SCHOOL TIMES

7:30am Gates Open For students attending early morning lessons and co-curricular activities.
7:30am Playground Supervision Commences
8:00am Catherine McAuley Library opens, Canteen opens.
8:20am Students able to access lockers on levels 1 and 2 of College buildings
8:40am - 3:20pm Class Time

The Catherine McAuley Library is open Monday-Thursday until 5:30pm and Friday until 4:00pm.
Students participating in co-curricular activities before or after school, must report to the supervising teacher.

BELL TIMES

<table>
<thead>
<tr>
<th>Structure</th>
<th>Times</th>
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<tbody>
<tr>
<td>Warning Bell</td>
<td>8:35am</td>
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<tr>
<td>Homeroom</td>
<td>8:40am - 9:00am</td>
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<tr>
<td>Period 1</td>
<td>9:00am - 10:00am</td>
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<tr>
<td>Period 2</td>
<td>10:00am - 11:00am</td>
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<tr>
<td>Recess</td>
<td>11:00am - 11:20am</td>
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<tr>
<td>Period 3</td>
<td>11:20am - 12:20pm</td>
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<tr>
<td>Period 4</td>
<td>12:20pm - 1:20pm</td>
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<tr>
<td>Lunch 1</td>
<td>1:20pm - 1:50pm</td>
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<tr>
<td>Lunch 2</td>
<td>1:50pm - 2:20pm</td>
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<tr>
<td>Period 5</td>
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<td>8:35am</td>
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<tr>
<td>Homeroom</td>
<td>8:40am - 9:00am</td>
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<tr>
<td>PC / Assembly</td>
<td>9:00am - 9:50am</td>
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<tr>
<td>Period 2</td>
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<td>Recess</td>
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<td>Period 5</td>
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<tr>
<td>Period 6</td>
<td>2:30pm - 3:20pm</td>
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SCHOOL TERMS FOR 2019

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>January 29 – April 12</td>
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<tr>
<td>Term 2</td>
<td>April 30 – June 28</td>
</tr>
<tr>
<td>Term 3</td>
<td>July 22 – September 27</td>
</tr>
<tr>
<td>Term 4</td>
<td>October 14 – December 6</td>
</tr>
</tbody>
</table>

NAME: ............................................
HOMEROOM: .................................
USE OF COLLEGE DIARY

• All students at OLMC are to use the official College Diary. This Diary must be brought to school each day and taken to every lesson. Teachers will make use of the Diary to comment and encourage students, and communicate with parents/carers.

• Each student is expected to take pride in her Diary, to respect it as important property and as part of official school records. Equal respect must be shown to the Diaries of other students.

• Only school related information is to be entered in the Diary. Pictures, graffiti and stickers are not to be placed in any part of the Diary.

• If the Diary is defaced or damaged, a new one is to be purchased from the Student Centre. Approval for the new purchase must first be obtained from the student’s House Leader.

• All details of homework, revision, assignment and project work, home study and learning exercises are to be entered in the Diary each day, as they are set.

• If a student needs to leave a class for any reason, the Diary must be taken with her showing an explanation from the supervising teacher.

• If a student arrives at school after 8:40am she must report to the Student Centre, swipe her ID card and place the sticker in her Diary before she proceeds to class.

• The Diary is seen as an important tool of communication between parents/carers and teachers. Parents/carers are invited and encouraged to communicate with staff as the need arises, in the spaces provided in the Diary.

• Loss of the Diary is an important matter and is to be brought to the immediate attention of the House Leader.

PHOTOGRAPHY/VIDEO PERMISSION

• I give permission for my daughter’s photograph/video and name to be published in:
  • the College website
  • Social Media
  • any promotional materials including advertisements
  • College publications such as the OLMsCene Magazine and Misericordia Yearbook
  • Newspapers and other media.

• I authorise OLMC Parramatta to use photographs/videos in material available free of charge to schools and education departments around Australia for the College’s promotional, marketing, media and educational purposes.

• I give permission for a photograph/video of my child to be used by the College in the agreed publications/medium without acknowledgment, remuneration or compensation.

• I acknowledge the following
  • Licensed under NEALS: The photograph/video may appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.
  • Any personal information will be stored, used and disclosed in accordance with the requirements of the Privacy Act 1988 (Cth).

