals, etc.

Fund Raising

All fund-raising activities must meet the criteria of the College Fundraising Policy.

Accounts

- An account must be established in consultation with the College Business Manager.
- A final statement of account must be presented to the parents and the College after the tour has been completed.
- Any monies raised but not expended on the trip should be allocated in a way determined by the Principal in consultation with the parent group concerned.

School Fees

Families who are not up to date with their full fees are not eligible to apply to attend a tour.

Itinerary

A broad itinerary and letter of proposal must accompany the proposal and be circulated to parents advising a general estimate of costs.

Tour Information

Details of the itinerary, tour booklet, names of the tourists, insurance, rules, next of kin forms and other necessary documents must be published before the tour.

Information

The information listed below needs to be kept at the office in case of emergency:

- Complete itinerary.
- Australian departure and arrival time, flight number, etc.
- Passport copies - first two pages.
- Medical profile and Medicare number.
- Insurance - medical and travel - copies only.
- Name and address of host families - if applicable.
- Permission slip from parents.

College Rules

Tours will operate under College policies and school rules. In particular, the presentation and behaviour of the students. A serious breach of school rules on tour may result in students being sent home immediately, with any additional costs being met by the family. If this is not practicable then upon return the continued enrolment of the student at the College will be reviewed. Students will sign a contract of behaviour drawn up by the organiser and approved by the Principal. This contract will be countersigned by the parents of the students.

Summary of Tour

A summary report, including the College Camps and Tour report form, is to be provided to the Principal along with photographic or other records of the tour within one school week of return.

Frequency

Unless exceptional circumstances prevail, the College will not approve annual overseas or interstate tours.

Reference

CECWA Guide for Camps.

Review History

Date Policy Introduced:	2010
Date of Last Review:	2016
Date of Next Review:	2020

3.16 SMOKE FREE SCHOOLS

Rationale

Catholic schools can serve as models for all within Western Australia who seek to create genuine communities. Such communities are always founded upon shared commitment to the common good' (Mandate, paragraph 6).

The Tobacco Products Control Act 2006 legislates against smoking in enclosed public places and the Occupational Safety and Health Act 1984 requires an employer, so far as practicable, to provide and maintain a working environment in which the employees are not exposed to hazards.

Catholic schools in Western Australia are smoke-free environments due to the acknowledged health hazards of exposure to Environmental Tobacco Smoke (ETS) and to comply with legislative requirements.

This policy statement addresses the issue of smoking in schools. In promulgating this policy, CEWA acknowledges that smoking can adversely affect the health of both smokers and non-smokers.

Definitions

Environmental Tobacco Smoke (ETS) is a combination of side stream smoke (smoke from the burning end of a tobacco product) and exhaled mainstream smoke (the smoke breathed out by the smoker).

Scope

This policy applies to all Catholic schools in Western Australia.

Principles

The legislative requirements of the Tobacco Products Control Act 2006 and the Occupational Safety and Health Act 1984 shall be adhered to in all Catholic schools.

Catholic schools formalise their commitment to providing a safe environment for all school users by going beyond the legislated smoking bans, in order to further minimise the acknowledged health hazards associated with ETS.

Procedures

Schools to maintain a total smoke free environment at all times. This includes but is not limited to:

- Any Catholic school building.
- Enclosed public areas.
- Grounds (including the land up to the boundaries on which buildings are located).
- Playgrounds.
- In vehicles on a school site.
- In vehicles transporting students either during or outside of school hours.
- This prohibition applies to all persons on a Catholic school site, including school camp and excursion venues, and applies to parents, students, staff and visitors.
- Principals shall ensure that, during the process of appointment of staff prospective employees are made aware that the school is a smoke-free environment.
- Principals shall ensure that the parents, students and visitors are made aware that the school and all school activities are smoke-free environments.
- Buildings and grounds shall have 'No Smoking' signs prominently displayed.
- Whilst all staff in Catholic schools share a responsibility for ensuring compliance with this policy statement, the Principal shall ensure that school staff comply. Staff members who breach this policy may be subject to disciplinary action.

An Employee Assistance Program is available to assist those staff who are considering quitting smoking.

References

Mandate of the Catholic Education Commission of Western Australia 2009-2015.

Related Documents

Occupational Safety and Health Act 1984.

Tobacco Products Control Act 2006.

Teachers' and Non-Teachers' Enterprise Bargaining Agreements.

Catholic Education Commission of Western Australia Policy Statements

2-C14 'Occupational Safety and Health.

2-C8 Termination of Services of Staff Members – Incompetency or Misconduct.

Review History

Date Policy Introduced: 2010

Date of Last Review: 2018

Date of Next Review: 2021

3.17 STAFF HARASSMENT

Rationale

In Catholic education, Christ is the foundation. All members of the Catholic education community are committed to reflecting gospel values in everyday activities and personal encounters. The harassment of any person within Catholic education is contrary to the Gospel and the vision of the Catholic education.

It is unlawful to harass a person within a workplace and, where a person is harassed, the employer may be legally responsible. It is not correct to assume that because incidents of harassment are not being reported that harassment is not occurring.

Principles

- Irene McCormack Catholic College is committed to ensuring that the working environment is free from harassment, that harassment will not be tolerated under any circumstances and that disciplinary action will be taken against any employee (or agent) who breaches the policy.

- Employers may be held vicariously liable for the actions of staff members or others who are found to have harassed a staff member.
- It is unlawful to sexually harass a person. A person is taken to harass sexually another person:
 - If the person makes an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature.
 - If the other person believes that a rejection or refusal of advance or request or the taking of objection to the conduct would disadvantage the other person in any way in connection with his/her employment or work.
 - If, as a result of the other person's rejection or refusal, the other person is disadvantaged in any way in connection with his/her employment or work.
- Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, proposition, the display of offensive material or other behaviour which creates a sexually hostile working environment. Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcomed and reciprocated it is not sexual harassment.
- It is unlawful to racially harass a person. A person shall be taken to harass racially if the person threatens, abuses, insults or taunts another person on the basis of his/her race or imputed characteristics of a race.
- It is unlawful to harass a person who has a disability in relation to that disability.
- Workplace bullying is repeated unreasonable behaviour directed toward an employee, or group of employees, that creates a risk to health and safety.
- All staff have a responsibility to:
 - Comply with the school's harassment policy.
 - Offer support to people who are being harassed and let the person know where help can be obtained.
 - Maintain complete confidentiality if they provide information during the investigation of a complaint. The spreading of gossip or rumours may expose them to a defamation action.
- Immediate disciplinary action will be taken against anyone who victimises or retaliates against a person who has complained of harassment.
- Employees will not be disadvantaged in their employment conditions or opportunities as a result of lodging a complaint.
- Irene McCormack Catholic College will ensure that the outcome of the substantiated complaint does not disadvantage the person who was harassed in any way.
- Throughout the process of investigating a complaint, the rights of all individuals will be respected, and confidentiality maintained wherever possible.

Harassment, including discrimination and workplace bullying, is a dismissible offence.

Definitions

Irene McCormack Catholic College shall appoint/elect a contact officer(s) to assist in preventing and dealing with harassment in the workplace through advice and information. Appropriate training for the Contact Officer shall be provided at the expense of the school.

In 2019 the Contact Officer is Mr Andrew Billingsley.

The Contact officer's role is to give advice, provide any information regarding the informal and formal process and liaise with the College Principal regarding formal complaints.

Where a complaint of harassment is to be made against the Principal, the Contact Officer shall refer the matter directly to the Director of Catholic Education.

Upon receipt of a complaint, the contact officer shall discuss and determine with the complainant whether an informal or formal process is to be adopted.

In the event of a formal complaint, the Contact Officer shall then record in writing the allegations and include the following details:

- Name of person registering the complaint.
- Name of person (or persons) alleged to have harassed the complainant.
- Details of the specific incident and any related incidents, including the date and place incidents are alleged to have taken place.
- The names of any staff members who witnessed the event or related events.
- Suggestions of possible resolutions from the complainant.
- Provision of a copy of this record to the Principal with an agreed plan of action. This shall include a discussion with the person (or persons) alleged to have harassed the complainant.

Procedures

Any staff member who believes he or she is experiencing harassment of any nature should follow one of the following options:

- Informal complaint procedure. Informal procedures emphasise on expedient resolution and can be utilised at the discretion of the complainant. Informal procedures are usually appropriate where:
 - The allegations are of a less serious nature.
 - The parties are likely to have ongoing contact with one another and the complainant wishes to pursue an informal resolution so that the working relationship can be sustained.
- Informal ways of dealing with harassment can include the following actions:
 - The staff member who has alleged harassment may want to deal with the situation personally but may seek advice on possible strategies from a leadership team member or the contact officer(s).
 - A complaint is made, the alleged harasser admits the behaviour, investigation is not required, and the complaint is resolved through conciliation or counselling of the harasser.
 - The Contact Officer or a member of the leadership team observes unacceptable conduct occurring and takes appropriate action even though no complaint has been made.
 - A staff member shall not be required to exhaust informal attempts at resolution before formal action commences. A staff member at any time has the right to formalise his/her complaint or approach an external agency, such as the Fair Work Commission. Once an external agency such as the Fair Work Commission has commenced proceedings, the informal school-based investigations shall cease. The Principal shall inform the Employee and Community Relations Team at CEWA.

Formal Complaint Procedures

Formal procedures focus on proving whether a complaint is substantiated. The Principal shall advise the Employee and Community Relations Team upon receipt of a formal complaint or harassment.

- Formal procedures are usually appropriate where:
 - Informal attempts at resolution have failed.
 - The person alleging harassment has been victimised.

- The complaint involves serious allegations of misconduct and informal resolution could compromise the rights of the parties.
- The complaint is against a senior member of staff and the person believes that formal procedures may help to ensure that the complainant is not victimised or disadvantaged.
- The allegations are denied, the person who claims to have been harassed wishes to proceed and an investigation is required to substantiate the complaint.
- A person alleging sexual harassment wishes to make a formal complaint from the outset.
- Formal procedures shall involve:
 - The Principal or delegate investigating the allegation.
 - Application of the principles of natural justice.
 - Making a finding as to whether or not the alleged harassment occurred.
 - Submitting a report with a recommended course of action to the Principal.
 - Implementation of an appropriate outcome.
- To ensure consistency and fairness, the school shall document the steps involved in investigating a formal complaint. The usual sequence of events shall be as follows:
 - The complainant is interviewed, and the allegations are particularised in writing.
 - The complaint shall be particularised as precisely and comprehensively as possible including the origin of the complaint and shall be framed in the context of this policy.
 - The allegations are conveyed in writing to the alleged harasser advising of the process of investigation to be adopted.
 - The alleged harasser is given the opportunity to respond in writing to the allegations.
 - The alleged harasser has the right to have representation at any interview/meeting i.e.; a colleague, union representative.
 - If there is a dispute as to the facts and the investigator determines a witness is relevant to the allegations made, the investigator interviews and obtains statements from any witness.
 - A finding is made as to whether the complaint has substance on the balance of probabilities, that is, the employer is required to be reasonably satisfied that based on the evidence and facts that are not available to it, the alleged harasser 'more probably than not' behaved in the manner alleged.
 - A report documenting the investigation process, the evidence, the finding and a recommended outcome/s is submitted to the Principal/decision maker.
 - The Principal/decision maker implements the recommended outcome/s or decides on an alternative course of action.
 - Notes will be kept of all incidents – date, time, place, witnesses, what was said or done.
 - A written explanation of the findings and action taken shall be provided to the person/s making the allegation and the person/s against whom the allegation is made.
- The following type of evidence may be relevant.
 - Supporting evidence provided by a medical practitioner, counsellor, family member, friend or co-worker.
 - Supervisor's reports and personnel records (e.g. sudden increase in sick leave).
 - Actual complaints or information provided by other employees about the behaviour of the alleged harasser.
 - Records kept by the person claiming to have been harassed.
 - Whether the evidence was presented by the parties in a credible and consistent manner.
- A formal complaint shall not be dismissed on the grounds that no-one saw or heard the incident/s occur. Given the nature of the offence, there are often no direct witnesses to alleged acts of harassment. Those responsible for investigating complaints shall consider all available evidence including any surrounding evidence and make their finding on the balance of probabilities. The Employee and Community Relations Team of CEWA can be contacted on a confidential basis to discuss and provide advice at any time.

- Outcomes will depend on factors such as:
 - Severity and frequency of the alleged harassment.
 - The weight of evidence.
 - The wishes of the person who was allegedly harassed.
 - Whether the alleged harasser could have been expected to know that such behaviour was a breach of policy.
 - The level of remorse.
 - Whether there have been any prior incidents or warnings.
- If there is sufficient proof to decide whether or not the harassment occurred the Principal shall nevertheless:
 - Remind those involved of expected standards of conduct.
 - Conduct further training and awareness sessions for staff.
 - Monitor the situation carefully.
- The only case where no action will be warranted is where it is deemed that the harassment did not take place. Even where it is determined that the behaviour did not take place but that it did not constitute the harassment, some actions shall be taken to reconcile the parties involved.
- Outcomes may include any combination of, but are not limited to, the following:
 - Counselling.
 - Formal apologies.
 - Conciliation/mediation conducted by an impartial third party where the parties to the complaint agree to a mutually acceptable resolution.
 - Official warnings that are noted on the harasser's personnel file.
 - Disciplinary action against the harasser (e.g. demotion, dismissal, removal of some duties).
 - Disciplinary action against the person who complained if there is strong evidence that the complaint was vexatious or malicious.
 - Reimbursing any costs associated with the harassment.
 - Re-crediting any leave taken as a result of the harassment.
- If the school-based proposed resolution does not resolve the situation, or the person making the allegation does not feel able to follow through with the complaint procedures, or an outside agency such as Worksafe contacts the school, the Principal shall contact the Employee and Community Relations Team at the CEWA.

Review History

Date Policy Introduced: 2010
 Date of Last Review: 2016
 Date of Next Review: 2019

3.18 STAFF PROFESSIONAL DRESS

Rationale

Professional dress, appropriate to the work environment is a requirement of all staff at Irene McCormack Catholic College, including when staff attend off-campus Professional Development days. Since this is subject to taste and fashion, the following guidelines are provided. Staff should remember that they are professionals and representatives of Irene McCormack Catholic College and as such, their personal presentation helps to reflect a positive, professional organisation. Modesty should be demonstrated with regards to the selection of appropriate professional clothing.

Dress Requirements

Women

- Tailored trousers or tailored shorts – no jeans, denim or casual dress. Trousers should not look like jeans in style, example coloured jeans.

- Skirts/dresses are to be an appropriate length (on the top of the knee or lower).
- Modesty should be demonstrated with regards to the selection of appropriate professional clothing.
- Leggings/tights appropriate only with skirt or dress over the top.
- Sheer fabric is not to be worn unless with an appropriate undergarment.
- Extended armholes, low-cut, backless, halter neck or shoestring strap tops are not to be worn.
- Casual wear such as jeans, t-shirts, rugby tops, tracksuit tops or windcheaters are not to be worn.
- Shoes are to be professional looking. They must have structure to the front and back of the foot with the majority of the foot being enclosed. In practical lessons e.g. Science, Art and Foods, shoes must be enclosed as dictated by OHS. Shoes must have a back strap as dictated by OHS. Thongs, or thong styled sandals and excessively high heels are not appropriate in a school environment.

Men

- Tailored trousers and shorts – no jeans, denim or casual dress.
- Long or short-sleeved 'buttoned' shirts worn tucked in.
- A tie in Terms 2 and 3.
- Avoidance of casual wear, such as cargo shorts, t-shirts, rugby tops, tracksuit tops or windcheaters.
- Avoidance of casual footwear e.g. gym shoes, sandals and skate shoes unless teaching PE.

PE and Dance Staff

- Collared polo shirt.
- Appropriate length shorts (mid-thigh length) or skirt. Tracksuits are acceptable.
- Surf wear and casual beachwear are not to be worn except when engaged in beach classes.
- 'Hoodies' are not to be worn when teaching classes other than sport. A windcheater jacket is acceptable.
- Sports shoes are to be worn.

General

- Body markings, face piercings and tattoos should not be visible and as such need to be covered.
- When representing the College on formal occasions such as meetings, parent information evenings etc., staff may be required to wear more formal attire.
- Staff involved in such work as gardening, maintenance or catering have different dress requirements, but these staff must ensure their clothing and footwear complies with the required Occupational Health and Safety standards.
- Please note that only staff teaching Physical Education classes should be wearing Physical Education dress. After school sporting team coaches should change for the fixture or training, as do the students.
- Any item of school clothing regarding school crest etc. must be approved by the College and purchased through the College Uniform Shop.

Procedures

The Deputy Principal is responsible for ensuring that staff dress appropriately and, if required will discuss any concerns privately with the individual. If you are unsure about what constitutes acceptable professional attire, please ask a member of the Irene McCormack Leadership team. Staff should remember that they are professionals and also representatives of Irene McCormack Catholic College and as such, their personal presentation helps to reflect a positive, professional organisation. At all times the dignity of the individual will be adhered to. Any member of staff may, for medical or cultural heritage reasons, discuss particular preferences with the Principal.

Review History

Date Policy Introduced:	2010
Date of Last Review:	2016
Date of Next Review:	2019

3.19 STUDENT LEADERSHIP

Irene McCormack Catholic College strives to teach and embody the pattern of servant-leadership exemplified by Jesus Christ. Jesus explained to His followers that their practice of leadership was to be distinctly different than the self-seeking, self-serving and domineering style of leadership often found in the world: “Whoever would be first among you must be servant of all” (Mark 10:42-44; Matthew 20:25-28). By serving others, students not only develop their own leadership but also show others how to lead.

Rationale

Irene McCormack Catholic College promotes leadership as a relationship of serving and empowering others to make a difference in our world. It is a shared process of building a stronger community, improving the way things are done, developing better relationships, showing compassion for others and making our world a better place. In their commitment to a common purpose, our student leaders learn to be both self-reflective and action-orientated individuals who can develop a vision, create new ways of seeing and doing, challenge the process, enlist and encourage others on their journey, unleash energy, solve problems, raise awareness, help others, share opportunities, facilitate change and create results. Most significantly, student leaders learn to empower and recognize others in their initiatives to accomplish a goal.

At Irene McCormack Catholic College students are nurtured with the explicit expectation that, over time and with many and varied opportunities, they will discover a style of personal leadership that also encourages trusted, respectful fellowship.

The College leadership program seeks to nurture and develop this potential through a student centred and student-led experiential model, guided through mentorship, education and lots of experience.

Principles

Irene McCormack Catholic College’s student leadership, a model recognises the dignity of the individual and invites each to use their God given talents to benefit the whole community. We call this model “Servant Leadership”.

One must lead by example. Shared leadership is the ability of a person to work well with others as part of a team. It requires strengths and abilities not normally associated with the traditional version of leadership, to look beyond them and minister to the needs of others through service.

One must lead by actions. The capacity for nurturing others and bringing out their best talents, the ability to mediate conflict and to volunteer when asked for by the College community.

One must lead with compassion. The qualities to both express empathy and compassion for others and educate others about the importance of these feelings. Have the talent for encouraging different viewpoints while upholding one’s core values and principles.

One must learn to serve. Service-learning experiences aid in the personal growth of students as future leaders by developing young men and women as leaders who would act with compassion and a strong sense of justice.

There is a leadership focus for each year group.

Year 7: Awareness

Year 7 is designed to transition students into the College, allow them to feel safe and supported, experience success and develop an understanding of self, while learning about the culture and traditions of the school. This developmental phase focuses on the **awareness** of:

- Leadership
- Personal talents and skills.
- How these skills can be shared with others.
- Understanding the language of leadership and the leadership model of the College.

Leadership in Year 7 will coexist with the personal development program and the Irene's Service Learning program. Students will be acknowledged for their leadership achievements and develop a connection between leadership and service.

Year 8: Essential Skills

Year 8 focuses on identifying essential life skills, which help students, interact more effectively with others.

- Helpful thinking and self-talk.
- Emotion recognition and regulation.
- Life problem solving.
- Communicating effectively.
- Planning and time management.
- Personal Well-being.

Our students in Year 8 are expected to understand and demonstrate:

- Situational leadership.
- Reliability.
- Face the consequences of truth and honesty.
- Show active concern for the people and environment of the College.

Training sessions will require students to reflect on the Gospel message as an inspiration to serve others. The Assistant Deputy Principal will incorporate these sessions in Personal Development and during Care.

Year 9: Self-Leadership

Year 9 is recognised as a time of significant change in the lives of adolescents and a time they begin to grow from children to young adults. A time when young people may look to establish their independence, test boundaries, take risks and question authority. Leadership in Year 9 will support:

- Social and emotional development.
- Positive psychology.
- Self-awareness.
- Engagement.
- Responsibility.

Leadership focus will coexist with the Camino program, culminating in a Year Nine Camp held in Term 3.

Year 10: Relationships-Building a Team

Year 10 is designed to help enhance and maintain resilience and psychological wellbeing in our students by building their social and emotional skills. The aim is to build a team to:

- Feel valued and accepted.
- Connected to the community.
- Provide a sense of belonging.
- Build a cohesive and effective team.
- Collaborate to achieve a common goal.

- Display commitment to members of the group.

The Assistant Deputy Principal will incorporate workshops in Personal Development and will record the level of commitment demonstrated by the students.

Year 11: Preparing to Lead

Year 11 students build on their earlier leadership roles and experiences to formally prepare to take over from the incumbent senior student leaders in a year's time. Students are invited to apply to become a Peer Support Leader.

The Peer Support program is designed to train senior students to work regularly with small groups of Year 7 students. The Year 11s are responsible for leading groups through the program content and activities:

- Goal setting.
- Group decision-making.
- Problem solving.
- Development of support networks.

The program fosters the development of effective group work skills, values, mutual respect, kindness and tolerance and celebrates the "uniqueness" of every individual which contributes to a safe and supportive school environment. An opportunity for Year 11s to model their leadership efforts on the servant approach preferred by Jesus.

Year 12: College Leaders

After completing five years at the College, students are expected to embrace leadership and should be leaders. For this reason, at the end of Year 11 in the model of "Shared Leadership" all students are College leaders.

As such, all are expected to contribute to the daily operation of the College by:

- Electing to be members of various committees and groups.
- Demonstrate leadership through their behavior and attitude.
- Display active application to studies.
- Model correct uniform and grooming.

Shared responsibilities benefit both leaders and followers. A true leader is not afraid to ask for help, it is a sign of humility.

Leaders benefit from feedback on their leadership, even as Jesus, the perfect leader, asked those He trusted for personal feedback. It is the role of College leaders, both staff and students, to offer feedback to our leaders.

The positions of College Prefects are awarded to students who embody the ethos of the College, serve as role models to younger students and act as ambassadors. The expectation is that they are to lead by example in every setting and to offer advice and support to the younger students.

Procedures

Student Representatives

The Assistant Deputy Principal will co-ordinate Care Group Teachers to present the philosophy behind the IMCC Student Leadership Policy to their students. Care Group Teacher to invite students to become their Care Group representatives.

Care Student Representatives will be inducted at a Year level ceremony, with their parents invited. Badges and certificates will be presented.

In order to be eligible for a position as Student Representative for a Care Group, a student must satisfy the following criteria:

- Positive attitude towards the College.
- Commitment to the College Motto, of Prayer, Service and Justice.
- Attendance and support at all College events.
- Compliance with uniform and grooming standards.
- Good school record.
- Polite to all staff and students of the College.
- Good communication skills.
- A sense of responsibility.
- Ability to get along with other students.
- High level of motivation.
- Good organisational skills.

When applying for Care Group Student Representative positions in Year 7-12:

- Students nominating for Student Representative will speak to their Care Group outlining their reasons for the position.
- Students will vote for Student Representative.
- Care Group Teacher will review votes and discuss position with Care Group.
- A recommendation will be made to the Assistant Deputy Principal.

Role of Student Representatives:

- Work closely on a daily basis with their Care Group Teacher and Assistant Deputy Principal.
- Attendance at meetings is compulsory. If a Student Representative cannot attend a meeting, they must advise their Assistant Deputy Principal.
- Assist their Care Group Teacher but does not take the role.
- Promotion of IMCC events throughout the school year.
- Help organise events that are designated to the year group.
- Prepare and run year assemblies.

Peer Support Leaders – Year 11

Year 11s complete an application form to be considered as a Peer Support Leader. Assistant Deputy Principal selects 40-45 students to take on the role for the new academic year. Training of new candidates takes place in Term 4 in preparation for the following year.

Criteria for the role of a Peer Support Leader

- Commitment to the College Motto of Prayer, Service and Justice.
- Attendance at all scheduled College events.
- High standard of work ethic.
- Compliance with uniform and grooming standards.
- Good standing record with the College.
- Good communication skills.
- Willingness to develop leadership skills.

Role of Peer Support Leaders

- To assist Year 7s with day-to-day organisational matters of a student at IMCC.
- To contribute towards creating a caring College community.
- To develop a relationship with their group of Year 7s.
- To manage a small group.
- To lead discussions.
- To create a friendly environment.

College Prefects

In order to be eligible for a position as Prefect of the College, a student must satisfy the following criteria:

- Commitment to the College Motto of Prayer, Service and Justice.
- Attendance and support at all College events.
- Must be an exemplary student with regard to grooming and uniform.
- Good standing held at the College.
- A sense of responsibility.
- Ability to get along with other students.
- Good communication skills.
- High level of motivation.
- Good organisational skills.
- Must have demonstrated extra-curricular involvement through sport or cultural activity.
- Be role models for all students with respect to behaviour, punctuality, application to class work, grounds cleanliness, uniform and grooming and in the participation and support of the College activities.
- Must have served as a student leader for at least one year. This criterion is waived in the case of a student who has entered the College at the beginning of Year 11 or later and who can demonstrate a track record in leadership qualities.
- Must have completed the Irene's Service Learning program as required by the College.

The Procedure for Selection of Prefect:

Nominations

- Students interested in becoming a College Prefect are to collect an information booklet outlining criteria and a timeline from the Assistant Deputy Principal Year 11.
- A nomination form will need to be obtained from the Assistant Deputy Principal Year 11.
- Nominations must be submitted to the Assistant Deputy Principal by the due date.

Process

- Assistant Deputy Principal Year 11 to select suitable candidates from nominations and consult with Principal and Executive members.
- Final list to prepare a speech that they will give to their respective House.
- Students from Year 11 vote and staff vote.
- Assistant Deputy Principal Year 11 to tally votes.
- A recommendation will be made to Principal and Executive members.
- Selected College Prefects will sign a contract made out to the Principal.

Prefect Camp/Retreat

Successful candidates will attend a two-day camp held at end of Term 4. Prefects to be inducted at a ceremony held at the beginning of the new academic year. Parents of new prefects are to be invited to the ceremony.

The Responsibilities of Prefects are:

Head Boy and Head Girl

- Display outstanding leadership and direction to the whole College community.
- Represent an ideal role model for students, staff and College community.
- Represent the College at official College functions.
- Be involved in the coordination of events in the College e.g. College assemblies and functions.
- Chair the Prefect Committee meetings.
- Promote school spirit and unity amongst the student body.
- Meet regularly with the College Principal.
- Represent a student voice in College newsletter, The McCormack Messenger.
- Liaise with staff, students and parents e.g. present student needs to staff.

Campus Ministry Prefects

- Be an Extraordinary minister of Holy Communion.
- Attend and promote ministry activities at Prefect Committee Meetings.
- Be prepared to represent the student population in raising the profile and promote the value of Student Ministry at the College.
- Communicate regularly with Assistant Deputy Principal of Campus Ministry and Irene's Service Learning Coordinator.
- Assist in planning and reviewing liturgical celebrations held in the College e.g. Year Masses, House Masses and whole school Masses.
- Meet regularly and chair meetings with Ministry Committee (student representatives from each year level).

House Prefects

- To attend and participate at all House events and activities.
- To promote and communicate all House events to all Care Groups during the year.
- To promote role of House Prefect within the College by being a leadership mentor for younger students.
- To communicate with Assistant Deputy Principals of Year and House Coordinator on a regular basis and represent the student population in building pride and allegiance to their House patron.
- To maintain and model enthusiasm with their peers and to empower younger students to be involved in all House events.
- To provide personal assistance to staff, students and community with the organisation of House events e.g. House Carnivals, IMCC Day and House Days.
- Meet regularly with and chair House Committee (student representatives from each year level).

Sports Prefect

- To attend and participate in all house events and endeavor to participate in ACC Interschool events.
- To promote their role within the College by being a leadership mentor for younger students.
- To communicate with the Head of Sport and Physical Education Department on a regular basis and represent the student population in raising the profile and promoting the value of College sport at the College.
- To maintain and model individual excellence in their chosen sporting field (s) and to share their passion for the sports with the student body.
- To meet regularly with and chair a Sports Committee (student representatives from each year level).
- To participate at the Sport assemblies and Awards evening.

Arts Prefect

- Provide personal assistance to students, staff and community with the organization of College Arts activities, Arts assemblies, Art Exhibition, Sounds of Sunset, Productions and Performing Arts Festival.
- Represent the Arts at College and community functions.
- Communicate with Arts staff on a regular basis and represent the student population in raising the profile and promoting the value of an Arts culture within the College.
- Maintain and model individual excellence in their chosen artistic field and to share their passion for the Arts with the student body.

Review History

Date Policy Introduced:	2011
Date of Last Review:	2018
Date of Next Review:	2021

3.20 STUDENT MANAGEMENT

Rationale

The Student Management Policy reflects the gospel values of love, justice and reconciliation, recognising our students are created in the image and likeness of God, recognising the dignity of the person. The management of student behaviour emanates from an understanding of the Pastoral Care policy statement that includes:

- A recognition of the basic attitudes and responsibilities of teachers and students.
- The fostering of an environment which facilitates the development of self-discipline.

Managing student behaviour entails guiding the student towards self-control and self-direction. Discipline should not be reduced to mere enforcement of a set of rules. The task of the teacher is to encourage and promote constructive and positive behaviour based on mutual respect, courtesy, a sense of co-operation and common sense.

Constructive discipline grows out of a warm, friendly and positive student-teacher relationship. A well-planned curriculum, effective teaching and competent management of the classroom provide foundation for good classroom discipline. Sanctions administered as an expression of power can never bring about the required results.

Teachers by nature of their vocation are role models for their students. It is important that this modelling is constructive and growth promoting. Students will set their standards of behaviour and attitudes in accordance with teacher expectations. These expectations are communicated most effectively through the way teachers interact with students and other staff, through their own responses to problem solving and the way teachers accept responsibilities.

The Student Management Policy at Irene McCormack Catholic College aims to be one where rules are clear, sensible and firm. The emphasis is on student choices and learning consequences rather than punishment. The ultimate aims are student self-discipline and a positive learning environment.

Principles

Conduct in the Classroom

As sound classroom management is necessary to maximise student outcomes. The classroom teacher is ultimately responsible for the classroom learning environment.

Classroom Practices

Quality relationships

Teachers know their learners. Quality relationships are at the centre of all learning.

Instructional range - A range of instructional approaches is used.

Teachers differentiate their instructional approach according to learner needs, skill requirements and learner choice.

Learning design

- **Success** - Learning intent and success criteria are clear.
The teacher ensures that the learner has a clear understanding of intent, purpose, outcome and application.
- **Assess** - Assessment is integrated with all learning.
Teachers use assessments to design instruction, change instruction and measure instruction ("assessment for, of and as learning").
- **Feedback** – Effective feedback furthers learning.
There are multi-directional feedback loops between teachers, learners and peers.

Place, space and technology – The learning environment is used as a third teacher. Teachers and learners co-construct place and space to scaffold learning and use technology to deepen and accelerate learning.

Engagement – Learners are deeply engaged.
Teachers ensure learners' belonging, wellbeing, motivation and empowerment.

Classroom Teacher

Devise a classroom management plan for each class. This should include:

- Classroom Rules - many of these can be negotiated with the students. All rules and expectations should be listed and displayed in the classroom.
- Once established rules must be adhered to.
- Consequences.
 - Positive recognition. **Be sincere** and take an interest in each student. Make every student feel she/he is getting a share of your attention.

Vary your approach - contemporary education calls for a student-centred approach to learning experiences. Teachers should therefore employ a variety of student-centred activities rather than rely upon extended periods of teacher direction.

Make judicious use of praise and rewards

- Mark work in a spirit of optimistic helpfulness rather than pessimistic fault-finding.
- Do not be unreasonable in the standard you expect - find out what each student is capable of and maintain and extend that standard.
- Do not accept mediocre work just because a student has low ability. Insist that sub-standard work is repeated. (see Assessment Policy)
- Display student work to foster a sense of pride and ownership.
- Acknowledge good behaviour or achievement in the classroom. Some appropriate responses: verbal praise, positive referrals, house points, notes in planner, communication to parents, Assistant Deputy Principal, Principal.
- Be on the lookout for good behaviour, especially for children who are academically weak or for students with a history of negative behaviour.

Be organised

- Be where you should be, when you should be.
- Know what you are going to teach and how you intend teaching it. Discipline problems can result from poorly prepared lessons.
- Have the aids you need and know how to use them.
- Have something "up your sleeve" in case the work you planned does not fill the period or the period happens to be extended for some reason.

Be punctual - begin and end the lesson on time; insist that students are also on time.

Insist on good manners

- Stand without being asked when a teacher enters the room, respond to your "Good morning" or "Good afternoon", and sit when you tell them.
- Insist students address you by title and surname. Do not permit students to speak while you or other students are speaking. The onus of ensuring that students observe good manners and College regulations falls on all staff members.

Supervise all the students all the time.

- Stand where you can see the whole class and keep all students under surveillance by moving around the class.
- Be in control of all aspects of the lesson, including decisions on silent work time, individual work time, and informal/formal discussion time.

- Do not send students outside the classroom for inappropriate behaviour. If they need to be removed, send to time out.

Basic class routine

Establish a routine encompassing things that are done repeatedly, e.g. entering the room, sitting in prescribed seats, distribution and collection of books, automatically putting pens down when called to look at the whiteboard. With an established routine, few orders are necessary.

Be consistent - students respect teachers who are consistent in their approach to expectations of students.

See that every direction is obeyed.

- Make sure the whole class is paying attention before an instruction is given.
- Instructions will not be obeyed if promises or threats are not fulfilled. Be certain promises or threats are fulfilled.
- If a class has been given a direction, only the individuals who have not complied should be corrected.

Speak distinctly and correctly

Homework

- Set definite assignments in written, learning and revision work as needed.
- Ensure students record homework in their planner.
- Make sure all homework is collected or at least checked and marked on the due day.

Student Feedback

Correct tests, examinations and assignments as soon as possible, return to the students with written comment and teach to the points of error.

Lessons outside the classroom

You are required to ensure that appropriate student conduct is maintained.

Care Group Teacher's Role

The Care Group Teacher's essential role is to get to know the students and their families.

- Follow up referrals positive and negative with appropriate affirmation or counselling.
- Check students' Planners regularly to ensure proper use.
- Motivate and encourage participation in all College events.

Procedures for affirming students

Students appreciate being acknowledged for giving their best. It is important for all staff to appreciate the role that affirmation can play in bringing about change in behaviour. Below is an outline of strategies available to staff.

Staff Members Appropriate Responses

- Classroom Teacher Commendation in Student Planner.
- Verbal praise.
- Stickers.
- House points.
- Display work around the school-Library, Front Office.
- Contact parents.
- Nominate for Excellence/Award of Merit Certificates.
- Sending referral to Care Group Teacher, Head of Department/Deputy/Principal/Assistant Deputy Principal with their work.

Care Group Teacher commendation in student planner

- Verbal Praise.
- Stickers.
- House Points.
- Contact parents.
- Awards at Assembly.

Head of learning area commendation in student planner

- Verbal Praise.
- Stickers.
- House Points.
- Contact parents.

Assistant Deputy Principal commendation in student planner

- Verbal Praise.
- Stickers.
- Contact parents.
- Commendation letter to parents.

Students respond to systems that recognise their difficulties and strengths. Anything that recognises and affirms that students have achieved helps create a positive classroom environment.

Rewards

It is very important that the positive aspects of praise and reward should have great emphasis.

Display of Student Work

- Student work should be displayed as often as possible in the classroom.
- Students experience a great deal of satisfaction when their work is of a standard suitable for display.
- Displays can be set up in the Front Office or the Library.

Commendations in Planner

- It is important that parents be kept informed as to student progress.
- Commendations and positive feedback can and should be entered in Student Planner or in SEQTA.

Official Parent Notification

Where staff feel it is appropriate, positive and encouraging letters can be sent home to parents. A copy is to go on file.

Certificate of Merit

- Certificates of Excellence are for outstanding achievement.
- Certificates of Merit are for students who give outstanding effort or make excellent progress.
- Awards are presented to students at Year level assembly.

Procedures for managing student behaviour in class

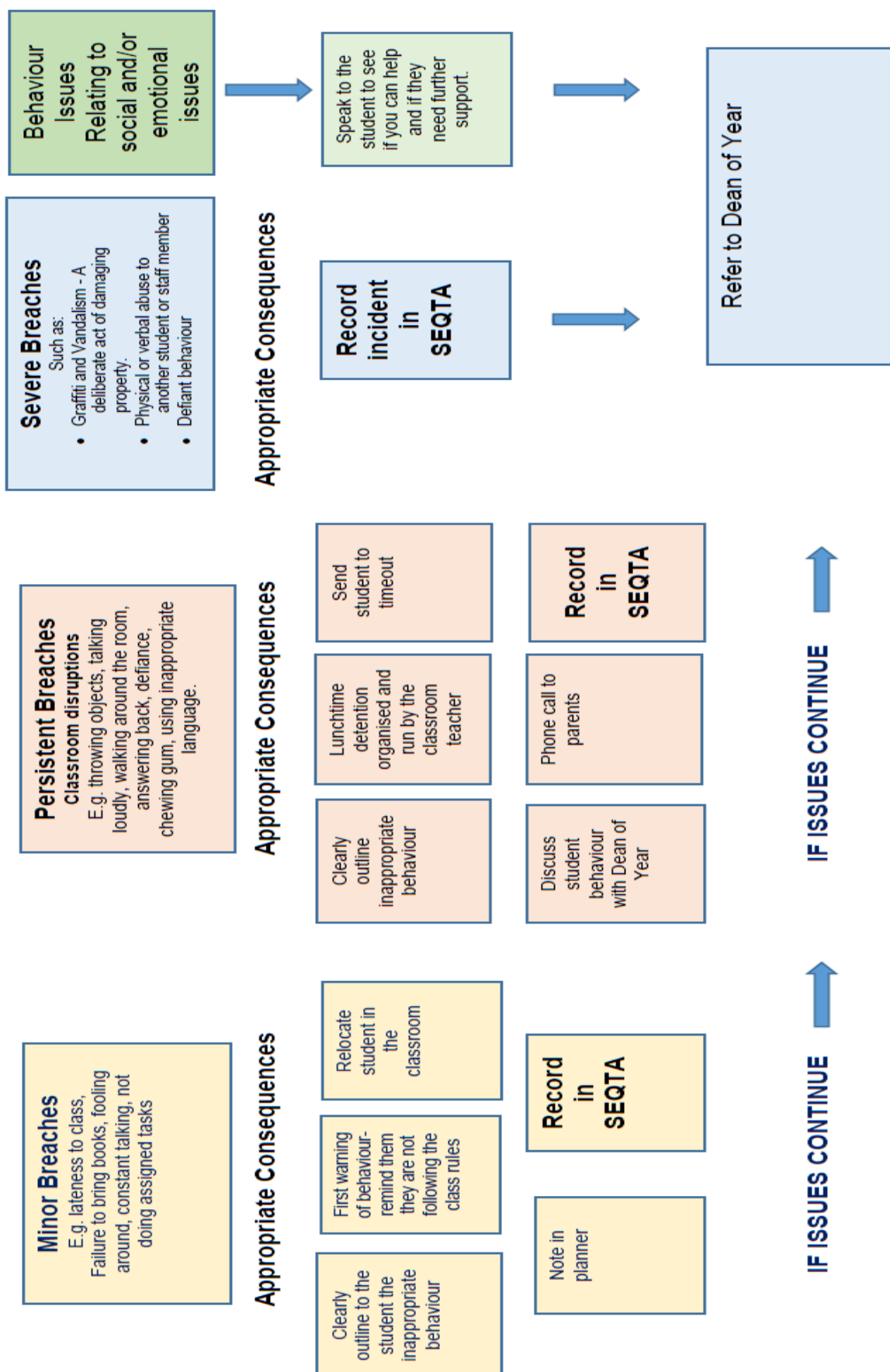
- Minor classroom concerns should be managed by the classroom teacher.
- The classroom teacher should try several strategies for managing inappropriate behaviour.
- If the offence continues the Assistant Deputy Principal is advised and further help requested.
- The Care Group Teacher should also be kept informed and invited to have input into the direct or indirect action to be taken.

Classroom Routine

- Punctuality - students and teachers on time.
- Line up – students line up and wait quietly outside the class.
- Entry to class – students have uniform checked and stand behind desk (or similar).
- Greeting exchanged.
- Attendance checked and confirmed in the first ten minutes of the lesson.
- Student materials for class:
 - Student Planner.
 - Laptop.
 - Correct Text books.
 - Pens, Pencils, Ruler.
 - The prescribed activity/exercise books and files/folders.
- Student must keep their laptop closed until directed by the class teacher.
- Lesson to consist of
 - Engaging activity to commence.
 - Review previous lesson/s learning.
 - Check homework.
 - Articulate learning intentions and success criteria for the lesson.
 - Lesson learning structure to comprise of:
 - Instruction.
 - Individual task/s to promote individual thinking.
 - Collaborative activity.
 - Review lesson learning.
 - Evaluate and provide feedback, individual and /or class.
 - Detail Homework and students enter in planner.
 - Outline connection with learning in next and future lessons.
- Students tidy and prepare classroom for next class.
- Uniform to be checked.
- Exchange greeting.
- Students exit in an orderly manner.