• I understand that by ticking the relevant box below, I have indicated whether I give permission for my daughter’s photograph/video to appear in any or all of the publications and medium outlined above. I understand that if I wish to withdraw this authorisation and consent, it is my responsibility to notify the College.

I give permission for photos/videos of my daughter to be used by OLMC as outlined above: ☐

I DO NOT give permission for photos/videos of my daughter to be used by OLMC as outlined above: ☐

Parent/Carer Signature: .................................................. Date: ..........................

Student Signature: .......................................................... Date: ..........................

House Mentor Signature: ............................................... Date: ..........................

2 Our Lady of Mercy College
CONFIRMATION OF COLLEGE EXPECTATIONS

• I confirm and accept the aims of the College as a Catholic School, which has been founded on the traditions of Mercy Education and will support all its religious practices, values and programs.

• Membership of this College community implies specific relationships between students, parents/carers, staff and the school: relationships that are founded on our core Gospel beliefs. Understanding this, I agree that it is of the utmost importance that I respect the dignity of others, fellow students and staff alike. My conduct will, at all times, be marked by politeness, common sense and respect for others and be guided by what is outlined on the “Expectations of Students” page in this Diary. This includes my conduct in the public domain, travelling to and from the College.

• Realising the importance of my education, I agree to assume responsibility, with the support of my teachers, for my work ethic, completion of coursework and study for the submission of assessment tasks (essays, projects etc) and other learning requirements.

• Realising the harmful nature of prohibited items such as tobacco, alcohol and illegal drugs, I agree to abide by the regulations which forbid their use and/or possession at the College or in transit to and from the College, on excursions, retreats, social events or any College based activity.

• I will endeavour to take an active part in College activities and will try to foster a sense of community spirit in the College by participating in community engagement, retreats, camps, excursions, whole College events and other co-curricular activities.

• I agree to respect College property and the property of others.

• I understand that my locker is the property of the College and acknowledge that if necessary the College Administration have access to it.

• I agree to wear the full College uniform correctly and to take pride in the way I wear my uniform and my appearance.

• I agree not to bring objects which might endanger others onto the College property.

• I will adhere to College policies regarding matters such as mobile phones and other electronic devices.

• I agree to use information and communication technology provided by the College in line with College policies and guidelines; as set out in the College Student Diary, the College website, the Acceptable Use of Technology Policy and other public College documents.

• I agree to accept regular attendance and punctuality are mandatory requirements.

Parent/Carer Signature: ............................................. Date: .....................

Student Signature: .................................................. Date: .....................

House Mentor Signature: ............................................. Date: .....................
OLMC’s Emergency Management Plan aims to ensure the health and safety of all community members in the event of an emergency. Such emergencies may include fire evacuation, lockdown, gas leaks and bomb threats.

In the event of an emergency situation on the College premises or surrounds, students are responsible for:

- alerting a teacher or nearest staff member of the suspected emergency;
- participating properly in emergency drills held throughout the year;
- following directions of staff in drills and actual emergencies;
- refraining from speaking with media during or after an emergency;
- not resolving emergencies on their own, including fighting a fire.

A) Evacuation Procedures:

College buildings may be evacuated in the event of an emergency such as a fire, gas leak or bomb threat.

If the evacuation signal activities, students are to:

1. Wait for an announcement over the PA system directing movement onsite to either Assembly Areas A, B or C. (If required a full evacuation may occur with movement to the Offsite Assembly Area – i.e. Prince Alfred Park).
2. Leave everything in the classroom, except any essential medications.
3. Listen to directions from teachers as to the evacuation route indicated from the evacuation diagrams in each classroom.
4. Move silently and quickly to the Assembly Area and listen for any further announcements.
5. Line up in either academic or homeroom groups (if during homeroom or PC) at the assembly area:
   a. sit down in your class or homeroom group, alphabetically;
   b. have your name marked off;
   c. Listen carefully to staff and follow the directions about the next course of action which may include leaving the College grounds or returning to your usual class or Homeroom.

B) Lockdown Procedures:

The College may need to go to lockdown if there is a threatening person on the premises or there is a source of danger close to the College.

A lockdown is initiated by a message over the PA system ‘Attention staff and students, this is a Code Black, take the necessary precautions’.