If students seek permission to leave class at any time they must have their planner signed.

Misdemeanors and Appropriate Responses



ASSISTANT DEPUTY PRINCIPAL

Students who continue to disrupt a class after appropriate teacher responses have been followed by the classroom teacher.

- Speak with the student.
- Coordinate notes in Planner and on SEQTA to see if further action is warranted.
- Monitor Planner and SEQTA and maintain regular contact with student.
- Telephone parents. This action should be used after a couple of notes of dissatisfaction have been entered in the Planner or on SEQTA.
- Meeting with parent/s and student.

Misdemeanors and Responses.

Students who continue to present with behaviour problems such as:

- Lying, stealing, tampering with lockers/locks.
- Inappropriate displays of affection (inappropriate physical contact).
- Bullying.
- Breach of Enrolment Undertaking.

Behaviour problems relating to social/emotional issues.

Appropriate Consequences

- Lunchtime detention.
- Afterschool Detention.
- Letter of Concern/phone call to parents.
- Parental interview.
- Monitor student progress and behaviour (Daily report card).
- In school suspension.
- Exclusion from College.

Liaise where appropriate with:

- Head of Learning Area.
- Psychologist.
- Deputy.
- Classroom teacher.
- Care Group Teacher.

Appropriate Consequences

- Counselling the student
- Referral to College Psychologist

Liaise where appropriate with:

- Head of Learning Area
- Psychologist
- Deputy
- Classroom teacher
- Care Group Teacher.

College Psychologist

- Counselling.
- Psychoeducational assessment.
- Referral to specialist agency.
- Referral to outside agencies.

Review History

Date Policy Introduced: 2010
 Date of Last Review: 2015
 Date of Next Review: 2019

3.21 STUDENT UNIFORM AND GROOMING

Rational

- Student dress standards are important in that they act as symbols of other more important, though less discernible, characteristics.
- The quality of dress can influence powerfully the attitudes of students; in particular, mutual respect flowing from being members of a united school family; and identification with and pride in one's school family and its values.
- The self-discipline exercised in meeting dress standards can reinforce a disciplined approach to studies and behaviour.
- Students are required to wear the correct school uniform:
 - To develop a sense of student unity and identity with the College and its values.
 - To minimise differences resulting from socio-economic background.
 - To de-emphasise differences in appearance and to focus on the real purposes of schooling - the development of an individuality of intellect, imagination and personality.

College Uniform

The College Uniform must be worn in all classes except during Physical Education. The uniform should always be clean, well-pressed and in good repair. All articles of clothing should be clearly marked. While in transit to and from school, students must wear the full school uniform. The only exception is when there is training before school or at the conclusion of sport or training after school, when the sports uniform may be worn. Students who attend training before school must change into the full school uniform before proceeding to Care Group. A note is required if a student cannot wear part of the school uniform. This note must be presented to the Care Group Teacher.

Requirements

Shirts

- To be tucked in.
- All undergarments to be plain white with no motif.
- When worn with tie, the top button is to be done up with the tie knot covering it.

Trousers/Shorts

- Trousers to be worn correctly belted around the waist.
- Shorts should be worn no lower than knee level, and above the hip.
- Belts are to be the plain black school belt with non-descript buckle.

Dress/Skirt

- To be worn knee-length or longer.

Socks

- Bands on the girls' socks should be clearly visible all the way around.
- Sports socks to be worn with sports uniform only.
- Summer socks for boys are marle socks. Winter socks are grey.

Blazer

- The blazer is to be worn to and from school and must be worn in Care Group. It may be worn in the classroom.
- The blazer is a compulsory part of the winter uniform.
- Blazers are to be worn to College assemblies and Masses.

Sports Uniform

- Runners/joggers/track shoes are to be appropriate and predominately white.
- Casual canvas shoes, Dunlop Volleys, casual shoes and basketball shoes are not permitted.
- Students will not participate in the PE program with incorrect footwear.
- Sports shirts should have at least the lower button done up.
- Shorts are not to be rolled up and shirts are to be untucked.

- **Shoes**
- Regular heeled shoes to be worn with plain black laces.
- Polished standard black, leather lace-up shoes required (not casual or sportswear).
- No buckle up shoes are permitted.
- Shoes must be fully enclosed, and laces need to be done up for safety reasons.
- No other style of shoe e.g. ballet flats, are acceptable.

Hair Accessories

- Only yellow, purple, black or white scrunchies or hair ties.
- No decorative headbands. They must be plain white, purple, yellow or black.
- Bobby pins or plain silver clips only to be used for clipping hair back.

Hat

- College issued caps or bucket hats are to be worn when outdoors in Term 1 and Term 4.

Scarves

- College scarves may be worn during Terms 2 and 3.
- Ties must be worn if a College scarf is being worn.
- No other scarves are permissible.

Dance Students

- Students in Years 9-12 must wear Dance uniform.
- Year 7 & 8 students to wear Sports uniform to Dance classes.

Casual Dress Day

On casual dress days students may wear smart, neat and modest clothes and closed in shoes to school. It is unacceptable for students to have bare midriffs and/or excessively short skirts and/or shorts.

Leavers Jumpers

Jumpers will be selected and ordered from a limited and accepted range and students will order the Leavers' Tops in the final term of Year 11. The jumpers will be issued for use at the Year 12 Retreats. Students will only be permitted to wear their jumpers on the following occasions:

- Year 12 Retreat.
- Semester 1 and End of Year Examinations.
- Casual dress days.
- The last week of Term 3 to the end of their time at the College.

Please note that:

- The Leavers' Jumpers must be clean and in good repair whenever it is worn to school. Students who wear their tops at school outside the above occasions will have their tops confiscated and returned at the end of Term 3.
- All items of IMCC uniform, except shoes, will be available only from the College Uniform Shop located on the campus. The shop is open on Tuesdays from 12.00pm to 4.00pm and Thursdays from 08.00 am to 11.00 am. A uniform price list is available at the College Office or the Uniform Shop.
- The blazer is a compulsory part of the dress and winter uniform and is worn to and from school and during Assemblies and Care Time.
- School shoes are described as plain black leather lace up shoes without raised or platform heels or soles. Heel height may be no more than 3cms.
- Girls' skirts or summer dresses should be long enough to cover the knees while standing.
- Boys' shorts and trousers must be the correct size and length and worn at the waist.
- College scarves may be worn with the winter uniform (no other scarves permitted).
- Tee shirts worn under school shirt must be plain white and short-sleeve.
- Girls' undergarments worn under school shirt must be white or skin toned.
- Plain black or grey gloves may be worn with the winter uniform.
- The College jumper must not be worn with the Physical Education uniform.

Grooming and appearance

In keeping with the uniform regulations at the College it is necessary for presentation and health reasons to establish some degree of uniformity when considering hairstyles. The following guidelines may prove helpful for staff and parents when determining what is acceptable at Irene McCormack Catholic College.

Hair

- Girls' hair longer than collar length must be securely tied back.
- Boys' hair must be worn neatly above the collar and off the face, with any extra hair length having to be tied up above the collar with a black hairband.
- Any hair which falls in or around the eyes or face is not permitted. This includes sporting and PE sessions when the students may be required to swim or exercise, therefore, hair must be pinned or tied back.
- Styling of hair to make an obvious statement is not permitted. A number 3 cut is the minimum length permitted.
- Unruly or untidy hair of any description is unacceptable. Hair should also be clean.
- A small amount of hair gel may be used to keep hair neat. Excessive gel used to sculpt hair is not permitted. Students will be asked to wash out excess gel.
- Extreme hairstyles are not permitted. This includes extreme colour, beaded hair, dreadlocks, Mohawks, rat's tails etc.
- Boys should be clean shaven and will be required to shave in Administration if this does not occur. Side-burns are permitted to halfway down the ear.

Whenever a student's hair is considered inappropriate, he/she will be asked to have it altered and a timeline will be negotiated. If the timeline is not met, the student will be required to stay at home until the change has occurred.

Jewellery

- A student may wear one small plain, gold or silver stud in the lower lobe of each ear. No other form of ear jewellery is acceptable.
- No other jewellery except for a wrist watch is permitted and this includes any form of facial or body piercing.
- Tattoos are not permitted.
- Jewellery will be confiscated (as per our College Policy on Jewellery) and will be available to be collected from the Front Office by the parents or by the student at the end of term.

Nail Polish/Make-up

- Artificial fingernails or nail polish is not permitted.
- Makeup is not to be worn.

Review History

Date Policy Introduced:	2010
Date of Last Review:	2017
Date of Next Review:	2020

SECTION 4 – TEACHING & LEARNING

4.1 ABORIGINAL EDUCATION

Rationale

Aboriginal people are the original inhabitants of Australia. Catholic Education embraces the richness and diversity, which exists within the Aboriginal nations of Australia. Catholic education is committed to maximising the learning opportunities for Aboriginal people.

Irene McCormack Catholic College is committed to growing a school culture of understanding and appreciation of Aboriginal people, their histories, cultures and spirituality.

Irene McCormack Catholic College like all Catholic schools will play an important role in the formation of their students to develop as active and contributing members of Australian society. 'Catholic schools can serve as models for all within Western Australia who seek to create genuine communities. Such communities are always founded upon shared commitment to the 'common good' (Mandate paragraph 6').

Definitions

- The term Aboriginal refers to the original inhabitants of Australia and includes the Torres Strait Islander people.
- The term Aboriginal education applies to all areas within the school including learning and teaching, reconciliation, employment, career pathways and community partnerships.
- The term Aboriginal Education Plan refers to schools developing a formalised approach through the development of a strategic action plan to address Aboriginal education in the school.
- The term 'Aboriginal Nation' refers to Aboriginal society as one that is diverse, complex and sophisticated. Australia is made up of many Aboriginal Nations.

Scope

This policy lines up with CEWA directives, which applies to all Catholic schools in Western Australia.

Principles

- Aboriginal people have a rich history, culture and spirituality that can be shared with all Australians.
- Irene McCormack Catholic College is committed to increasing knowledge and understanding of the histories, cultures and experience of Aboriginal people as the first peoples of Australia.
- The College recognises that parents are the first educators of their children.
- We are committed to collaborative decision-making and capacity building with Aboriginal people, parents, caregivers, families and communities.
- Aboriginal students in Catholic schools have the right to be provided with educational experiences comparable to all Australians whilst maintaining their cultural identity.
- IMCC is committed to reconciliation, which promotes the principles of inclusivity, equity, justice and consultation.
- IMCC is committed to increasing employment and promotional opportunities for Aboriginal people.

Procedures

- Irene McCormack Catholic College (IMCC) will fly the Aboriginal Flag as a daily sign of respect and recognition of Aboriginal history, culture, reconciliation and dignity. We seek to promote a future, which recognises the dignity of all people and works for a bright future for all Australians.
- Irene McCormack Catholic College explores the unique needs and our potential response through a proactive plan to inspire and support indigenous students in their learning and journey with us.

- IMCC will set about developing its Aboriginal Education Plan which is consistent with guidelines provided by national and state agreements.
- Aboriginal education will be explicitly addressed across all areas of curriculum at IMCC. This includes Religious Education and Society and the Environment, as well as all areas of the College Curriculum.
- In time, the College seeks to develop Aboriginal language and cultural education programs for use in our schools and perhaps too our local Catholic Primary Schools. These are to be shall be developed in collaboration with the Aboriginal community which are consistent with relevant documents developed by the Catholic Education Aboriginal Committee (CEAC).
- IMCC will seek to hold at least biannually professional learning in 'Aboriginal Understandings'. Members of the local Aboriginal community shall be invited to be involved in the delivery of this professional learning.
- IMCC shall actively encourage and support Aboriginal people to be represented appropriately on our school decision-making committees where the welfare of Aboriginal students could be concerned.
- IMCC shall, where able, actively encourage and support Aboriginal people to undertake training and further education.
- IMCC shall, where able, encourage the employment and promotion of eligible, qualified Aboriginal people to leadership roles.
- IMCC shall be involved in the reconciliation process through the recognition, acceptance and celebration of Aboriginal cultural traditions and values. This builds on past practices and involvements of the College Community in participating in NAIDOC Week; Reconciliation Day and National Sorry Day.

References

Bishops Mandate for the Catholic Education Commission of Western Australia 2009-2015.
Irene McCormack Catholic College's Justice Education Policy.

Related Documents

Catholic Education Commission of Western Australia Policy 2-D5 'Student Enrolment'.
Catholic Education Commission of Western Australia Policy 2-B7 'Justice Education'.
Catholic Education Commission of Western Australia Policy 2-B2 'Curriculum'.

Review History

Date policy introduced:	2014
Date of last review:	2015
Date of next review:	2019

4.2 CURRICULUM, ASSESSMENT AND REPORTING

Rationale

Irene McCormack Catholic College implements a curriculum to meet the learning needs of all students, from Year 7 to Year 12, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

Principles

Irene McCormack Catholic College assessment programs comply with the requirements of the School Assessment and Standards Authority (SCSA). These include the Policy Standards for Pre-Primary to Year 10 Teaching, Assessing and Reporting in Years 7-10. The principles are:

- An integral part of teaching and learning and contribute to ongoing learning.
- Educative.
- Develop processes to support teachers in making valid and reliable judgements.
- Fair and equitable.
- Designed to meet a specific purpose.

- Enable students to demonstrate their knowledge, understandings and skills in relation to the year level standard.
- Lead to informative reporting.
- Lead to school-wide evaluation processes.
- Provide significant data for the improvement of teaching practices.

Student Responsibilities

Students must:

- Complete all assessments required in each course.
- Complete all work requirements in each course.
- Ensure that they inform the school before anticipated absences and request an extension on assessments with the 'Application for Extension' form that is available from Coneqt-S/College website/Student Portal and submitted at least 48 hours in advance.

Teacher Responsibilities

It is the responsibility of the teacher to:

- Develop a teaching and learning program that meets the syllabus requirements for the course.
- Provide students with a course unit outline and an assessment outline at the start of the course.
- Ensure that all assessment tasks are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance.
- Maintain accurate records of student achievement.
- Meet College and external timelines for all types of assessment and reporting.
- Inform students and parents of academic progress, as appropriate.

Course Outlines

All students in Years 7-12 will be provided with the appropriate course outline for their respective courses of study.

For students in Years 7-10, the outlines and relevant programs are available on the College website at www.imcc.wa.edu.au, and Coneqt-p. General information about curriculum and the relevant standards are available through the School Curriculum and Standards Authority at <http://www.scsa.wa.edu.au/>.

Students in Years 11 and 12 will be given the appropriate Course syllabus, the College course outline and the assessment outline for each course they are studying. They are also available electronically via the College website and Coneqt-p. Year 11-12 WACE course information is also available at <http://www.scsa.wa.edu.au/> and the College website www.imcc.wa.edu.au.

The College course outline will contain:

- The content and activities which will be taught and assessed during the course, including approximate timing.
- The outcomes that will be assessed by each task (if applicable).
- The relative weighting of each assessment.

Each student will also receive an Assessment Outline which must contain:

- A list of the assessment types utilised in the course.
- A brief description of the content and nature of the work to be assessed in each assessment, including a marking guide to be handed out with Assessment.
- A weighting for each assessment.
- A schema showing the outcomes to be assessed by each task, if applicable.
- A statement showing compliance with School Curriculum and Standards Authority assessment guidelines.

For WACE courses that have separate a statistical moderation process for written and practical components the College Assessment Outline weightings are to be the same as the WACE examination weightings.

Changes to the assessment outline must be clearly communicated to students in paper format and updated in digital format on the College website and on Coneqtp.

Examinations

Requirements for all students

- All students will undertake examinations at the College in Years 7-12.
- No examinations can be completed by a student prior to the scheduled date and time. If a student is absent from an examination, the parent must inform the Assistant Deputy Principal. At all times, should a student be absent from an examination, a medical certificate is required to be given to the Assistant Deputy Principal.

Year 11 and 12 Courses

The rules of conduct for the Year 11-12 examinations comply with SCSA requirements for WACE examinations and as such only specified items can be brought into the examination room for each examination. Course teachers will inform students prior to the examinations of relevant items. Examinations are scheduled near the conclusion of Semester 1 and the end of year and are compulsory for students to complete to the best of their ability. The scheduled weeks for examinations will be clearly shown on the term planners provided inside the Student Planner.

- Students studying ATAR courses will be required to complete an examination as part of their course assessment schedule during the timetabled examination period. These may vary in length between 2 and 3 hours with 10 minutes reading time.
- General, Foundation and Preliminary students may be required to complete an examination or set tasks or projects during the examination period and during the 'Assessment Free' Week.
- Students will receive examination timetables, indicating date and time, at least 4 weeks prior to the commencement of examinations.
- Students are only required to attend school for timetabled examinations during this period of time.
- The week before the scheduled examinations is an EXCURSION and ASSESSMENT FREE WEEK for courses with examinations or assessments during the formal examination period.
- OLNA – some students will be required to complete their Literacy and Numeracy Assessment. Clear guidelines and schedules will be provided by SCSA.

Externally Set Tasks (EST)

Year 12 Foundation and General courses

ESTs will be administered in compliance with SCSA requirements and as such will occur in Term 2 at the time prescribed by SCSA and be completed under invigilated conditions provided by SCSA.

Years 7 to 10

- All courses in Religious Education, English, Mathematics, Science, and Social Science will require an examination to be completed during the scheduled examination week, in Term 2 and the end of year. Other courses may also have examinations.
- Students will receive examination timetables, indicating date and time, at least 2 weeks prior to the commencement of examinations. Students in each year group will have examinations of varying duration.
- Students in Years 7 and 9 will partake in NAPLAN testing.
- Students in Year 9 will partake in the Bishops' Literacy Test.
- Specific details for each examination will be provided by the College to the individual students.

- If a student is absent from an examination a parent must inform the Deputy Principal (Years 11 and 12) and Assistant Deputy Principal (Years 7 to 10). Where appropriate, alternative arrangements will be made for the student to sit the examination. Penalties may apply, in the absence from the exam is not substantiated.

Absence from School and Missed Assessments

The College requires that **all absences** from school be accounted for by direct communication from parents via telephone call or SMS followed by an email, letter or medical certificate.

On the day of absence from an assessment, the Classroom Teacher must be notified by telephone call and or email by a parent or guardian.

If the Classroom Teacher in his/her professional judgment is satisfied that the circumstances which led to the student missing an assessment are satisfactory, he/she will arrange with the Head of Learning Area for the student to sit an in-class assessment at an alternative time which could include: before or after school, a lunch time or at an alternative time agreed to by all parties. For other assessments, the student must hand it to the relevant classroom teacher the day that they return to school, not the next scheduled lesson. On return to the College the following must be handed in to the Classroom Teacher:

- Students in Year 7-9: A Parental/Guardian Letter of Explanation and/or Medical Certificate.
- Students in Year 10-12: A Medical Certificate (in the case of illness) or A Parental/Guardian Letter of Explanation for significant personal circumstances (funeral, car accident).
- If the Head of Learning Area and Classroom Teacher in consultation with the Head of Learning Area in their professional judgment are not satisfied that the circumstances which led to the student missing an assessment are satisfactory, the student may be directed to the Breaches section of this policy. Acceptable reasons include:
 - Where sickness, injury or significant personal circumstances for a considerable part or all of the period of the out-of-class assessment task prevents completion and submission.
 - Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.
- The College will make no allowances for students who miss assessments due to appointments that could have been arranged outside of school hours and where prior communication has not been made with the relevant classroom teacher (see Breaches of Policy Section).
- If students miss assessments due to involvement in school-related activities (such as interschool carnivals), camps and excursions he/she will be given an opportunity to complete the assessment as soon as practicable after the event. It is the student's responsibility to notify the relevant teacher prior to the day of the scheduled assessment.
- Where a student is absent from school due to a family holiday the penalties for missed assessments will apply unless prior approval is sought and approved by the Principal.
- Oral Presentations & Practical Assessments will be treated as in-class assessments and the due date will be considered the first day that the presentation/practical is due to be completed in class. In the case of missed oral and practical assessment, the HOLA in discussion with class teacher will decide on how the grade will be determined.
- If students are required to produce written evidence (notes, research, palm cards) on the first day and are unable to do so, a marks penalty will apply (see Penalties).
- Due to the nature of Oral & Practical assessments, not all students will always be able to complete their assessment on the due date. If due to time restrictions, a student does not complete the assessment on the first day and is subsequently absent on any day when the remainder of the Oral or Practical Assessments are being completed, the same conditions outlined under Assessments will apply.
- If a student knows he/she will be absent due to another College commitment, he/she must volunteer to complete their Oral or Practical Assessment on the first day.

- Where a student is unable to attend school for a lengthy period due to injury or illness, and communication has been made with the Assistant Deputy Principal, then the College will endeavour to provide support for their learning program.
- Classroom teachers are to communicate to parents when a student has missed an in-class assessment or not submitted an assessment. This is to occur on the scheduled due date of the assessment.

Planned Absences

Students who are absent through planned events that are medical or are of a personal family nature will reschedule their task submission date through negotiation. Parents will need to contact the relevant classroom teacher and Assistant Deputy Principal regarding these issues for clarification.

Absence due to family holidays. Due to the progressive nature of assessment tasks family holidays are highly discouraged, particularly in Year 10-12 during the school term. The academic learning programs will continue, including all assessment tasks.

Approval for absence due to a family holiday must be sought from the Assistant Deputy Principal. Upon Approval from the Assistant Deputy Principal, students must immediately complete a 'Planned Absence' form and submit to all their teachers for signature.

For Approved absence, it is a student's responsibility to contact all their teachers at least 3 school days in advance to departing and remind them of the intended absence and make arrangements for any missed assessment task(s). If negotiations are not made, then the student will receive a 'zero' mark for the task(s).

Extensions

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers will follow the procedure outlined in Penalties.

Extensions may be given at the discretion of a teacher, in consultation with the Head of Learning Area and/or Assistant Deputy Principal, in cases of illness or significant personal problems which have occurred in the lead-up to the assessment due date.

Extension forms, requested in writing from the parents need to be submitted at least two school days prior to the due date for any assessment. Extension forms are available from the College office.

Technological Issues

Failure or breakdown of technology is not a suitable excuse for the non-submission of work. Students should be saving work to an additional storage device/cloud in addition to just on their personal device. All students have access to personal storage on the College network.

If a student's computer has crashed, and an assessment cannot be accessed then the Parent/Guardian must make immediate contact with the relevant classroom teacher to make them aware of the situation. Where sufficient notice is given, the student may apply for an extension at the discretion of the teacher. This time is to allow the assessment to be completed to an acceptable standard that reflects their ability.

The student must produce evidence of their research, notes and/or drafts on the next school day and prior to the due date. Failure to do so will result in Penalties as outlined in the Assessment Policy. If a student claims that their printer has broken down, he/she must print a copy at school and submit it by no later than 3.30pm on the day that the assessment is due or by alternative arrangement or be penalised as specified in Penalties. The student must also provide the teacher with an electronic copy of the assessment that is sighted by the classroom teacher during the scheduled lesson.

If a student claims to have submitted an assessment by email, the teacher must sight the emailed document prior to or during the scheduled lesson as proof of delivery. This will be communicated to the student via reply email.

Students must complete the Assessment task using appropriate software that can be readily accessed electronically by the teachers.

Assessing students who transfer

If for medical reasons a student transfers early in Years 11 and 12, the student is withdrawn from the course. The student is then enrolled in another course.

The school is required to provide the student with extra work to cover the content of the education program they have missed and have the students complete any missed assessment tasks. Where the marks have been returned to the students, a similar task may be completed as an alternative.

Students typically enroll in a Year 11 or 12 course before Week 4 of Term 1 in consultation with the Assistant Deputy Principal and Deputy Principal. Prerequisites must be met.

Students in Years 8, 9 and 10 may withdraw from a non-Compulsory course within two weeks of its commencement and enrol in another provided there are places available.

Breaches of Assessment Policy

In-class Assessments

Where an extension or exemption has not been sought and agreed upon by the College, students will lose 10% of the total possible marks for that assessment for each day that they are late sitting the assessment. This applies up to a maximum of 2 school days after the scheduled date of the assessment.

After this time the student will be required to complete the assessment, to a standard that reflects their ability, in an after-school detention and will receive a maximum of 50% for the task.

Refusal to complete the assessment or not completing an assessment to a standard that reflects their ability will be referred to the Head of Learning Area. The Teacher will organise a meeting with the Parent/Guardian to discuss the situation and make arrangements to complete the task, either prior to or on the day of suspension. The mark for the initial assessment attempted will be recorded.

Students who consistently do not submit tasks and assignments on the due dates, or who consistently miss in-class assessments will have their names submitted to the Assistant Deputy Principal who will follow up these breaches with interviews with students and parents.

General Assessments

Where a student has not handed in the required task, either completed or to a standard that reflects their ability, on the agreed date and an extension has not been given, the following procedures will apply.

Failure to submit an assessment will be communicated to the Parent/Guardian on the due date.

The student has until 8:30 am the following school day to submit the assessment, either completed or to a standard that reflects their ability, at the front office and receive a receipt of submission. This incurs a loss of 10% of the total marks available. Please note that a weekend will incur an additional loss of 20% of the total marks available. An absence on this day needs to follow the procedure outlined in the IMCC Assessment Policy. Acknowledgement by email is accepted so long as it is printed when returned to the College.

Failure to submit the assessment either completed or to a standard that reflects their ability, by 8:30 am will result in an afterschool detention that day and loss of 10%. The teacher will communicate this information to the Parent/Guardian either by telephone call, sms or email. The student is required to attend the detention and complete the assessment. At the end of the detention completed assessments will be collected by the supervisor and passed on to the relevant teacher.

If a student is present at school the day of the detention and does not attend the detention without the prior permission of the Assistant Deputy Principal, the Assistant Deputy Principal will discuss this situation with the Parent/Guardian and make arrangements for the student to complete alternative arrangements.

Failure to submit the assessment either completed or to a standard that reflects their ability, at the end of the detention, the student will be required to complete the assessment to a standard that reflects their ability during another set time. A maximum of 50% will be recorded for this assessment. The Assistant Deputy Principal will communicate this information to Parent/Guardian.

If the situation is repeated the College Discipline Policy will be implemented.

Group work tasks will be marked according to criteria provided with the task.

Where one member has not contributed, due to absence or other reasons that have not been communicated to the College, they will receive a zero for that assessment. The other group members will be marked according to the work they have done and the assessment criteria.

The following reasons for not completing work will not be accepted even if a note is produced by parents in the Planner:

- Prior engagements the night before task or test.
- Absence due to camps or expeditions.
- Part-time work commitments.

Assessment Feedback

When each assessment has been completed by the student and marked by the teacher, it should be returned to the student in a timely manner with:

- The total mark.
- Justification of the assessed achievement (this may take the form of schemas, marks within the assessment, marking keys, comments, etc.).

Assessment results will also be available to students and parents via Coneqts and Coneqtp.

Review of Assessment of Individual Tasks

When assessment tasks are returned to students, they should be given the opportunity to check their work. Students may request a review of their results. Initially, this request must be made directly to the class teacher at the time the assessment is returned. The review should justify the results of the assessed item. If the matter is not satisfactorily resolved by this process, the student may then make a further request for an assessment review by the Head of Learning Area. If the matter is resolved the appropriate adjustments should be made on the students' scripts and their assessment records.

Review at the Completion of the Course

Prior to achievement information being reported to the School Curriculum and Standards Authority, students should have the opportunity to check that their results have been accurately recorded.

Cheating, collusion and plagiarism

Students found to have plagiarised all or part of an assessment will receive 0 marks for the section of the assessment when cheating and collusion has been determined. They will need to re-submit the task by a negotiated due date for learning purposes.

The Assistant Deputy Principal will meet with the parents and student to discuss the plagiarism and educate regarding best practice.

Appeals

If students wish to appeal their course final result, they may request an assessment review by the Deputy Principal. If the matter is not satisfactorily resolved, students may lodge an appeal with the School Curriculum and Standards Authority.

Assessment reviews and appeals to the School Curriculum and Standards Authority against any College assessments are intended to determine whether:

- The assessment program for that course conforms to School Curriculum and Standards Authority requirements.
- The assessment procedures within the course conform to the College's assessment policy based on School Curriculum and Standards Authority guidelines.
- There are any procedural or computational errors in the determination of the student's assessed achievement.

In the case of a student appealing to the School Curriculum and Standards Authority, the College is required to provide the following information to the appeals panel:

- A copy of the College assessment policy.
- A copy of their assessment program in the Course concerned.
- A copy of the assessment records for all students studying the course in the school with the appealing student's results indicated.
- Any other relevant school information as required by the panel.

The School Curriculum and Standards Authority does not re-assess student work as part of the appeals process.

Reporting process

Years 7-12

College Grade Descriptors

At Irene McCormack Catholic College, the assessment and reporting of student achievement is communicated by marks and grades for all courses. The reporting standard for each course is:

- A Excellent achievement.
- B High achievement.
- C Satisfactory achievement.
- D Limited achievement.
- E Very low achievement.

Years 7-10

All Western Australian schools are required to report according to the School Curriculum and Standards Authority Assessment and Reporting Policy. In their learning areas, student achievement is reported in relation to the range of performance for all students in the year level.

Grade Descriptions:

- | | |
|----------------|--|
| A Excellent | The student demonstrates excellent achievement of what is expected for this year level. |
| B High | The student demonstrates high achievement of what is expected for this year level. |
| C Satisfactory | The student demonstrates satisfactory achievement of what is expected for this year level. |
| D Limited | The student demonstrates limited achievement of what is expected for this year level. |
| E Very low | The student demonstrates very low achievement of what is expected for this year level. |

Student reports provided to parents/carers each semester, with an Interim Report in Term 1.

Students are also rated on their learning attributes:

Academic progress – This reflects how well students are achieving in their respective subjects.

Focus towards achievement – Outlines how actively a student engages with the learning process. Students who achieve “Consistently” are positive in answering teachers’ questions and are involved responsibly in the class and group discussions. The student listens attentively to teachers’ explanations and directions and to the questions and comments of other students, utilises good research skills and apply themselves when tasks are difficult.

Completion of tasks – This refers to students completing homework and assessment tasks by the required date to the best of their ability.

Effective organisation – Students who receive “Consistently” are always punctual to class, have the correct texts and materials for class and record homework correctly in the planner.

Responsible behaviour – Students receiving “Consistently” are those who always act with respect to teachers and other students, follow directions of teachers and show consideration for all others in the classroom.

If a student achieves “Consistently” in all or most courses, it is an indication that the student is working to capacity both at school and with the follow-up homework and study. The student is achieving their potential. If a student achieves indicators that are regularly below “Consistently”, improvement and communication is required with teachers.

Reporting Year 12

At the end of senior secondary schooling, all students receive a Statement of Results.

Irene McCormack Catholic College Statement of Results

This certificate is issued to all Year 12 students outlining the courses studied and results achieved.

Vocational Education & Training Grade Description

Student achievement in Vocation Education & Training programs is competency-based and specific requirements are outlined in national training packages or accredited courses.

Semester One Report:

S – Satisfactory Progress.

U – Unsatisfactory Progress.

End of Year Report:

A – Achieved.

Learning Support

Students with a diagnosed learning difficulty, that the College is aware of, will have any provisions regarding assessments stated on their individualised plan.

Where provisions are not required or applicable, the College Assessment policy will apply in all aspects.

Learning Support: Assessments and Good Standing

When a student does not complete or submit an assessment on the due date it will be recorded on their student record in SEQTA.

Students who consistently do not submit tasks and assignments on the due dates, or who consistently miss in-class assessments will require an interview with the Assistant Deputy Principal and their Parent/Guardian. The Good Standing Policy will apply, and students may be at risk of losing their good standing within the College.

Learning Support: Reports

This is a formal document developed by the College to provide information related to the academic achievement and work ethic of all students in Year 7-12. This information is compiled for the parents and as such is posted home. Semester and End of Year reports are provided for all students in Years 7 to 12.

Parent Teacher Interview Nights are scheduled to enable parents and students to meet with teachers to discuss a student's progress. Interview times are booked online using the PTO program within Coneqt-p. These are a valuable experience and as such parents and students are strongly encouraged to attend.

Relevant legislation or authority

School Curriculum and Standards Authority Act 1997 (WA)

School Education Act 1999 (WA)

Policies

Notional Time Allocation Guidelines: pre-primary to Year 10.

Principles of Learning, Teaching and Assessment.

Western Australian Curriculum and Assessment Outline Implementation Timeline.

Review History

Date policy introduced: 2014

Date of last review: 2016

Date of next review: 2019

4.3 EXTERNAL LEARNING EXPERIENCE FOR STUDENTS

Rationale

Out-of-school Learning and Training Programs provide a valuable pathway for students to explore their transition from school to post-school opportunities. Irene McCormack Catholic College offers a range of pathways and provides information, advice and options to students so that they can make informed choices to pursue university or post-secondary vocational qualifications.

Definitions

Out-of-School Learning and Training Programs are those which place students in work environments as part of Workplace Learning programs, School Based Traineeships or Apprenticeship programs and VET courses offered by various RTOs off campus.

Scope

This policy applies to Year 11 and 12 students at Irene McCormack Catholic College.

Principles

- Irene McCormack Catholic College is involved in learning, training and other educational contexts in physical settings beyond the school environment.
- Irene McCormack Catholic College has a responsibility to focus on risk management issues and procedures initiated as part of the school curriculum.
- The Principal and staff are responsible for ensuring that 'duty-of-care' requirements are in place when students are involved in out-of-school learning and training programs.
- Principals and Host Employers and Trainers share a responsibility for ensuring adequate supervision and safety for students in the workplace and/or training facilities.
- Parents have a responsibility to provide relevant information including medical and learning conditions when their child is attending out-of-school learning and training programs.
- Students are expected to meet College behaviour expectations and failure to do so might result in withdrawal from the courses/programs.

Procedures

- Irene McCormack Catholic College complies with the Out-of-School Learning and Training – Processes and procedures for Catholic Schools in Western Australia and when using Onsite, follow the procedures outlined in Onsite Workplace Guidelines.
- The Principal or nominee shall approve all Out-of-School Learning and Training Programs.

- Teaching staff shall take reasonable care for the safety and welfare of students whilst students are involved in Out-of-School Learning and Training Programs.
- Planning for Out-of-School Learning and Training Programs shall be in accordance with Out-of-School Learning and Training – Processes and procedures for Catholic Schools in Western Australia.

Part One: Assessing and minimising risks for students

Schools shall implement a Risk Assessment and Management Plan which addresses the following areas and procedures.

Providing Appropriate Induction and Preparation for the Workplace Induction of Students

Students on work placement need to be appropriately prepared for their work placement and also need to recognise that they are representing their school.

Students shall undergo an induction program appropriate to their needs. This induction shall be accompanied by a school based *Out-of-School Learning and Training Handbook*.

Induction Programs will typically focus on preparing the students to be 'work ready'. An important part of the induction shall focus on workplace health and safety and familiarisation with the school and workplace policies and procedures which help reduce risk and which deal with critical incidents. The induction program shall include the following:

- Rights and responsibilities of being a student/employee in the workplace.
- Use of Authority prepared Logbooks and Skills Journal (developed by the Authority for 2015 if enrolled in the Workplace Learning ADWPL Endorsed Program).
- Role(s) of the Out-of-School Learning and Training Supervisor(s).
- Personal grooming and hygiene.
- Appropriate use of mobile phones and computers in the work place.
- General occupational, safety and health awareness and completion of the Work Smartmove Safe Certificate.
- Accident procedures.
- Confidentiality of the host employer's business.
- Communication strategies, interpersonal skills and courtesy protocols.
- How to deal with incidents such as workplace bullying and harassment.
- Students' travel to and from the workplace.
- How to take breaks appropriately.
- The concept of competency-based training and assessment in the case of School Based Traineeships and Apprenticeships and VET courses.

Expectations of the School based supervisor and Host Employer in the Workplace

- The Host Employer or authorised delegated officer shall be provided with an information session, typically, but not exclusively, delivered within the workplace by Onsite. A suggestion of information to be covered could include:
 - An explanation of competency-based training.
 - The role of the host employer in training and assessing the student in the workplace.
 - How to identify the workplace learning skills that are to be assessed in the workplace.
 - How to identify the units of competency that may be assessed in the workplace.
 - Provide the host employer with details about the student including their contacts as well as providing them with the Insurance Information Form.
- Provide a process for emergency procedures for accidents requiring specialist medical attention.
 - Apply appropriate first aid immediately.
 - Seek immediate medical advice.
 - Provide medical attendant with student contact details.
 - Contact the emergency contacts.
 - Contact the school.

The Out-of-School Learning and Training Supervisor or authorised delegated officer shall use opportunities such as these to determine the safety and appropriateness of the workplace.

Assessing the Workplace Environment (completed by Onsite)

A brief observation of the workplace can be made at the time of the initial visit to establish the suitability of the workplace for the student placement whether for Work Experience or Workplace Learning (or ADWPL Endorsed Program 2015 onwards).

Parental Consent about the Student's Work Placement

Parent/guardian consent is required for all Out-of-School Learning and Training Programs. Information shall be provided to parents/guardians in writing to enable them to make informed decisions about their child's participation in Out-of-School Learning and Training Programs. It does not, however, diminish the duty-of-care to be provided by the school or the supervisor/s. Parents shall be provided with information about the program and be encouraged to assist their child where possible. (see Appendix A)

Prior to Acceptance into the Workplace

- Parents shall be provided with details such as provided in the school developed Out-of-School Learning and Training Handbook and students will be given a copy of the Authority prepared Logbook and Skills Journal (from 2015 if enrolled in ADWPL Workplace Learning Endorsed Program).
- No student shall participate in any work placement without prior written consent from the parent/guardian.
- Signed parental acknowledgement and consent must be retained by the school for 7 years from the day in which the student enrolment ceases.
- A Parent/Guardian Information Letter is to include relevant details about the out-of-school learning and training information as per the school developed handbook. Out-of-school learning and training information shall include:
 - Location of workplace learning placement.
 - Days, dates, and times of placement.
 - Contact details of the person responsible for organising the learning and training in the workplace.
 - Student contact arrangements during the workplace learning placement.
 - Parental responsibility for arranging transport to and from the workplace.
 - Supervision to be provided.
 - Special clothing or other items required.
 - Procedures to be put in place regarding departure from the workplace for early or unscheduled departure.
 - Support to be provided such as a Teacher Assistant or extra visits in the case of students with special learning needs.
- A Host Employer Confirmation Letter. When the school is satisfied that the workplace is suitable for a student to undertake a work placement the school/Onsite shall write to the Host Employer and:
 - Confirm the placement.
 - Provide insurance details including the insurance information form which requires acknowledgement by signing (see Appendix B).
 - Provide details of the school contact person.
 - Provide a copy of the student Logbook (if enrolled in Endorsed Program ADWPL from 2015 – Logbook Authority prepared).
 - Provide details of days, times, and dates of student attendance at the workplace provide emergency contact details provide relevant health information.
 - Provide relevant information on the student's special learning needs if relevant to the workplace.
 - Provide details of the necessary student supervision (see Appendix A).

Transport Arrangements

Parents are responsible for arranging transport to and from the workplace.

Assessing the Student's Capacity to Undertake Workplace Tasks

When matching students and workplace settings it is important that the school consider information gained from the interview process, school performance and attitude to assess the work readiness of the student. Generally, the school would attempt to match the student's vocational plans or preferences with the work placement.

Any physical or personality issues need to also be considered. It is important to retain a record of the following:

- The student's age.
- Information about any special needs of the student.
- Any disabilities or specific health requirements.
- Emergency/Health Care requirements.
- Contact details for a parent or guardian.

Induction of the Supervisor/Supervisory Team

The school has a shared responsibility with Onsite the host employer of ensuring a duty-of-care during the work placement. All relevant school personnel must be aware of their responsibilities when involved in out-of-school learning and training and the related Catholic Education Commission of Western Australia (CECWA) documents.

Developing Communication and Supervision Strategies

- Students will need to ring the College on 9562 2400 in cases of emergency. This number should be kept on their mobile phone.
- Supervisory requirements for out-of-school learning and training shall be considered in accordance with the:
 - Age of the students.
 - Experience and ability of the students.
 - Student medical conditions or disabilities.
 - Supervisor(s) competence and experience.
 - The number of students on placement at the one workplace.
 - Type of activity to be undertaken.
 - Nature of the environment.
 - Location of the activity.

Supervision

Where practicable, every work placement shall be visited annually, and relevant contact made. School Based Traineeship and Apprenticeship students shall be monitored as required by a personal visit by the school supervisor when needed. The school shall ascertain that the host employer will provide an appropriate level of workplace supervision. A clear process must exist whereby students in the workplace can contact the school in the event of an incident; the school shall also liaise with the student when at school to monitor progress and issues.

Emergency Response Planning Processes

During the out-of-school learning and training placement the school supervisor, or a nominee, shall have ready access to:

- The student's parent/guardian and school contact telephone numbers.
- The relevant Student Health Form.