If the lockdown signal activities, students are to:

1) Seek a classroom that has a teacher present but if this cannot be found, enter the closest safe room;
2) Head to the nearest room if lockdown occurs outside of class time (before school, recess, lunch or after school)
3) Lock doors and windows if no teachers are present, pull blinds or curtains down and turn off the lights.
4) REMAIN SILENT, CALM and SEATED away from windows.
5) Ensure that doors and windows remain closed and that they not be opened to any person unless the teacher is satisfied that it is safe to do so, or the lockdown has been declared over.
6) Remain in the classroom or office space until the lockdown has been declared over on the PA system.
7) Ensure all mobile phones and notebooks are to be switched off and placed on the desk at the front of the classroom.
8) Listen carefully for directions given over the PA system or through classroom phones should there be further instructions to evacuate or go to Homeroom.
Buildings are named in honour of Sisters of Mercy who have served and enriched College life.

Buildings with Classrooms

A – Ailsa MacKinnon Community Centre
Sister Ailsa MacKinnon was Principal of OLMC Parramatta from 1990 until 2004.

B – Brigid Shelly Building
Sister Mary Alphonsus Brigid Shelly was one of the nine pioneer Mercy Sisters who arrived in Parramatta from Ireland in 1888; she was the Assistant Superior of the first Parramatta Mercy Congregation.

C – Christina Creede Music Centre
Sister Mary Christina Creede taught violin at OLMC Parramatta for many years and became the head of the Music Department in the 1960s.

F – Francis Kearney House
Sister Mary Francis Kearney was Principal of the College from 1909-1933.

J – Janet Woods Building
Sister Janet Woods was the first Parramatta Mercy Sister to gain a Science Degree. She was also Principal of the College from 1978-1989.

T – Martha O’Sullivan Design and Technology Centre
Martha O’Sullivan was a Mercy Sister who looked after the boarders and cleaning staff at the College.

OTHER OLMC PARRAMATTA KEY LOCATIONS

Barbara McDonough Student Centre
Sister Barbara McDonough began her association with OLMC in 1942 as a ‘baby boarder.’ She taught Science at OLMC from 1963-1972.

Catherine McAuley Library
Catherine McAuley was born in Dublin, Ireland, in September 1778 and founded the Sisters of Mercy in December 1831.

Edith Angel Hall
Sister Edith Angel was Principal of OLMC Parramatta from 1965-1977. She taught Biology and Botany at the College.

Kavanagh Place
Sister Mary Alacoque Kavanagh was one of the nine pioneer Mercy Sisters who arrived in Parramatta from Ireland in 1888 and was the founding Principal of OLMC Parramatta from 1889-1908.

Mother Mary Clare Dunphy Memorial Chapel
Mother Mary Clare Dunphy was the Superior of the first group of Mercy Sisters to arrive in Parramatta in 1888 from Ireland.

Noni Ball Blackbox Theatre
Sister Noni Ball, following formal theatre training, founded the Mercedes Theatre Group that held its rehearsals and performances in the classrooms of Brigid Shelly Building.

Stanley Rooms
Sister Mary Alphonsus Stanley was Principal of OLMC Parramatta from 1934-1945. Sister Mary Gonzaga Stanley was Principal of the College from 1946-1964.
Be grateful when you find yourself in a position to help others, because it means you are abundant.
VISION

To provide a contemporary Mercy education that empowers young women to lead with courage and act justly, making a difference in whatever sphere of life they choose to move, in the spirit of Catherine McAuley.

“...no work of charity can be more productive of good to society, or more conducive to the happiness of the poor and needy, than the careful instruction of women since whatever be the station they are destined to fill, their example and their advice will always possess influence…” Catherine McAuley

A MERCY EDUCATION

- develops faith in Jesus Christ which finds expression in reaching out with compassion to welcome the ‘stranger’, the marginalised, and those in need;
- provides innovative learning and teaching that is contemporary, dynamic and challenging;
- is committed to a deeper engagement with the mission of the Catholic Church through liturgical celebration, prayer, reflection and opportunities for formation, leadership and involvement in ministry through practical works of mercy;
- is committed to excellence and enables every student to achieve her potential by developing her unique gifts and talents;
- is empowering, equipping young women to be critical, creative and reflective thinkers;
- occurs in a caring and supportive environment where human dignity is valued and respected;
- empowers young women through involvement in Mercy action projects to lead with courage, freedom and responsibility making a significant and positive difference; and
- encourages young women to live their lives in respectful relationship with all of creation and with responsible commitment to care for the earth.