- Emergency response procedures will follow the normal school procedures in place to deal with critical incidents. In the case of an accident in the workplace appropriate first aid must be administered, medical advice sought, and the parents/guardian and school shall be contacted. The emergency procedures shall follow the individual school's crisis management plan and be well understood by all parties involved.
- All details relating to any critical incident needs to be fully recorded and filed. Eventually all relevant parties need to be informed in writing and anecdotal notes of any telephone contact made.

Duty of Care VET for school students attending public and private training organisations

Public and private registered training organisation trainers have a duty of care for Vocational Education and Training (VET) for School students. When trainers are in the students' school they have the same duty of care as teachers.

In discharging their duty of care responsibilities, staff must exercise their professional judgement to achieve a balance between ensuring that students do not face an unreasonable risk of harm while at the same time encouraging students' independence and maximising learning opportunities.

A VETiS program which is conducted at a State Training Provider/Registered Training Organisation is classified as an off-school-site student learning and training activity. The program is organised jointly by a member of teaching staff and a member of the private or public training organisation.

Parents and guardians must be given sufficient detail about the program and the nature of the State Training Provider/Registered Training Organisation learning and training environment to make informed choices. Parental consent for participation for their children must be obtained before commencing a program.

Principals and Managing Directors of the State Training and Registered Training providers are responsible for ensuring that the management plan for a program addresses the risk factors that may exist for both students and staff.

Part Two – Insurance details and processes

All Catholic schools in Western Australia maintain insurance policies which cover students against accident and public liability claims. Public Liability Insurance is normally held and indemnifies schools, their employees and students when participating in school-approved out-of-school learning and training programs.

It is not considered essential to sight documentary evidence of the employer's insurance e.g. an insurance certificate. It is, however, essential that the school provide to the employer an Insurance Information Form similar to that provided in Appendix B. A clause in this letter reminds employers to determine the extent of their public liability insurance. Host employers must sign this letter to indicate they have received a copy and the school must retain a copy of this letter. This letter must be issued and signed every year by the host employer.

General Insurance Claims

In the event of an accident to a student in the workplace, the school shall contact the school's insurer before any action is taken in making an insurance claim. This is to ensure the correct procedures are followed. Once this has been done, in order to claim for insurance, the school must advise parents/guardians that:

- All medical certificates and receipts must be retained.
- Appropriate health insurance forms must be completed for reimbursement of expenses from Medicare or private health insurance organisations.
- It is essential that the College's Incident Report Form or equivalent is completed and retained by the College for record purposes. (For further details see Part Three on Retaining Records.)

Motor Vehicle Accident Claims

- Parents must be fully informed, in writing, of insurance coverage held by the school.
- Employers must be provided with a letter indicating details of insurance cover, held by the school, on behalf of the student. The letter shall contain a clause indicating the suggestion that they determine the extent of their cover. A copy of the letter must be signed by the employer or Authorised delegated officer and held by the school.
- It is not essential for the school to request a copy of the employer's insurance policy or certificate.
- All insurance claims must be processed after the appropriate liaison with the insurer; all appropriate records must be kept by the school.

Part Three – retaining records

Schools are required to maintain clear records of details relating to students' participation in Out-of-School Learning and Training Programs. This is particularly important in matters dealing with approval letters from parents and records relating to school visits. Files shall be retained by the school for 7 years from the day on which the student enrolment ceases. Of particular importance in the records management processes are:

- Signed approval forms from parents.
- Details of visits to the workplace by the school.
- Records of any comments about the safety or otherwise of the workplace.
- Any critical incident reports and any medical records or insurance claims.

Students shall not be allowed to participate in Out-of-School Learning and Training Programs unless written permission is granted by a parent/guardian.

Schools shall adhere to the regulations pertaining to specific industries and the placement of minors in work environments.

During the course of the Out-of-School Learning and Training Program a report shall be submitted to the Principal by the staff member of the Out-of-School Learning and Training program if a student:

- Suffered an injury.
- Experienced ill health.
- Was involved in an incident which was related to student discipline or safety.
- Was involved in any other serious consequence.

References

Bishops Mandate the Catholic Education Commission of Western Australia 2009-2015.

Melbourne Declaration on Educational Goals for Young Australians December 2008, page 12.

Related Documents

Catholic Education Commission of Western Australia Policy 2-B2 'Curriculum'.

Catholic Education Commission of Western Australia Policy 2-B4 'School Camps and Excursions'.

Catholic Education Commission of Western Australia Policy 2-D3 'Child Abuse'.

Catholic Education Commission of Western Australia Policy 2-D7 'Exclusion of Students for Disciplinary Reason'.

Catholic Education Commission of Western Australia Policy 2-D8 'The Management of Confidential Information'.

Catholic Education Commission of Western Australia Policy 2-A1 'Catholic School Retreats'.

Catholic Education Commission of Western Australia Policy 2-B7 'Justice Education'.

Curriculum Council Act 1997 (WA).

Occupational Safety and Health Act 1984 (WA).

Occupation Safety and Health Regulations 1996 (WA).

School Education Regulations 2000 (WA).

Volunteers (Protection from Liability) Act 2002 (WA).
Western Australian College of Teaching Act 2004 (WA).
Western Australian College of Teaching Regulations 2004 (WA).
Workers Compensation and Injury Management Act 1981 (WA).
Working with Children (Criminal Record Checking) Act 2004 (WA).
Vocational Education and Training Act 1996 (WA).
Industrial Training Act (1975).
WACE (Western Australian Certificate of Education) Manual.
The First Step: Managing safety and health hazards in your workplace, 2007.
Processes and Procedures for Out-Of-School Learning and Training for Catholic Schools in Western Australia.
Handbook for Catholic Schools in Western Australia, Section 8: Legal Responsibilities.

Review History

Date Policy Introduced:	2014
Date of Last Review:	2018
Date of Next Review:	2021

APPENDIX A

**HOST EMPLOYER
INSURANCE, SUPERVISION and OCCUPATIONAL SAFETY and HEALTH
ACKNOWLEDGEMENT FORM 20__**

ORGANISATION/COMPANY NAME: _____

SUPERVISION

1. Appropriately trained and experienced members of our staff will provide supervision and support to the student during the placement.
☐Yes ☐No
2. As the host trainer we will contact the Out-of-School Learning and Training Supervisor (**insert Telephone no.**) if the student is late or fails to attend for work.
☐Yes ☐No

OCCUPATIONAL SAFETY AND HEALTH (OSH)

3. The organisation understands that a student may lack any experience in the workplace and may be unaware of health and safety risks. The organisation will take appropriate measures to meet the specific OSH needs and requirements of students whilst they are in our workplace(s) including an OSH induction on the student's first day in our workplace(s).
☐Yes ☐No
4. (Where applicable) The organisation will familiarise ourselves with the student's identified special needs. We understand that the school will provide a record of such needs to the organisation prior to the placement.
☐Yes ☐No
5. We agree the student will not be permitted to undertake any activities requiring a licence, permit or certificate of competence unless they have relevant current licence, permit or certificate and the activity is directly related to the outcomes of the placement.
☐Yes ☐No
6. Should the student accompany a member of our staff or other person in a motor vehicle as part of their placement tasks, the driver of the vehicle will hold a current WA driver's licence (as appropriate to the vehicle), and the vehicle will be currently registered, fully insured (compulsory third party and full comprehensive insurance) and roadworthy.
☐Yes ☐No
7. In the event that the student is injured or becomes ill at work, as the host trainer we will contact the school, as soon as practicable, after being notified of the injury or illness.
☐Yes ☐No

CHILD PROTECTION

8. To the best of my knowledge no member of my staff are a danger to the student.
NB: Within the employment environment a Working With Children Check is not required.

☐ Agree ☐ Disagree

ANTI-DISCRIMINATION AND HARRASSMENT

9. My organisation understands and complies with the anti-discrimination/harassment laws of the State in which the placement is conducted and will act in accordance with those responsibilities.

☐ Yes ☐ No

CHANGE OF CIRCUMSTANCE

10. We will contact the school immediately if:
- an allegation is made against a member of staff or other persons, of child abuse or sexual misconduct against the student
 - we become aware of any ill treatment of the student, act of violence that occurred in the student's presence, act of violence toward the student or other occurrence that puts the student at risk
 - an allegation is made against a member of staff or other persons, of discrimination or harassment against a student or a student makes an allegation of discrimination.

☐ Yes ☐ No

11. If the circumstances of my organisation/business change prior to, or during the students' placement, and we are no longer able to make the above acknowledgments, we will advise the school at the earliest opportunity.

☐ Yes ☐ No

INSURANCE ACKNOWLEDGEMENT

12. The organisation has received a copy of the student's insurance documentation.

☐ Yes ☐ No

Company: _____

Name of person completing form: _____

Position: _____

Signature: _____

Date: / /

Student Name: _____

ONCE COMPLETED, PLEASE RETURN THIS FORM TO THE OUT-OF-SCHOOL LEARNING AND TRAINING SUPERVISOR USING THE FOLLOWING OPTIONS:

FAX: (NO COVER LETTER REQUIRED) POST:

APPENDIX B
INSURANCE INFORMATION FORM
January to December 20__

All (insert school or cluster name) students are insured through policies put in place through their respective schools.

The policies cover the students in any form of school approved workplace learning for the following:

Personal Accident:

This covers students for death and disability in respect of accidents within the workplace and benefits are paid according to a schedule. It also covers injury arising from direct travel to and from the workplace and home or school, except where the injury is subject to a motor vehicle third party injury claim administered by the Insurance Company.

Students who sustain injury during training are covered by the Personal Accident Insurance. However, this insurance does not cover the cost of any medical service for which a Medicare benefit is payable, nor the gap.

Public Liability

All schools have Public Liability Insurance coverage which includes the actions of their students and staff involved in the workplace learning and training programme. These policies indemnify the schools for their legal liability arising from the placement and training of workplace learning students and also the legal liability of the students.

The school's policy will not, of course, indemnify the employer for any negligent act or omission of the employer. Employers are advised to contact their insurance companies or brokers to determine the extent to which they are indemnified.

Damage to Equipment or Property

Students are not covered for accidental damage to workplace equipment or property. Employers may decide to take independent action if the damage is malicious or wilful.

Declaration

The information provided in this Insurance Information Form represents an accurate summary of the insurance cover carried on behalf of Catholic students from (insert name of school or cluster).

Signed _____ on behalf of (insert name of school or cluster)

Acknowledgement

I acknowledge that I have received a copy of this Insurance Information Form.

Signed _____ on behalf of (insert name of business or company).

4.4 PROFESSIONAL DEVELOPMENT

Rationale:

At Irene McCormack Catholic College, Professional Learning is the formal and informal learning experiences undertaken by staff and school leaders. This process enables them to improve their individual learning, professional practise and the College's collective success, as measured by enhanced student learning, engagement with learning and wellbeing.

Professional Learning enables all staff, teaching and non-teaching, to engage in reflective practices, to best facilitate the effective and efficient administrative or maintenance procedures for the good of the College. The process of ongoing learning, promotes the individual and collective capacity of staff to plan, implement and address current needs as well as future trends, opportunities and challenges.

Aim:

- Improve the professional knowledge, practice and engagement of all teaching staff and school leaders to achieve improvement in student outcomes.
- Ensure all teachers and school leaders actively engage in professional learning throughout their careers.
- Establish a high quality professional learning culture and of reflective professional learning, to assist teachers, school leaders and those who support them to get the most from their professional learning.
- Support the development of non-teaching staff in their respective roles.
- Ensure that all teaching staff fulfil AITSL Standards requirements and that all staff engage in meeting the requirements of the CEWA Accreditation Framework.

Procedures

All staff, teaching and non-teaching, are invited to and are expected to be part of our professional learning community. The College acknowledges the importance of the AITSL Charter for Professional Learning of Teachers and School Leaders. This reflects the following foci:

- Staff participate in professional learning and accreditation requirements. These include: AITSL Standards - Graduate, Proficient, Highly Accomplished and Lead and the CEWA Accreditation Framework (to Work in a Catholic School, to Teach in a Catholic School, to Teach Religious Education, Leadership and Leadership for a Catholic School Community). The College supports this accreditation process by matching staff attendance during school holidays with work days.
- Staff develop a culture of professional learning through line management and collegial encouragement and with the provision of time and space for professional reflection, reading, conversation, mentoring and sharing.
- Staff are expected to regularly engage in professional learning via formal and informal reading, sharing, conversation, sharing of expertise.
- Staff are expected to attend and engage in whole staff, department and pastoral / year group meetings as scheduled.
- Staff who attend external professional development are invited to reflect on how best to share the benefits of the learning with peers.
- New staff to the College engage in a formal Induction program (including Faith, Story & Witness).
- Ongoing staff, engage in a process of self-reflection, and participate in the mentoring of other staff.

Professional learning priorities:

- Professional Learning is budgeted for by each Learning Area and is discussed between HOLAs and staff.
- The main source of Professional Learning is CEWA and SCSA.

- Professional Learning requests must be signed off by the Assistant Deputy Principal Campus Ministry (for Accreditation Courses) and respective HOLA, then lodged with the Deputy Principal, who after consultation with the staff member, will forward the information to the Relief Coordinator.
- Staff seeking CEWA Accreditation (to Work in a Catholic School, to Teach in a Catholic School, to Teach Religious Education, Leadership and Leadership for a Catholic School Community) are able to attend 50% of these professional learning events on school days. The remainder must be completed in their own time.
- Staff seeking Accreditation Renewal will be able to do so with planned renewal opportunities arranged through the College as well as external renewal learning opportunities.

Review History

Date policy introduced:	2010
Date of last review:	2016
Date of next review:	2019

4.5 SELECTION AND USE OF TEXTS IN CATHOLIC SCHOOLS

Rationale

Irene McCormack College, as a Catholic school, aims to help students to integrate culture, faith and life. Culture is valued, and Irene McCormack Catholic College promotes discussion and critical thought. The values and attitudes at Irene McCormack Catholic College are founded upon the teaching of Jesus Christ. Therefore, the selection of texts is a rigorous and careful process.

Principles

- Texts are used to:
 - Support and develop the desired outcomes of schooling.
 - Address student diversities in culture, gender, special learning needs and socio-economic background.
 - Provide students with learning experiences which access a wide range of knowledge, understandings and skills.
- Texts enable students to:
 - Develop their unique potential – physical, emotional, creative, spiritual, intellectual, moral and social.
 - Develop a critical understanding of the diversity of beliefs and values found in society and in human experiences.
 - Deepen their understanding of the values of Christ including absolute values such as the sacredness of human life and the dignity of the human person.
- Texts are not studied in isolation and are related to the contexts of their production and reception.
- Some texts enable students with assistance, to challenge dominant societal ideas, particularly stereotypes and undesirable models of human behaviour.
- Texts dealing with controversial topics or challenging situations need to be selected with sensitivity to community expectations.
- Texts containing gratuitous or extreme violence, or pornographic material, have no place in a Catholic school.

Definitions

- Texts can be written, spoken or multi-modal and in print or digital/online forms. Multi-modal texts combine language with other systems for communication such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.
- The term visual texts include but are not limited to: Film, video, static images.
- The term written texts includes but is not limited to: essays, articles, newspapers, magazines, brochures, books, letters, manuals, transcripts, novels, short stories and poems.

- The term 'audio texts' includes but is not limited to: speeches, radio broadcasts, songs, recited prayers and poems.
- The term 'multi-modal' includes but is not limited to: webpages and e-books.

Procedures

Texts which are made available to students at Irene McCormack Catholic College are all previewed and evaluated prior to their selection and use. Recommended curriculum materials or syllabus texts still need to be extensively reviewed before inclusion in the Library or used in classes.

The Principal, Deputy Principal and/or Teacher Librarian are the first persons to consult for advice on the selection of texts and the Office of Film and Literature Classification Guidelines for non-print texts.

The document, *Guidelines for The Classification of Films and Videotapes* document is available in the Library. It should be noted, however, that these guidelines must work within the framework of this document, which forms part of the ethos of a Catholic school.

In selecting a documentary, feature film, television program, animated film or short film, the guidelines set by the Office of Film and Literature Classification apply:

G	GENERAL – Suitable for all ages. Suitable for Years K-12.
PG	PARENTAL GUIDANCE – Parental guidance recommended for persons under 15 years. Suitable for Years 8-12.
M	15+ and over MATURE – Recommended for mature audiences 15 years and over. Suitable for Years 10-12.
MA 15+	MATURE ACCOMPANIED – Restrictions apply to persons under the age of 15. The MA category is legally restricted. Children under 15 will not be allowed to see MA films or hire them on video unless in the company of a parent or adult guardian. Some may be suitable for Years 11 and 12.
R 18+	RESTRICTED – Restricted to adults 18 years and over. The R category is legally restricted to adults. Material, which is given a restricted classification, is unsuitable for those under 18 years of age. Material classified R deals with issues or contains depictions that require an adult perspective. Not suitable for high school students.
X 18+	RESTRICTED – Restricted to adults 18 years and over. Not suitable for high school students.

- This set of guidelines is to be used for any incursions or excursions involving non-print texts.
- Where the class teacher and a member of the Leadership Team consider the text suitable (e.g. a documentary on the Holocaust which may contain graphic footage) but its rating is above the recommended age group, then permission must be sought from the parent or guardian by letter and reply slip. If a parent or guardian declines consent, then where possible the student will be provided with an alternative text covering the same concepts.
- It is not the policy of Irene McCormack Catholic College to abridge a text and no text will be censored by the removal of pages or editing of footage because this contravenes the Copyright Act.
- If a parent or guardian makes a complaint about the relevance or suitability of a text, the following procedures should apply:
 - Ascertain the nature of the complaint:
 - Content.
 - Language.
 - Concepts.
 - Relevance.
 - Religious/ideological concerns.

- Refer the matter to a member of the Executive Team.
- The teacher and/or member of the Executive Team shall meet the parent or guardian to discuss the complaint where every attempt will be made to address their concerns.
- Irene McCormack Catholic College will remove a text from its lists if there are sufficient grounds for its removal. If appropriate, the relevant authorities at Catholic Education Western Australia (CEWA) and the SCSR will be consulted, after the complaints have been examined. The Principal will have the final say on the removal of a text. In the case of a text having different complaints brought against it, each complaint will be examined independently.
- If a member of the general community makes a complaint, the nature of the complaint should be ascertained. The matter should be reported to the Principal.
- Irene McCormack Catholic College has Internet safeguards as a strategy to prevent students accessing materials that are of a dubious nature, inappropriate, offensive or irrelevant.

Review History

Date policy introduced: 2010
 Date of last review: 2018
 Date of next review: 2021

4.6 STAFF PROFESSIONAL GROWTH

Rationale:

At Irene McCormack Catholic College, Professional Growth is a yearly review process, which aims to empower and engage teaching and learning undertaken by teachers and school leaders within the College. Reflective of Irene McCormack Catholic College's Professional Learning policy, it enables teaching staff to engage in self-reflective practices to best facilitate the empowerment and continuous improvement of professional practice. Professional Growth involves the participation of an Open Forum and mentor program, which allows for the setting of personal goals and a peer review.

There are two aspects to the Professional Growth Policy:

- The process of practice for New Staff Induction.
- The process of practice for ongoing staff.

Aim

All staff:

- Reflect on teaching practice using the ATISL Self Reflection Tool.
- Establish and implement measurable whole school and personal goals.
- Develop professional skills in pedagogy.
- Engage in the application of consistent classroom management and teaching practices as mandated by Irene McCormack Catholic College and AITSL standards.
- Engage in an open space and peer review.

Process for New Staff Induction:

All new staff are invited and expected to be a part of the New Staff Induction Program which occurs from Term 1 to Term 4 during their first year at the College.

New Staff will:

- Engage in using the AITSL Self Reflection Tool. The Self-Reflection Tool enables staff to identify key areas for learning (strengths and weaknesses) and staff will use these to establish two personal professional goals.
- Establish personal and professional goals with the support of the relevant Head of Learning and allocated mentor.
- Engage in lesson observations and feedback discussions as part of the Induction Process.

- Establish a plan for classroom visits with their respective Head of Learning and mentor (a minimum of three visits during the year).
- Provide students with surveys to engage in the teaching and learning reflection process.

Heads of Learning and Mentors will:

- Engage in reflective teaching practice planning and discussions with the new staff member/mentee.
- Assist in organising specialised professional learning, if required.
- Meet with the College Deputy Principal to summarise the strengths of the new staff member/mentee and to clarify areas for improvement.

Deputy Principal will:

- Liaise with the Head of Learning and the allocated mentor to discuss the mentee's strengths and set goals for areas of improvement for the coming year.
- Draft a letter that will be given to the new staff member by the College Principal in Term 4 outlining his/her strengths and note areas for improvement.

Process for Ongoing Staff:

The College acknowledges the importance of the AITSL standards for Teachers and School Leaders. At Irene McCormack Catholic College, this enables staff to do the following:

- Engage in a voluntary review process following the same steps as that of a new staff member. Once staff have begun this review will take place every 4 years of their service at the College.
- Engage in using the AITSL Self Reflection Tool. The Self-Reflection Tool enables staff to identify key areas for learning (strengths and weaknesses) and staff will use these to establish two personal professional goals.
- Staff work with their mentor to establish a process of review i.e. classroom visit with a focus on viewing a selected standard in action for no more than 10-15 minutes.
- Staff are expected to be honest and accountable and report to a group leader once this process is completed.

All staff will set 3 targets at the beginning of each Academic Year. The targets will be focussed on areas to develop to improve teaching, professional understanding and growth potential.

These targets will be discussed and agreed upon with the relevant Head of Learning Area.

The staff member will work on these targets throughout the Academic Year.

All staff members who are not involved in the review process will meet informally with the Deputy Principal during the school year to discuss their targets and the progress they are making with them.

At the start of the following Year the staff member and head of Learning Area will review the previous year's Targets and agree if they have been met. At this point if all have been met three new targets will be set.

Review History

Date Policy Introduced:	2011
Date of Last Review:	2018
Date of Next Review:	2021

4.7 STUDENT TEACHER PRACTICE

Rationale:

At Irene McCormack Catholic College, the College accepts student teachers on practice as a contribution towards the development of beginners in the teaching profession.

The attainment by student teachers of high standards in their development of professional attitudes, understandings and skills can be achieved best by fully integrating school-based experience into their programs of study.

In accepting student teachers into Irene McCormack Catholic College, it is important that College staff realise that these students will take with them into their teaching careers many attitudes, understandings and skills that they acquire while working with the staff. Hence it is important that their experiences be positive and professional, while at the same time formative and diagnostic. Irene McCormack Catholic College offers the wealth of experience and expertise of its teaching staff to student teachers studying in the various tertiary institutions.

It is College policy to offer practice teaching to a maximum of four student teachers concurrently.

Aim:

- To coordinate the induction of the Student Teacher into the school.
- Improve the professional knowledge, practice and engagement of student teachers.
- To encourage and support the work of the Student Teacher.

Procedures

Head of Professional Practice

- To negotiate with Head of the Learning Areas the desirability of Learning Area involvement, and to organise through Head of the Learning Areas which staff will have a student teacher in their classes and to notify the tertiary institution of these names and details on the appropriate forms.
- Review the ongoing development of the Student Teacher's documentation.
- To ensure the evaluation form is completed at the end of the practice and to forward this form along with the Claim for Training form and other relevant forms to the Co-ordinator of Professional Practice.
- To exercise the right to discontinue an unsatisfactory teaching practice.
- Ensure that student teachers understand and sign the 'Code of Conduct'.
- Organise access to Wi-fi/SEQTA
- To discuss the guidelines "Expectation for the Professional Practice" from the Practice Handbook with the student teacher.

Head of Learning Area

- To discuss the guidelines "Expectation for the Professional Practice" from the Practice Handbook with the student teacher.
- To inform the student teacher of departmental expectations including programming, lesson plans, timetables and punctuality.
- To see the student teacher, teach and provide relevant written feedback on strengths and weaknesses as well as information on classroom management and teaching techniques.
- In consultation with the Supervising Teacher, to compile the evaluation form at the end of the practice.

Supervising Teacher

- To introduce student to Administration Secretarial staff and to discuss the College, its practices and organisation.
- Supervising teachers have preferably at least five years' teaching experience or, where placement difficulties arise, at least three years' experience.

- Supervising teachers are to adhere strictly to the "Guidelines for Teachers" from the Practice Handbook.
- Initial teaching tasks should be those in which there is a good chance of the student teacher experiencing success. This is facilitated by a gradual progression into actual teaching preceded by a period of familiarisation and incidental involvement in lessons.
- Supervising teachers are to check draft lesson plans on the day prior to the lessons taking place. They should ensure that content and methodology are appropriate.
- Supervising teachers are to provide feedback where appropriate.
- Supervising teachers should ensure that the student teacher is thoroughly familiar with College policies and practices and should make sure that these policies and practices are strictly followed.
- Student teachers are **not to be left alone** with a class and should under no circumstances be expected to fulfil the supervising teacher's teaching responsibilities.
- Supervising teachers should also read and comply with requirements of individual universities as published in guidelines provided with each teaching practice.

Student Teacher Practice priorities:

- Evaluation of student teachers will be based on the guidelines issued by the tertiary institutions.
- Evaluation material is to be drawn from observation of lessons by the supervising teacher and the Head of the Learning Area. It should be done positively and with formative intentions such that the student teacher does not need to wait until the end of the teaching practice before receiving evaluative feedback.
- The Evaluation form should be discussed with the student teacher. Evaluation forms are to be returned to relevant universities.
- Supervising Teachers are remunerated by universities for most practicums and observation lessons. Remuneration claim forms are processed by the Head of Professional Practice at the end of the practicum and are returned to the university with the evaluation form.

Review History

Date policy introduced 2017

Date of next review 2019

SECTION 5 – COLLEGE ORGANISATION

5.1 Bursary and Scholarship

Rationale

- Irene McCormack Catholic College seeks to assist parents who wish to develop their children with a comprehensive Catholic Education to assist their development as to adults who will be agents for good in society who are committed to the love, compassion and justice of Jesus Christ.
- Irene McCormack Catholic College make a distinctive contribution in the provision of educational excellence in the community together with minimising the barrier for families who are focused on improving educational outcomes for their children.
- The College is committed to creating an inclusive learning environment for Aboriginal students.

Definitions

Bursary – Financial assistance to a quality education opportunity that may otherwise not be possible.

Scholarship – An award for excellence providing financial assistance for education.

Aboriginal Student Bursary

Bursaries are available to Aboriginal families who desire for their children to receive a Catholic education. The bursaries are intended to recognise commitment to schooling by Aboriginal students as well as to assist Aboriginal students who might be denied a Catholic education because of financial circumstances.

Two bursaries will be awarded each year to students entering Year 7.

Each bursary is tenable from Years 7 to 12 and will cover tuition fees only. The bursary does not cover any College levies such as the Building Levy or Parent Auxiliary Levy and does not cover the cost of books, uniforms, music tuition or special course charges such as Outdoor Education.

Applicants must be Aboriginal or Torres Strait Islander. It is expected that applicants have established strong foundations for learning and aspire to complete Year 12.

Conditions for the Aboriginal Student Bursary recipient are that the student:

- Makes a commitment to complete Year 12 at the College.
- Maintains excellent learning attitudes and work habits.
- Maintains an excellent attendance record.
- Preserves a good standing status, with the student behaviour policy.
- Participates in College extra-curricular programs.

If the bursary recipient's attitude to learning and work habits does not remain at a high standard or the student does not participate in extra-curricular activities the bursary will be withdrawn.

Academic Scholarship

The College awards one scholarship to an academically outstanding student entering Year 7 each year. Each scholarship is tenable from Years 7 to 12 and covers cover tuition fees. The scholarship does not cover College levies such as the Building Levy or Parent Auxiliary Levy and does not cover the cost of books, uniforms, music tuition or special course charges such as Outdoor Education.

The College collaborates with the Australian Council of Educational Research (ACER) for the Scholarship Examination.

Applications are invited from academically outstanding Year 6 students. Application information will be advertised in the College newsletter and community newspapers in February and March in the year prior to the commencement of Year 7. The Scholarship Examination is conducted at the College on a Saturday morning in May. There is a fee payable for the administration of the Scholarship Examination by ACER.

The Academic Scholarship is awarded on the basis of the ACER Scholarship examination and the assessment of the student's values and attitude to learning as reported in Year 5 primary school reports and an interview with the College Principal.

The successful candidate will be announced in the College newsletter and an advertisement in community newspapers.

Conditions for the Academic Scholarship recipient are that the student:

- Makes a commitment to complete Year 12 at the College.
- Maintains excellent learning attitudes and work habits.
- Maintains an excellent attendance record.
- Preserves a good standing status, with the student behaviour policy.
- Participates in College extra-curricular programs.

If the scholarship recipient's attitude to learning and work habits does not remain at a high standard or the student does not participate in extra-curricular activities the scholarship will be withdrawn.

Music Instrumental Tuition Scholarship

The College offers two Concert Band Instrumental Scholarships and one Choral Scholarship for students commencing in Year 7, tenable for six years and cover the cost of all individual music tuition fees. Successful applicants are chosen from an audition and a test conducted at the College. A Specialist Scholarship for a particular instrument may be offered depending on the needs of the College.

References

Mandate of Catholic Education Commission of Western Australia 2009-2015.
Catholic Education Western Australia website – www.ceo.wa.edu.au.

Related Policies

School Fee Policy.

Review History

Date policy introduced:	2014
Date of last review:	2017
Date of next review:	2020

5.2 DISPUTE AND COMPLAINT RESOLUTION

Rationale

Irene McCormack Catholic College (the College) serves as a model to create a genuine community founded upon a shared commitment to the common good.

The interactions and protocols of the College emphasise the sacredness of human life and the dignity of the individual.

On occasion, there may be a disagreement with a decision and a dispute or complaint may arise within, or with, the College.

The College is committed to ensuring that disputes and complaints are dealt with fairly, objectively and in a timely manner, **and** that processes reflect the principles of participation, co-responsibility and subsidiarity.

Definitions

Complaint means a written expression of dissatisfaction with the College policies, procedures, decisions, omissions, quality of service, staff or student behaviour.

Dispute means a conflict regarding a right, claim or demand of one side, met by contrary claims or allegations on the other.

Scope

This policy statement applies to all within the Irene McCormack Catholic College Community.

Principles

- Any person may make a complaint in writing to the Principal about any matter arising from the operations of the College.
- Complainants are personally responsible and liable for the content of their complaints.
- A dispute or complaint made in accordance with this policy is a dispute or a complaint about the College notwithstanding the naming of any staff member in a dispute or a complaint.
- All decisions are to reflect the paramount importance of the student(s).
- Natural Justice must be exercised in resolving any dispute or complaint. This requires that both parties receive a fair hearing and that the decision is made without bias.
- Individual cases must be examined on their merits.
- Resolutions must balance the principles of justice with compassion.
- Decision making shall be guided by the principles of participation, co-responsibility and subsidiarity.
- Appropriate confidentiality must be respected by all parties.

Information in a complaint will normally only be disclosed to those parties who have a need to know to investigate and resolve the complaint. Any further disclosure of information will be at the discretion of the Principal.

Procedures

- Information about the process for dealing with disputes and complaints will be readily available to parents, students and staff through the College website and policy handbook.
- When a dispute or complaint arises, the immediate parties involved should attempt to resolve the dispute in the first instance.
- The Principal is responsible for the resolution of disputes or complaints within the College in accordance with procedural fairness.
- If the dispute involves an employment issue, the prescribed process in the relevant Enterprise Bargaining Agreement will be followed.
- All notifications of complaints and disputes must be made to the Principal in writing.
- The complaint shall be promptly acknowledged in writing by the Principal.
- All relevant parties will have the opportunity to place their version on record.
- Parties may involve a support person to assist them in resolving the dispute or complaint.
- Where a dispute or complaint is about the Principal and there is no likelihood that it can be resolved with the Principal, the immediate parties may refer the matter to the Executive Director of Education.
- The Principal may request external assistance and expertise including the CEWA Employment and Community Relations Team.

- The Principal must be mindful of managing the wider effects that a dispute or complaint may have on the workplace beyond its resolution. The Principal shall notify all parties to the complaint or dispute in writing, both the decision and the basis for the decision.
- The Principal shall maintain appropriate records to decide on and respond to a dispute or complaint.
- Any party may request in writing, a review of the Principal's decision by the Executive Director of Catholic Education.

References

Bishops of Western Australia 2009, *Mandate of the Catholic Education Commission of Western Australia 2009-2015*

Related Documents

- CEWA Dispute & Complaints Resolution Policy.
- CEWA Justice Education Policy.
- CEWA Harassment, Unlawful Discrimination, Victimisation and Bullying Policy.
- CEWA Unsatisfactory Performance or Misconduct Policy.
- CEWA Child Protection Policy.
- CEWA Student Enrolment Policy.
- CEWA Dealing with Bullying, Harassment, Aggression and Violence (Students) policy.
- CEWA Exclusion of Students for Disciplinary Reasons policy.
- Code of Ethical Conduct.

Review History

Date policy introduced:	2014
Date of last review:	2017
Date of next review:	2020

5.3 ENROLMENT

Rationale

Irene McCormack Catholic College is a Catholic school. The College recognises parents as the first educators of their children and it is the mission of the school to join in partnership with parents to accommodate the needs of each child.

Conditions for enrolment

The following conditions are agreed to by parents/guardians and students.

- Each student and family accept the values which underlay the Catholic philosophy of education and teachings. The student must agree to support and participate in the all faith and Religious Education programs of the College.
- Each student and his/her parents must accept the College rules and the high standards of conduct and behaviour and uniform presentation, grooming and appearance.
- By accepting a place at Irene McCormack Catholic College, the parents and the student commit to full participation in all College activities – this includes sporting, cultural, community service and other co-curricular events. Sharing one's God given abilities by participation in College activities and on behalf of the College community is a clear expectation.

- All required information on the enrolment form is to be accurate at the time of submission. Any subsequent changes are to be communicated to the Principal in writing.
- If relevant information has been knowingly withheld by the parent or guardian, the Principal reserves the right to refuse or terminate enrolment.
- Parents are required to give a minimum of ten schools weeks' notice to the Principal in writing before the removal of their son/daughter from the College, unless a lesser time is negotiated and approved by the Principal in writing. Parents undertake to pay ten week's fees in lieu of notice if the minimum notice period is not received in accordance with above.

Enrolment priorities

Priority enrolment, in order, will be given to students in the following categories. (Consultation with the Parish Priest/s may influence the priorities below).

- Siblings of Catholic students.
- Catholic students from Catholic primary schools in our own or Neighbouring parishes.
- Catholic students from other Catholic schools.
- Catholic students from non-Catholic primary schools.
- Siblings of non-Catholic students.
- Non-Catholic students from other Catholic primary schools.
- Non-Catholic students from other Christian denominations.
- Other non-Catholic students.

Procedure for Application

Families seeking to apply for enrolment at Irene McCormack Catholic College should contact the College Office or access the College website for enrolment information.

When completed the Application and supporting documentation should be returned to the College office with the application fee, together with copies of the following documents: Student's Sacramental Certificates (Baptism/Reconciliation/Holy Communion/ Confirmation), Parish Priest Reference Form, Student's Birth Certificate, Visa (if the student is not an Australian Citizen), most recent school report, all NAPLAN reports, Court Orders if any, diagnostic testing if the student has a diagnosed medical difficulty/disability and medical certificates.

Interviews are scheduled approximately eighteen months before the year of enrolment. At that time, you will have received a letter with the date and time of your son/daughter's enrolment interview with the Principal or his representative. Please note that your son/daughter is to accompany you to the enrolment interview. At the interview parents are invited to ask about any policy or procedure held by the school and any concerns they may have for their son/daughter.

While the College will make every effort to accommodate each student we may not accept an application from a student if we believe we cannot provide the necessary support, resources and facilities to meet his/her educational and personal needs.

If a place is to be offered, a formal Letter of Offer will be sent along with additional forms for completion and return with the deposit of \$300.00. The amount is a deposit on the first year's school fees but is non-refundable should the enrolment be cancelled.

Review History

Date policy introduced:	2008
Date of last review:	2017
Date of next review:	2020

5.4 FUNDRAISING

Context

IMCC is a Catholic co-educational high school established to provide a pastoral and educational presence for students in the coastal suburbs of the City of Wanneroo.

Principles

The Fundraising Policy is based on a number of principles that underpin the educational program.

- Education is a means of discovering a personal meaning in life and a means of empowering individuals to take charge of their own lives and contribute to society.
- Education encourages the development of the individual by fostering a sense of their own worth.
- Education facilitates an integration of faith, life and culture.
- Fundraising at IMCC will operate in harmony with the school's statement of purpose with particular preference given to assisting the marginalised and needy in society.
- Fundraising at IMCC will also support the four approved fundraising events in accordance with Catholic Education Western Australia recommendations.

The policy also considers the following issues:

- Justice in funding for all departments.
- Approved fundraising activities.
- Impact of recording fundraising income on school reporting/funding.
- Fundraising for extra-curricular events.

Procedures

Parents Group fundraising shall:

- Inform the College Executive and the College Board of all fundraising initiatives.
- Consult the College Finance Department for the proper procedure for accounting for funds.
- Ensure all assistance is on a strictly voluntary basis.
- Operate with consideration for the safety and security of volunteers.
- Operate within the school under the supervision of the Deputy Principal.
- Raise money for products/programs and projects itemised for the College and approved by the Principal and Business Manager.
- Support the needs of Irene's Care where necessary.
- Alcohol cannot be purchased or sold for fundraising activities unless express, written approval is received from the Principal and the Liquor Licensing Authority.

School-based fundraising:

- All proposals are to be submitted by application form to the Deputy Principal.
- Fundraising within the College should operate within one of three traditional areas. School based fundraising shall be conducted through approved activities such as IMCC Day.
- Funds collected from School-Based Fundraising must be forwarded to the Finance department, where the funds are receipted into a Fundraising account. The College will make payment to targeted agency.

Approved Catholic School Community Fundraising:

- Project Compassion (Lent).
- Life Link (Irene McCormack Day).
- Catholic Mission (Caritas).
- St. Vincent de Paul (Winter and Christmas Appeals and Winter Sleepout).

Interest Group and Extra-Curricular Fundraising:

- College Interest Groups and fundraising for Extra-curricular events approved by the College, e.g. International Trips, can propose fundraising on special activity days, e.g. Lightning Carnival, Athletics Carnival, Escape, Sounds at Sunset, upon approval from the College Executive.
- No fundraising shall be carried out for the purposes of supplementing annual recurrent or capital budgets.

Review History

Date policy introduced: 2011
 Date of last review: 2017
 Date of next review: 2020

5.5 ICT USE BY STAFF**Rationale**

The College has provided access to Internet services in recognition of the following benefits:

- The Internet is a valuable information resource.
- The Internet is a curriculum and professional development resource for staff.
- The Internet provides an opportunity for staff to publish their own materials.
- The need for all staff to utilise effective electronic research tools and to develop effective discrimination and authentication skills for accessing electronic data.
- Access allows users to obtain data from databases and libraries on the Internet, join in national and international projects and exchange electronic mail with other users.
- In addition, the Internet provides the world access to the Irene McCormack Catholic College website, which will include current events and news in the College. The Irene McCormack Catholic College website will contain prospectus, enrolment and employment information.

Definitions

This document describes ICT access and policies at Irene McCormack Catholic College.

Information and Communication Technology (ICT) includes all computer hardware, software, systems and technology, internet and email, and telecommunications devices that may be used or accessed from the school campus or connected to the school's communication network.

The policy has been developed through discussion between the Academic Council, Executive and College Board.

In developing these structures and policies care has been taken to ensure that the educational and social philosophies of the College are recognised and are sufficiently flexible to allow modifications as required whilst acknowledging that such access to ICT poses a significant risk of exposure to inappropriate and offensive material.

This policy works in conjunction with the Irene McCormack Catholic College Harassment Policy.

The ICT Use by Staff Policy will be reviewed on a regular basis.

Teacher preparation refers to:

- Staff familiarity in the use of the Internet.
- Knowledge of relevant materials available.
- Knowledge of and access to equipment for the application of skills.
- Knowledge of methods of utilising the Internet within the curriculum to maximise its educational potential.
- Awareness of applicable legislation and appropriate etiquettes of ICT use.

Irene McCormack Catholic College Website

The website is the responsibility of the IT Systems Manager. This responsibility includes ensuring high quality design standards, suitability, accuracy and currency of data. The data mentioned includes data in all media forms. For the IT Systems Manager to fulfil this function, the IT Systems Manager and Principal must jointly approve all materials that are requested for publication in their final format. Note that where curriculum issues are concerned, a draft copy of the material should be sighted and approved by the appropriate Head of Department before submission to the IT Systems Manager.

Internet Access at Irene McCormack Catholic College

The College's Internet Server is available where connection has been authorised by the IT Systems Manager. Access includes full World Wide Web browsing, access to text-based Internet sites and electronic mail. Newsgroup and Internet Relay Chat access has not been implemented.

Staff accessing these facilities are required to read and sign the Acceptable Use Policy describing acceptable use of the resource.