HISTORY OF THE COLLEGE

Introduction

Our Lady of Mercy College Parramatta is a Christ centred learning community established by the Sisters of Mercy in 1889. Founded on the Gospel of Jesus Christ, faithful to its Mercy tradition, OLMC is a Catholic Independent Girls’ School committed to excellence in education, respect for the dignity of each individual and the development of a strong sense of justice and social responsibility. The OLMC motto – Sub Tuum Praesidium – taken from a 3rd century hymn, places the school community under the protection of Mary, Mother of God.

OLMC History

“Will go if sent!”

This was the response of Sr. Mary Clare Dunphy on June 20 1888, when asked to be the superior of a newly proposed community in the colony of NSW at Parramatta. Inspired by an Irish spirit of adventure, nine Sisters of Mercy under the leadership of Sr. Mary Clare Dunphy, left their homeland of Callan Ireland for Parramatta at ‘the ends of the earth’, never to return.

The passion of the sisters who founded Our Lady of Mercy College Parramatta was twofold: a passion for nurturing the Catholic faith and a passion for the works of Mercy: to visit the sick and those imprisoned, to give drink to the thirsty as well as a strong commitment to the education of young women. The sisters were determined to provide girls with a wide range of opportunities which could lead to work outside the home or further education, both radical ideas for young women of the late 19th century.

OLMC was established in January 1889 with Sister Mary Alacoque Kavanagh as the founding Principal. The College was one of the first schools to register for the Bursary Endowment Act of 1912 which introduced the more competitive examination orientated approach to education with the Intermediate and Leaving Certificates. In addition, to its early emphasis on intellectual excellence, OLMC placed a very high importance on music education and performance. As early as 1893, a visiting bishop claimed he had “never heard better music anywhere.” Music education of the highest standard continues to be a feature of the OLMC today.

OLMC’s latest master plan has seen an extensive building program undertaken; state of the art science labs, a modern library, a music centre, two purpose built teaching kitchens and a dedicated student services centre all further enhance the College’s learning environment. The Ailsa McKinnon Community Centre was opened in 2018. This facility provides a large multipurpose area for sport and whole school events.

Widely recognised as a leader in e-learning, OLMC heavily invests in classroom technology, top quality IT infrastructure and ongoing staff ICT development to ensure the students have opportunities to learn vital skills for the twenty-first century and become truly independent learners.

For 115 years, the leadership of OLMC was in the hands of seven successive Sisters of Mercy. This enabled the development of the strong Mercy heritage, traditions and values that remain such a vibrant part of the school mission and community today. In 2002 OLMC was incorporated and its governance entrusted to a Board of Directors, chaired firstly by Ms Geraldine Starr and then by Ms Kerrie Walshaw. Mrs Kitty Guerin was appointed as the first lay Principal in 2004, succeeded by Mr Stephen Walsh in 2014.
The OLMC Parramatta motto, *Sub tuum praesidium*, means ‘under your protection’. It is the beginning of an ancient prayer of the Church which acknowledges Mary, the Mother of God and our Universal Mother, as our protector and intercessor. This motto reminds all members of the OLMC community that our patron, Mary, our Mother of Mercy, cares for us and models for us the love of our merciful God.

Under your protection, we take refuge,
O Holy Mary Mother of God,
Despise not our prayers in our necessities
But deliver us from all dangers,
O ever glorious and blessed Virgin.

**The College Crest**

**Mercy Cross**

The Mercy Cross signifies our uniting ourselves with Christ who died on the Cross for us, that we ourselves are united in his death and resurrection. The Mercy Cross has no figure on it as signifies that we are placing ourselves on the Cross with Christ.

**The Seven Bars**

These represent the seven spiritual and corporal works of mercy. These seven bars also signify the seven gifts of the Holy Spirit.

**Our Lady of Mercy College Values**

*OLMC Parramatta is a Christ-centred learning community founded in the Mercy tradition. The policies of the College, underpinned by the Gospel values of mercy and justice, serve to promote the dignity and uniqueness of each human person. Their aim is to foster the intellectual, spiritual, emotional, physical and social wellbeing of all members of the College community within a safe, healthy, caring and sustainable environment.*

**Mercy** is defined as empathy or love that manifests itself in action that is practical and thoughtful, warm and open, respectful and enabling. The value of mercy is inextricably linked to compassion, justice, dignity, excellence, hospitality, stewardship.