- All staff will have access to the Internet within the normal curriculum structure.
- All staff will receive instruction regarding acceptable standards of behaviour and courtesy (Netiquette) on the Internet, including measures to ensure their own safety.
- Non-compliance to the guidelines of the Irene McCormack Catholic College Internet Acceptable Use Policy will be reported by the IT Systems Manager to the Principal.
- No materials accessed or sent from the College's Internet facilities should be considered as private.
- The College reserves the right to monitor all incoming and outgoing transmissions. Random vetting of incoming and outgoing email may occur. Access to Newsgroups will be strictly limited and available only for academic use. All accessed sites are logged indicating site location, location of access and time of access. Random checks of web sites that have been accessed will occur. All staff internet traffic is actively monitored by security software. The IT Systems Manager will coordinate the monitoring of the use of the Internet.
- Staff professional development will be organised where possible in departmental groups and will include:
 - Use of the electronic mail system.
 - Mail etiquette.
 - Use of the Web Browser.
 - Downloading files and images.
 - Referencing techniques and responsibilities.
 - View of material relevant to curriculum area.
- All Staff joining the College at the start of each school year will have access to this professional development during their first year of service.
- Persons may be identified on the Internet using electronic mail, social media and online forums.
- Staff should be aware of the dangers associated with electronic mail.
- The use of social media is deemed as unacceptable use and staff should not access these sites from the College resources unless it is for valid educational purpose.
- Staff may also be identified through publications on the Irene McCormack Catholic College website.
- Staff will be provided with email accounts. The mail to this address should not be considered private.
- Email accounts not derived from the College should not be accessed from the College resources.
- Identification of Staff on the website will be with their approval.

Netiquette

Netiquette refers to acceptable standards of behaviour and courtesy on the Internet. Users need to understand the ground rules and how not to offend. Netiquette allows the Internet to function as it does. Netiquette is important when using Electronic Mail, Newsgroups and publishing on the website. Unacceptable behaviour may severely affect system resources and reflect badly upon the College.

As part of their user education, all staff will be provided with information on the standards of behaviour and courtesy required. All Electronic Mail will carry as a signature, a disclaimer indicating that the views expressed within the body of the message are not necessarily the views of the College.

Review History

Date policy introduced:	2010
Date of last review:	2016
Date of next review:	2019

APPENDIX 1: Internet Acceptable Use Policy

Users are expected to exercise responsible behaviour when on the Internet/College network. Users are held responsible for their own actions on the Internet/network.

General College Guidelines - Unacceptable Use

- Bringing into the College any material obtained from the Internet and that is likely to be considered inappropriate to the College ethos.
- Deliberately accessing sites that are likely to be considered inappropriate to the College ethos.
- Using the account for non-school related activities.
- Accessing the network on behalf of family members or friends.

Internet etiquette guidelines - Unacceptable Use

- Using someone else's account without their knowledge.
- Using unauthorised copies of commercial software.
- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalising the data of another user.
- Gaining unauthorised access to resources or entities.
- Invading the privacy of individuals.
- Posting personal communications in someone else's name without their consent.
- Posting anonymous messages.

Users are not permitted to download any software from the network other than graphics, video, sound or text material required for educational use. Public domain and shareware software should not be downloaded.

All data emanating from or being received through the College Internet account or being stored on the College network should be considered non-private. Please note that this includes Electronic Mail.

The College will monitor use of network resources. This will include the monitoring of sites accessed and perusal of incoming and outgoing electronic mail.

Irene McCormack Catholic College does not have control of the information on the Internet, although it does attempt to provide barriers to users accessing the full range of information available. Some sites potentially accessible via the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive to some people.

While the College's intent is to make Internet access available to further its educational goals and objectives, users will have the potential to access other materials as well.

APPENDIX 2: Electronic Mail Acceptable Use Policy

- Email is meant for informal educational and personal communication. Email users accept that messages may be intercepted and read by others.
- Email should not be considered private. Confidential information should not be sent by email. Email is easily forwarded to other users without the original sender being aware of it.
- While every effort is made to deliver email reliably and quickly, the volume and the routing patterns sometimes cause delays or even lost mail.
- Email messages are stored on the Service Provider's, in this case Irene McCormack Catholic College mail server which has limited capacity. The IT Systems Manager will provide limited storage space for each staff member.
- The person(s) with whom you may communicate via email may or may not be who/what they purport to be.

Staff Information and Communication Technology (ICT) Policy Internet and Email Use Guidelines

IRENE MCCORMACK CATHOLIC COLLEGE STAFF DECLARATION

I have read, understand and agree to abide by the conditions of the following policy and attachments as listed:

Irene McCormack Catholic College Staff Information and Communication Technology (ICT) Policy: Internet and Email Use Guidelines, and Irene McCormack Catholic College Internet Guidelines: Acceptable Use Policy Appendix 1: Internet, and Irene McCormack Catholic College Internet Guidelines: Acceptable Use Policy Appendix 2: Electronic Mail.

☐ I wish to apply for a College email address to be established for my use. (*Please tick*)

Any questions I have about the use of the Internet, the College network or curriculum activity will be posted to the IT Manager.

Signature: _____

Name: _____ Date: _____

Please return this signed form to the IT Manager.

5.6 ICT USE BY STUDENTS

Rationale

Information and Communication Technology (ICT) exists at Irene McCormack Catholic College as tools for learning, teaching and communication. Irene McCormack Catholic College recognises that ICT provides significant educational value but can also poses a risk of exposure to inappropriate and offensive material and personal safety.

Members of the Irene McCormack Catholic College community need to be protected from irresponsible use of Information Communication Technology (ICT) and be aware of mechanisms for the reporting of misuse and abuse of ICT resources.

Definition

Information Communication Technology (ICT) resources include all computer hardware, software, systems and technology including the Internet and email and telecommunications devices in facilities that may be used or accessed from a school campus or connected to a school's communication network, including resources owned by students and used at school.

Principles

- Information Communication Technology (ICT) resources are provided for 'educational purposes for students in a Catholic school should use ICT resources in a manner that is in keeping with the Catholic values and ethos of their College.
- The availability of electronic communication provides the opportunity for students to develop their academic potential by communicating quickly and effectively with their peers and teachers. Communications must reflect the highest standards of truth, accountability and sensitivity to human rights and relationships.
- This document outlines the privileges and responsibilities of students and the conditions of use to which they agree. This policy covers all ICT resources at Irene McCormack Catholic College and any personal devices allowed at the College.
- Students shall be made aware that access to ICT, email and the Internet can expose them to inappropriate material. Students shall take personal responsibility when using Irene McCormack Catholic College's ICT services by protecting their personal information and data, maintaining the required level of security, respecting the privacy of others, respecting the legal boundaries of licensing and copyright, using language appropriate to Irene McCormack Catholic College's expectations and caring for all ICT equipment.
- Students must also ensure that they act responsibly always and build a digital citizenship reputation that encompasses the Catholic ethos. Failure to do so severely limits personal and professional opportunities and can have both short term and long-term consequences.
- Students using the College's ICT resources shall not break State or Federal laws. A summary of these laws forms part of this policy. Violations can lead to prosecution. The College will cooperate fully with State or Federal officials in any investigation concerning or relating to any illegal activities conducted through the College system.
- The College has the right to check all written, graphic, audio and other materials created, produced, communicated, stored or accessed on Irene McCormack Catholic College ICT by students, including emails and personal devices.
- Students who contravene this policy will be subject to the College's Behaviour Management Policy. Irene McCormack Catholic College ICT is provided primarily for educational purposes. ICT is a privilege and this privilege can be withdrawn if used inappropriately. Students using Irene McCormack Catholic College's ICT and personal devices are subject to State or Federal laws.

Procedures

User Responsibility

Students will accept personal responsibility for reporting any misuse or abuse of the College network. Misuse and abuse can come in many forms but includes any message(s) sent or received related to pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, illegal conduct or cyber-bullying.

Acceptable Use

The College Network is to be used to support education and research within the set objectives of a subject or department and within the overall bounds of the College ethos. Students are personally responsible for ensuring that they adhere to these always.

Privileges

The use of the College network and the Internet at Irene McCormack Catholic College is a privilege, not a right, and inappropriate use will result in a temporary or permanent cancellation of those privileges.

Security

Security of any network is essential to the storage of secure information as well as providing constant availability of services. Due to the high number of users of the College Network this is paramount. If a student at any time identifies or suspects a security problem they must not show any other student and should notify a teacher immediately. This security concern must then be passed to the ICT Manager. Students must keep passwords to themselves and under no circumstances should these be shared with others. Special care should be taken when entering passwords to ensure they are kept private.

Personal Devices

Notwithstanding the following, students are not permitted to have any personal device sighted, switched on or in use between the hours of 8:25am and 3:05pm. The exception to this is the BYOD program where the chosen device may only be used for educational purposes as described in this document.

Students who contravene this are subject to disciplinary action and the device may be confiscated.

In an emergency, should it be necessary for students to use their mobile phone without contravening the above requirements or the College phone, they must first seek permission from the Assistant Deputy Principal.

Games

Students are not permitted to install or play any type of software or flash-based games on any school computer. Students are only permitted to access flash-based activities including those that are game like in nature if directed by a teacher as part of a unit of work.

Vandalism

Students shall not attempt to maliciously damage or destroy any College hardware.

Students shall not attempt to maliciously damage or destroy any software that is installed on any of the IT infrastructure.

Students shall not attempt to create, install, download or upload any type of virus to or from the College Network or any associated system. Students are not to install any software onto any of the College's computers.

The same conditions as outlined above extend to all personal devices owned by staff or students.

Email

Students shall:

- Primarily use the College email account provided. All other web-based email systems are discouraged.
- Primarily use school email for school purposes.
- Not send personal email during school hours.
- Never conduct offensive, threatening or illegal activities through email.
- Keep their passwords to themselves.
- Not open any attachments from an unknown source.
- Adhere to email etiquette guidelines.
- Accept that their email account may be withdrawn or their Internet access restricted if they violate any of the above conditions.

Internet

The College's Internet access is made available via the Catholic Education Network (Cathednet) and is established to provide access to curriculum-related information. All internet activity is logged, and students must not use the Internet to access any material that is unrelated to the College curriculum.

Publications dealing with illegal activities, pornography, racism or extreme violence are not permitted in the College. Students shall not use the Internet to access unacceptable material. Students should be aware that information published on the Internet may be inaccurate or may misrepresent a person or situation and will take care in the use of any information retrieved from the Internet.

Students will not break copyright laws by copying and/or redistributing another's work, nor use another person's work without correctly acknowledging him/her. The College referencing standards shall be used to acknowledge another person's work.

Students may only access websites to which they have been given legitimate access. Students are not permitted to use any form of peer-to-peer or social media platforms while using College facilities or personal devices whilst on school grounds and/or connected to the College network unless approved by the College ICT committee. Students shall not engage in online cyber bullying.

Monitoring

Students should be aware that the College will be using monitoring software. These products will analyse and monitor all students' activity including keystrokes whilst using an ICT device at school. Screen shots will be taken of any violation and recorded centrally and acted upon. Students may receive a screen prompt warning that they may be contravening this policy.

Wider use of the Internet by students

Any photographic still, filmed or recorded images captured on College grounds or at any College event remain the property of Irene McCormack Catholic College. Such items therefore cannot be copied, published, forwarded to others or posted in any form through any forum on the Internet without written permission from the Principal.

This includes any written or visual representation where students are identifiable as students of Irene McCormack Catholic College using the name Irene McCormack Catholic College or appear in any form of College uniform.

Privacy

Any students misusing graphics displayed on the College network will be subject to disciplinary action.

Parents who do not wish to have promotional graphics of their son/daughter used should make this known as per the College enrolment policy.

Acceptable use may include but is not limited to:

- Accessing information relating to school work.
- Emailing a teacher for assistance with school-related work, or school-related work to oneself.
- Participating in authorised collaborative group work.
- Other teacher directed activities.

Unacceptable use would include but is not limited to:

- The sharing of passwords with other students.
- Accessing networks without College authorisation.
- Accessing social network without teacher permission and other websites that encourage cheating.
- Communicating information concerning any password, identifying code or other confidential information or violating the security of the system in any way.
- Transmitting or deliberately accessing and/or receiving material that may be considered inappropriate, which includes threatening, sexually explicit or harassing materials, offensive or discriminatory materials, or material that may be harmful either physically or emotionally, which includes bullying or harassment of fellow students or others outside Irene McCormack Catholic College.
- Interfering with or disrupting network users, services or equipment. Disruptions include but are not limited to, distribution of unsolicited advertising, propagation of viruses, in any form, and using the network to make unauthorised entry to any other machine accessible via your network.
- Plagiarising work from on the Internet.
- Conducting private business matters or use of the system for any personal gain.
- Downloading and/or installing any inappropriate material.
- Using the ICT facilities and personal devices in a manner which breaches the Irene McCormack Catholic College Responsible Use Agreement or Code of Conduct.
- Using instant messaging.

Unlawful use may include but is not limited to

- Defaming someone or an organisation.
- Infringing copyright laws.
- Breaching software copyright laws.
- Activities which constitute sexual discrimination or sexual harassment.
- Communicating sexually offensive or explicit material.
- Communicating offensive or insulting statements based on the race, colour or nationality of a person.
- Breaching State and Federal laws.
- Acts of software piracy.

Care and use of personal computers and personal devices

- Any College-owned and personal device must be treated with the utmost care and respect always. Any damage must be reported immediately.
- Students must use these devices for educational purposes only.
- Devices should be placed in a locked locker during the day, unless it is being used for educational purposes.
- Devices are not to be used out of designated learning areas at the College during recess or lunchtime.
- When used in a classroom, students are required to keep their device inaudible unless directed by a teacher.
- Students may not use the camera or any audio recording capability without the express permission of their teacher.
- Devices are to be charged for the entirety of the school day.
- Damaged devices must be repaired in a timely manner.

Charges and costs

Printing costs

- A print quota system is set up to monitor the use of printing facilities provided at the College. In promoting best practices and using resources equitably, students will be allocated \$5 printing credit per term.
 - Black and white A4 pages will be charged at 5c per page.
 - Colour A4 pages will be charged at 25c per page.
- Students may purchase additional printing credit from the Library Service Desk should it be required. Colour printing facilities are available to students from the Library.
- The cost involved with printing at Irene McCormack Catholic College is considerable. Our budgeted monthly allowance can be easily exceeded if students are printing excessively.
- Each time a student sends a job for printing it subtracts a nominated amount from their individual student account. This process ensures that students are more aware and efficient in using finite resources effectively. If the allocated credit is exceeded, students will need to purchase additional credit.

Insurance

- Parents need to be aware that they will be financially liable for any damage to College owned devices.
- Parent funded devices should be covered by household insurance. Parents are advised to check their policy to confirm this. The College takes no responsibility for any breach of security, damage, loss or theft of such items.

Further information

Attempts to circumvent the Cathednet security and filtering systems by using proxy websites or any other means will constitute a failure to adhere to this policy.

Important statutes which are applicable to student use of school learning technology resources include:

Copyright Act 1968 (Cth)

Students may copy or otherwise deal with copyright material for study or education. However, generally only the author of original material has the right to reproduce, copy, publish, perform, communicate to the public and make an adaptation of the copyright material.

Equal Opportunity Act 1984 (WA)

This Act:

- Precludes discrimination against persons on grounds of sex, marital status or pregnancy, family responsibility or family status, sexual orientation, race, religious or political conviction, impairment or age in education.
- Precludes sexual harassment and racial harassment in the workplace and in educational institutions.
- Promotes community recognition and acceptance of the equality of all persons regardless of their race, sexual orientation, religious or political convictions, impairments or ages.

Censorship Act 1996 (WA)

Students must not use a computer service to transmit, obtain or request an article knowing that it contains objectionable and restricted material. It is an offence to possess or copy indecent or obscene articles or child pornography. Students should be aware for their own protection that people who deal with such material commit an offence.

Criminal Code (WA)

Students should be aware that it is illegal to show offensive material to children under 16, and that if someone does show them offensive material that person is committing an offence. Racist harassment and incitement to racial hatred are also criminal offences.

Cybercrime Act 2001 (Cth)

Unauthorised access to or modification of data held in a computer and unauthorised impairment of electronic communication e.g. 'hacking' or infecting computer systems with a virus, are illegal.

Privacy Act 1988 (Cth)

Students should respect that the personal information of others is private. This Act covers the collection, use and disclosure, quality and security of personal information.

Racial Discrimination Act (1975)

Since the introduction of provisions dealing with racial hatred in 1995, the *Racial Discrimination Act* makes it unlawful to insult, humiliate, offend or intimidate another person or group in public based on their race.

Section 85ZE of the Commonwealth Crimes Act

This states that "A person shall not knowingly or recklessly use a telecommunications service supplied by a carrier to menace or harass another person; or use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons as being, in all circumstances, offensive."

Failure to adhere to this agreement may result in a loss of access to the College's Information Communication Technology resources, as well as other disciplinary and/or legal action where appropriate.

Review History

Date policy introduced:	2011
Date of last review:	2016
Date of next review:	2019

5.7 PRIVACY

This Privacy Policy details how we protect your privacy and how we comply with the requirements of the Privacy Act and the 13 Australian Privacy Principles. This policy is made in accordance with CECWA Policy 2D8 and in the event of a conflict, the CECWA Policy 2D8 will take precedence. This policy also describes:

- Who we collect information from.
- The types of personal information collected and held by us.
- How this information is collected and held.
- The purposes for which your personal information is collected, held, used and disclosed.
- How you can gain access to your personal information and seek its correction.
- How you may complain or inquire about our collection, handling, use or disclosure of your personal information and how that complaint or inquiry will be handled.
- Whether we are likely to disclose your personal information to any overseas recipients.

Who do we collect personal information from?

At Irene McCormack Catholic College, we collect personal information from students, parents, prospective parents, job applicants, staff, volunteers and others including alumni, contractors, visitors and others that come into the school. It is noted that employee records are not covered by the Australian Privacy Principles where they relate to current or former employment relations between the school and the employee.

What kinds of personal information do we collect?

The kinds of personal information we collect is largely dependent upon whose information we are collecting and why we are collecting it, however in general terms the school may collect:

- Personal Information including names, addresses and other contact details; dates of birth; next of kin details, financial information, photographic images and attendance records.
- Sensitive Information, particularly in relation to student and parent records, including religious beliefs, government identifiers, nationality, country of birth, languages spoken at home, professional or union memberships, family court orders and criminal records.
- Included within the definition of sensitive information is Health Information (particularly in relation to student and parent records) including medical records, disabilities, immunisation details, individual health care plans, counselling reports, nutrition and dietary requirements.
- Confidential Information given in trust whereby a relationship not to betray is established.

How do we collect your personal information?

- How we collect personal information will largely be dependent upon whose information we are collecting. If it is reasonable and practical to do so, we collect personal information directly from you.
- Where possible the school has attempted to standardise the collection of personal information by using specifically designed forms (e.g. an Enrolment Form or a Medication Information Form. However, given the nature of our operations, we often also receive personal information by email, letters, notes, over the telephone, in face to face meetings, through financial transactions and through surveillance activities such as the use of CCTV security cameras or email monitoring.
- We may also collect personal information from other people (e.g. a personal reference) or independent sources (e.g. a telephone directory), however we will only do so where it is not reasonable and practical to collect the information from you directly.
- Parental and/or guardian consent is required prior to seeking confidential and sensitive information from students. Parents and/or guardians with English Language or other communication difficulties will receive appropriate support to allow them to give informed consent.
- Sometimes we may be provided with your personal information without having sought it through our normal means of collection. We refer to this as “unsolicited information”.
- Where we collect unsolicited information we will only hold, use and/or disclose that information if we could otherwise do so had we collected it by normal means. If that unsolicited information could not have been collected by normal means then we will destroy, permanently delete or de-identify the information as appropriate.

How do we use personal information?

- We only use personal information that is reasonably necessary for one or more of our functions or activities (the primary purpose) or for a related secondary purpose that would be reasonably expected by you, or to which you have consented.
- Our primary uses of personal information include but are not limited to:
 - Providing education, pastoral care, extra-curricular and health services.
 - Satisfying our legal obligations including our duty of care and child protection obligations.
 - Keeping parents informed as to school community matters through correspondence, newsletters and magazines.
 - Supporting the activities of College groups with the permission of the Principal.
 - Helping us to improve our day to day operations including training our staff; systems development; developing new programs and services, undertaking planning, research and statistical analysis.
 - School administration including for insurance purposes.
 - The employment of staff.
 - The engagement of volunteers.

Confidential or sensitive information shall only be disclosed with the consent of the students or parents and/or guardians except where:

- It is necessary to lessen or prevent a serious threat to life, health or safety, or another permitted general situation (such as locating a missing person) or permitted health situation.
- It is required by law.

We will only use or disclose personal information for a secondary purpose if you would reasonably expect us to use or disclose the information and the secondary purpose is directly related to the primary purpose.

Storage and Security of personal information

- We store personal information in a variety of formats including on databases, in hard copy files and on personal devices including laptop computers, mobile phones, cameras and other recording devices.
- The security of your personal information is important to us and we take all reasonable steps to protect the personal information we hold about you from misuse, loss, unauthorised access, modification or disclosure.
- These steps include:
 - Restricting access to information on the school databases on a need to know basis, with different levels of security being allocated to staff based on their roles and responsibilities and security profile.
 - Ensuring all staff are aware that they are not to reveal or share personal passwords.
 - Ensuring where sensitive and health information is stored in hard copy files that these files are stored in lockable filing cabinets in lockable rooms. Access to these records is restricted to staff on a need to know basis with access determined by the Principal.
 - Implementing physical security measures around the school buildings and grounds to prevent break-ins.
 - Implementing ICT security systems, policies and procedures, designed to protect personal information storage on our computer networks.
 - Implementing human resources policies and procedures, such as email and internet usage, confidentiality and document security policies, designed to ensure that staff follow correct protocols when handling personal information.
 - Undertaking due diligence with respect to third party service providers who may have access to personal information, including cloud service providers, to ensure as far as practicable that they are compliant with the Australian Privacy Principles or a similar privacy regime.
 - Personal information we hold that is no longer needed is destroyed in a secure manner, deleted or de-identified as appropriate.
- Our website may contain links to other websites. We do not share your personal information with those websites and we are not responsible for their privacy practices. Please check their privacy policies.

When we disclose personal information

We only use personal information for the purposes for which it was given to us, or for purposes which are related, or directly related in the case of sensitive information, to one or more of our functions or activities. We may disclose personal information to government agencies, other parents, other schools, recipients of school publications, visiting teachers, counsellors and coaches, our service providers, agents, contractors, business partners and other recipients from time to time, only if one or more of the following apply:

- Consent has been given.
- There would be a reasonable expectation for us to use or disclose personal information in this way.
- We are authorised or required to do so by law.
- Disclosure will lessen or prevent a serious threat to the life, health or safety of an individual or to public safety.
- Where another permitted general situation or permitted health situation exception applies.

- Disclosure is reasonably necessary for a law enforcement related activity.
- We will disclose personal information to parents while performing our express and implied obligations under the Enrolment Agreement.

Personal information of students

- The Privacy Act does not differentiate between adults and children and does not specify an age after which individuals can make their own decisions with respect to their personal information.
- At Irene McCormack Catholic College, we take a common-sense approach to dealing with a student's personal information and generally will refer any requests for personal information to a student's parents/Care Group Teacher. We will treat notices provided to parents/Care Group Teacher as notices provided to students and we will treat consents provided by parents/Care Group Teacher as consents provided by a student.
- We are however cognisant of the fact that children do have rights under the Privacy Act, and that in certain circumstances (especially when dealing with older students and especially when dealing with sensitive information), it will be appropriate to seek and obtain consents directly from students.
- We also acknowledge that there may be occasions where a student may give or withhold consent with respect to the use of their personal information independently from their parents/Care Group Teacher.
- There may also be occasions where parents/Care Group Teacher are denied access to information with respect to their children, because to provide such information would have an unreasonable impact on the privacy of others or result in a breach of the school's duty of care to the student.

Disclosure of personal information to overseas recipients

We may disclose personal information about an individual to overseas recipients in certain circumstances, such as when we are organising an overseas excursion, facilitating a student exchange, or storing information with a "cloud computing service" which stores data outside of Australia. We will however take all reasonable steps not to disclose an individual's personal information to overseas recipients unless:

- We have the individual's consent, which may be implied.
- We have satisfied ourselves that the overseas recipient is compliant with the Australian Privacy Principles, or a similar privacy regime.
- We form the opinion that the disclosure will lessen or prevent a serious threat to the life, health or safety of an individual or to public safety.
- We are taking appropriate action in relation to suspected unlawful activity or serious misconduct.

How we ensure the quality of your personal information

We take all reasonable steps to ensure the personal information we hold, use and disclose is accurate, complete and up to date. These steps include ensuring that the personal information is accurate, complete and up to date at the time of collection and when using or disclosing the personal information. On an ongoing basis, we maintain and update personal information when we are advised by individuals or when we become aware through other means that their personal information has changed. Please contact us if any of the details you have provided change. You should also contact us if you believe that the information we have about you is not accurate, complete or up to date.

How to gain access to your personal information we hold

You may request access to the personal information we hold about you, or request that we change the personal information, by contacting us.

If we do not agree to provide you with access, or to amend your personal information as requested, you will be notified accordingly. Where appropriate we will provide you with the reason/s for our decision. If the rejection relates to a request to change your personal information you may make a statement about the requested change and we will attach this to your record.

Privacy complaints

If you wish to make a complaint about a breach by us of the Australian Privacy Principles you may do so by providing your written complaint by email, letter, facsimile, or by personal delivery to any one of our contact details as noted below. You may also make a complaint verbally.

We will respond to your complaint within a reasonable time (usually no longer than 30 days) and we may seek further information from you in order to provide a full and complete response. Your complaint may also be taken to the Office of the Australian Information Commissioner.

How to contact us

You can contact us about this Policy or about your personal information by:

- Emailing admin@imcc.wa.edu.au.
- Calling (08) 9562 2400.
- Writing to The Principal at P.O. Box 318 Quinns Rocks WA 6030.

If practical, you can contact us anonymously, that is without identifying yourself, or by using a pseudonym. However, if you choose not to identify yourself, we may not be able to give you the information or provide the assistance you might otherwise receive if it is not practical to do so.

This Privacy Policy is subject to change at any time. Please check our Privacy Policy on the Website at www.imcc.wa.edu.au regularly for any changes.

Review History

Date policy introduced:	2011
Date of last review:	2018
Date of next review:	2021

Addendum to Privacy Policy Collection Notice

The following Collection Notice outlines the collection, use and disclosure of personal information collected from families enrolled at Irene McCormack Catholic College.

The Privacy Act 1988, as amended, requires that the following be brought to your attention. Please read this information. Completion and lodgement of the Irene McCormack Catholic College Application for Enrolment form is taken as your acknowledgement and acceptance of the information provided.

- Irene McCormack Catholic College collects personal information, including sensitive information about students, parents or guardians before and during a pupil's enrolment at the College. This may be in writing or in conversations. The primary purpose of collecting this information is to enable the College to provide schooling to your son/daughter and to enable them to take part in all the activities of the school.
- Certain laws governing or relating to the operation of the College require that certain information is collected. These include Public Health, School Education Act 1999 and Child Protection laws, including The Children and Community Services Act.
- Health information about students is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. The College may ask you to provide medical reports about students from time to time.

- If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your son/daughter.
- The school, from time to time, discloses personal and sensitive information to others for administrative, legal and educational purposes. This includes but is not limited to other schools, government departments, Catholic Education Office, the Catholic Education Commission, your local diocese, and the parish, and/or schools within other dioceses. Information is also disclosed to government authorities such as Schools Curriculum and Standards Authority, the Australian Curriculum, Assessment and Reporting Authority (ACARA), medical practitioners, and people or organisations providing services to the school, including specialist visiting teachers, sport coaches, tutors, volunteers, agents acting on behalf of the College and counsellors.
- In addition to the agencies and purposes cited above personal information relating to students and parents may also be made available, in accordance with Australian Government requirements, to ACARA for the purposes of publishing certain aggregated school information relating to the circumstances of parents and students on the MySchool website.
- The College may store personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia.
- Parents may seek access to personal information collected about them and their son/daughter by contacting the College. Pupils may also seek access to personal information about themselves. However, there will be occasions when access is denied. Such occasions would include where access would have unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the pupil, or where pupils have provided information in confidence.
- The College from time to time uses personal information received to make an appeal to you to engage in fundraising activities. It may also be disclosed to organisations that assist in the Colleges' fundraising activities solely for that purpose. The College will not disclose your personal information to third parties for their own marketing purposes, without your consent.
- As part of the school's publicity activities there may, on occasion, arise the situation whereby the school, Catholic Education Office of WA (CEOWA) or local media will need to take photographs and/or video footage of your child/ren for publication in newspapers, advertisements, newsletters, school documents, CEOWA and Catholic agency documents (e.g. Caritas, CDF, LifeLink etc.), training videos and/or the school/CEOWA website. The College may also need to publish information or private details of our students as outlined above. If you do not wish to have your child's name or photograph published in these mediums, then this request needs to be put to the Principal, in writing.
- The College may include your contact details in a class list and College directory.

The College Privacy Policy is available in the Policy Handbook on the College website at:
https://www.imcc.wa.edu.au/images/our-community/IMCC_2019_Policy_Handbook.pdf

Please indicate your consent to the above by signing below.

AGREEMENT			
Students Name		Year	
Mothers Name		Fathers Name	
Mothers Signature		Fathers Signature	
Date		Date	

5.8 SCHOOL FEES

RATIONALE

Irene McCormack Catholic College and the Catholic Education Commission of Western Australia (CECWA) have a responsibility to make a Catholic education available to all Catholic students whose parents seek a Catholic education for them, insofar as this is possible, while embodying the Church's special preference for the poor and disadvantaged.

Our College endeavours to minimise potential barriers for parents such as fees and other costs and to keep costs to parents as low as possible.

Our College has a responsibility to communicate the financial constraints under which we operate to parents enrolling their children in Catholic schools. Parents are required to make a commitment to support Catholic education financially by paying fees. The Bishops of Western Australia have approved the collection of school fees from parents as a necessary contribution to the costs of delivering a Catholic education.

DEFINITIONS

- **Irene McCormack Catholic College** is hereinafter referred to as "the College".
- **Role of the College Board** – Irene McCormack Catholic College is a diocesan accountable school thereby making the Board responsible for the financial management of the College, including the setting and collecting of School Fees in accordance with the policies and guidelines of the CECWA.
- **School Fees** - is the total cost of educating a child and comprises all mandatory charges including tuition fees, year levies, curriculum levies, parent group levies and building levies approved by the College Board.
- **Workplace Learning (WPL)** and other additional course programs are not considered to be School Fees and are charged in addition to School Fees.
- **Application Fee** – the Fee associated with processing an application for student enrolment into the College.

- **Enrolment Deposit** – School Fees paid in advance as a deposit associated with securing student enrolment into the College after an offer of enrolment has been made.
- **Good Standing** - Accounts are considered to be in “Good Standing” when payment commitments are being met in full by the due date as detailed on the annual payment options form.
- **Account Holder** Parent/Legal Guardians of one of more students enrolled at the College.

PRINCIPLES

- The College will ensure that the School Fees reflect the socio-economic status of the school community.
- Financial grounds shall never be the reason for the non-enrolment or exclusion of any child from the College.
- The withholding of access to students from normal pastoral and curriculum provision shall not be used as a collection strategy. Attendance at non-curriculum activities or services, such as music lessons, may be restricted or refused where the fee account is not considered to be in Good Standing.
- The collection of School Fees will be approached in the spirit of Christian charity and justice.
- Parents/Legal Guardians are responsible for payment of School Fees.
- Families with eligible means-tested family concession cards (Health Care Card or Pensioner Concession Card) have an automatic right to School Fee concessions. The maximum annual tuition fee to be charged to HCC holders is determined each year by the CECWA.
- The College recognises that families can experience both short-term and long-term financial hardship as a result of loss of income through illness or other circumstances beyond their control. Families with limited capacity to pay School Fees have an entitlement to claim a School Fee concession. Such Families are encouraged to contact the College to discuss possible alternative payment arrangements or where applicable, school-based discounts.
- The confidentiality of all information pertaining to Parents/Legal Guardians and School Fees will be handled in accordance with legislation and College policies by the Principal, Business Manager and staff employed to attend to fee matters.
- As a matter of justice to all families, the College will actively pursue the collection of School Fees where parents have the capacity to pay fees.
- Where an Account Holder defaults through the non-payment of School Fees, personal details including contact details may be forwarded to outside agencies to assist in the collection of outstanding monies in accordance with the Irene McCormack Catholic College Collection Policy.

PROCEDURES

- The College will announce the School Fees to the school community before the end of the previous school year. Fees and all discounts including CECWA’s Health Care Card Discount Scheme shall be clearly advertised and easily accessible to parents.

- On application for admission, parents and/or guardians will be provided with the College's Fees Policy.
- Acknowledgement of the fee collection procedures shall be on the *Application for Enrolment* Form which shall be signed by both parents and/or guardians. In the case of a sole custodial parent or guardian, one signature will suffice.

FEES PRIOR TO ENROLMENT

- An application fee of \$30 is payable when an Application for Enrolment is submitted to the College. Application fees are non-refundable.
- An enrolment deposit of \$300 is payable when a student is accepted by the Principal for enrolment and it will be deducted from the School Fees in the year of enrolment. The enrolment deposit is non-refundable including where the prospective student does not commence at the College.

FEE SETTING

- Annual School Fees are set by the College Board during the annual budget process. Increases to total School Fees must be in accordance with the maximum increase parameters annually set by CECWA.

FEE DISCOUNTS

- Families with limited capacity to pay School Fees have an entitlement to claim a fee concession. Requests for fee concessions shall be treated with dignity, fairness, compassion and confidentiality.
- The CECWA introduced the Health Care Card discount card scheme in 2005 to provide an automatic fee concession for the holders of eligible means-tested family concession cards.
- Total School Fees payable by holders of means-tested family concession cards is \$1,500 per student. In addition, the total Building Levies payable is 30% of the total School Fees payable being \$300.00.
- In addition to the above charges, the College may impose charges on a user-pays basis associated with Parent Group Levies, VET Courses, camps, music lessons, Outdoor Education and other activities.

Discounts for Families

- Families with siblings enrolled in the College are entitled to a level of family discount. The College provides the level of discount that is highly recommended by CECWA. This includes families who receive automatic School Fee discounts as holders of eligible means-tested family concession cards.

2 nd Child enrolled	20% of that child's tuition fees
3 rd Child enrolled	40% of that child's tuition fees
4 th child enrolled and beyond	100% of that child's tuition fees.

- The College will apply these family discounts for Special Education students whether siblings attend Irene McCormack Catholic College or other Catholic schools.
- Families may apply for the above discounts where they have children at other Catholic Schools.

- Families paying full fees at Irene McCormack Catholic College, will be eligible for a 10% discount on the school fees for their oldest child at the College when the family also has one or more children at either Brighton Catholic Primary School or St Andrew's Catholic Primary School.

Eligible families must apply for the discount through their primary school.

ANNUAL FEE STATEMENT AND PAYMENT OPTIONS

- Fees and their payment will be discussed with parents at the time of enrolment. Every effort must be made to help parents understand their obligations as a matter of justice to the whole school community.
- The College facilitates multiple payment options and instalment frequencies including debit/credit cards, bank transfers using fortnightly, monthly and yearly options.
- Fees for the following year will be communicated in advance of the year-end and will be published prominently and un-ambiguously in newsletters and on the website.
- An Annual Fee Statement and Payment Options Form will be sent to the Account Holder at the billing address held on the school database at the commencement of each school year.
- The Annual Fee Statement sent to the account holder will contain the total of all School Fees payable for the full year for each child, subject to the following:
 - Where the College is awaiting additional charges (ie Work Place Learning Costs) incurred on behalf of students, these charges may appear on the Annual Fee Statement.
 - Such additional costs will be added to the Family Account as soon as they are received by the College and a statement will be issued to the family detailing these additional costs. Such additional costs will be payable under the terms of this policy.
 - Where discounts are reversed due to a change in family or financial circumstances (ie eligibility to Health Care Card discounts ceased due to card expiry), such reversed credits will be payable in full within the terms of this policy.
 - The Account Holder will be given the option to pay one annual fee amount by the 25th February or a later date specified by the College. Where full payment is received by this date, the College will provide a discount to the value stated on the Payment Options Form.
 - Where full payment is not made by the specified date, the Account Holder must complete and return to the College the Payments Option Form by the date specified on the Form.
 - If the Payment Options Form is returned on or before the specified date, the College will process a credit to the account for the amount as shown on the Payment Options Form.
 - If the Payment Options Form is not received by the specified date, the College may charge a non-refundable Administration fee for the amount as shown on the Payment Options Form.

- Where full payment is not received by the 25th February or a later specified date, and the Payment Options form has not been returned, instalments will **default** to 9 equal monthly payments due on the 25th of each month commencing 25th February. The minimum monthly amount due will be detailed on the Payment Option Form.

COLLECTION OF OVERDUE FEES

The College Board has a responsibility for the collection of School Fees and has adopted the following steps to be taken to collect overdue fees:

- A First Reminder letter will be issued 7 to 10 days, after the payment of School Fees was due providing the Account Holder 14 days to pay all School Fees that are in arrears.
- If a satisfactory response is not received within 14 days, the Family Fees Officer will email the Account Holder providing the Account Holder 7 days to pay all School fees that are in arrears.
- If the arrears are not received after a further 14 days, a second reminder letter is sent to the Account Holder. The letter will include an invitation to discuss the matter with the College and a specified timeframe for a response.
- If no satisfactory response is received within 14 days, the Family Fees Officer will phone the Account Holder to arrange a meeting to put a payment plan in place that falls within the family's ability to pay.
- Should there be no satisfactory response and action within 14 days of this letter, a formal letter will be sent seeking immediate payment and outlining the possible outcomes including referral to a Debt Collection Agency and legal action.
- Should all these steps be unsuccessful, as a final step before referral to an external debt collection agency, the Business Manager will telephone the Account Holder asking them to a meeting to discuss a payment plan.
- Should there be no satisfactory response and action after being contacted by the Business Manager, the College will consider the account to be in Default and all credit terms and agreements will be void. The full annual charges will become due and payable immediately without further notice. The College may forward the account to the Debt Recovery Agency appointed by the Board without further notice to the Account Holder.
- Following submission of the account to the Debt Recovery Agency all contact and payments made by the Account Holder must be made directly to that agency.
- Verbal or written contact between the College and the Account Holder following submission of the account to the Debt Recovery Agency does not void or otherwise amend or alter the collection process as outlined in this policy.
- In the event that debt collection is not successful, the College may consider initiating court proceedings. Before this is done, the College must inform in writing the Executive Director of Catholic Education.
- Where a defaulted account has been forwarded to an outside agency for collection, all collection and recovery costs, including legal and court fees and charges as permitted by the Courts, will become due and payable in full by the Account Holder and will be in addition to the amounts owing to the College for School Fees.

Good Standing

- An Account that is not up to date with the agreed payment arrangement, will no longer be in Good Standing.
- An Account considered not in Good Standing will result in immediate withdrawal of student participation in extra-curricular activities, including music lessons, trips or school-organised national or international travel tours. Withdrawal due to loss of Good Standing may result in the forfeit of all deposits and instalments paid for the activity, as determined by the external organisers or agents.

ADDITIONAL COURSES & PROGRAMS

- The Workplace Learning course costs are set on an annual basis by a third-party provider and are outside the control of the College.
- The Parents/Legal Guardians of the enrolling student are required to sign and return to the College the Agreement Form, accepting jointly and severally, the financial responsibility for applicable Workplace Learning fees and charges determined by the College.
- Applications for Workplace Learning enrolment will not be processed unless the signed College Workplace Learning Form has been received from the Parents/Legal Guardians at the time of enrolment into Workplace Learning.
- The College subsidises Workplace Learning costs by charging Families approximately 50% of the third-party's charges.
- Where Parents/Legal Guardians are unable to make the Workplace Learning payment in full by the due date, they are requested to contact the Business Manager to discuss payment options.
- Where Parents/Legal Guardians fail to make full disclosure of medical history concerning behavioural issues or learning difficulties to the College and third-party provider, the student may be withdrawn, and the full Workplace Learning costs will be payable.
- The full cost of the third-party fees will be incurred by Parents/Legal Guardians if the enrolled student is removed or withdrawn by the College or the Parents/Legal Guardians or fails to meet the course requirements after 1 February of the school year.
- Overdue payments will be treated in accordance with Section 7 of this policy – Collection of Overdue Fees.

EXIT PROCEDURES: CREDITS AND PAYMENTS APPLICABLE

- The College Enrolment Policy requires a minimum of ten school weeks' notice of withdrawal of a student, in writing to the Principal. Where such notice is not received the College will charge 25% of the total annual School Fees in lieu of notice. The Principal has the discretion to waive this fee given exceptional circumstances or financial hardship.
- Upon withdrawal of a student from the College all fees and charges incurred for that student are payable to the College in full within 14 days of exit, and:
- Where full payment is not received within 14 days of exit, the Collection procedure as detailed in this policy will take effect.

- If the account has previously been paid in full, a proportional refund of all School Fees will be made by the College, excluding Building Levies.
- Where students will not be returning in the following calendar year, notice of the withdrawal must be received in writing by the College no later than the last day in Term 3.
- Where notice is not received by that date, 10 weeks or a pro-rata number of weeks of the annual charges for the following year, will be payable in lieu of notice.
- Payment in full will be required within 14 days of invoice.

Related Documents

Mandate Catholic Education Commission of Western Australia 2009-2015.

CECWA Schools Fees Policy: Setting & Collection.

Irene McCormack Catholic College Conditions of Enrolment.

Irene McCormack Catholic College Collection Policy.

Irene McCormack Catholic College School Fees Information Booklet.

Review History

Year Created: 2008

Year Reviewed: 2018

Year of Next Review: 2023