**Compassion** is a non-judgmental understanding of another’s need, which results in unselfish giving to meet that need.

**Justice** is the treatment of each person with fairness in relation to the equality of all, and the maintenance of a balanced and fair relationship with self and all members of the community.

**Dignity** is the treatment of each person with respect and the recognition of their inherent value and worth.

**Excellence** is the state of achievement of the highest possible standards.

**Hospitality** is the creation of a welcoming, open, inclusive and respectful environment for all individuals, through word and deed.

**Stewardship** is the grateful and responsible celebration of the sacred gifts God has given us to do the work he is calling us to do.

**Service** is the exercising and ministry of leadership in order to make a positive difference in the lives of individuals and communities.
Mother M. Clare led the first group of nine Sisters of Mercy from Callan in Ireland to Parramatta in 1888. Mother Clare took care to develop the highest standard of education at OLMC Parramatta and her vision continues today. Mother Clare died on June 22nd, 1927 and is buried in the Mother M. Clare Memorial Chapel.

**House Prayer**

God of leadership,
Jesus is our shepherd, leading us to take initiative as servant leaders.

Mother Mary Clare Dunphy shared the same vision as Jesus as she took a risk journeying from Callan to Parramatta, knowing that God would support and protect her. We ask that you guide us in our journey to hear Your call, just as Mother Clare Dunphy did. May we know when we are being called to lead, so that your work can be done. Teach us to use our hands and feet to live out your will in our daily lives. Help us to always have the best interests of those around us in mind, as we do all things in and for the glory and mercy of God.

*Be faithful.*

Mary Mother of Mercy,  
Pray for us  
Catherine McAuley,  
Pray for us

The vision of Catherine McAuley is carried on today throughout the world by Sisters of Mercy who belong to the Congregation she began in Dublin, Ireland in 1831. Catherine McAuley’s influence is among us here at OLMC as we strive to be women of love, justice and mercy. Catherine McAuley had a great love of the poor and desire to provide quality education for all women.

**House Prayer**

Dear God of Compassion,  
Jesus modelled how, as Christians, we must advocate for those less fortunate, even if it means challenging the accepted norms. Catherine McAuley embodied this by providing support and opportunities for women in a society that dismissed them. She empowered young girls, teaching them to aspire for greatness no matter what adversities they faced. Help us to live our lives with compassion and courage at the heart of every action we do.

*Not for us but for all.*

Mary Mother of Mercy,  
Pray for us  
Catherine McAuley,  
Pray for us

Mary Anne Doyle was a loyal friend and faithful companion of Catherine McAuley. Catherine mentions: “It all started with two, Mary Anne Doyle and me”. Anna Maria Doyle was one of the first to help Catherine McAuley with the house in Baggot Street.

**House Prayer**

God of friendship,  
Jesus modelled how, as Christians, we must advocate for those less fortunate, even if it means challenging the accepted norms. Catherine McAuley embodied this by providing support and opportunities for women in a society that dismissed them. She empowered young girls, teaching them to aspire for greatness no matter what adversities they faced. Help us to live our lives with compassion and courage at the heart of every action we do.

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Mary Mother of Mercy,  
Pray for us  
Catherine McAuley,  
Pray for us

St Mary’s Callan in Kilkenny, Ireland is the convent of origin for the Sisters who came to Parramatta. In 1888 Cardinal Moran invited the Sisters of Mercy from Callan, Ireland, to set up a foundation in Parramatta. Callan has significant links to OLMC as the Sisters from Callan embraced their mission by helping the poor, sick, marginalised and setting up the foundations for OLMC, all while capturing the Mercy values that continue to live on today.

**House Prayer**

God of community,  
Jesus is our shepherd, leading us to take initiative as servant leaders.

Mother Clare Dunphy shared the same vision as Jesus as she took a risk journeying from Callan to Parramatta, knowing that God would support and protect her. We ask that you guide us in our journey to hear Your call, just as Mother Clare Dunphy did. May we know when we are being called to lead, so that your work can be done. Teach us to use our hands and feet to live out your will in our daily lives. Help us to always have the best interests of those around us in mind, as we do all things in and for the glory and mercy of God.

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*Not for us but for all.*

Mary Mother of Mercy,  
Pray for us  
Catherine McAuley,  
Pray for us
Our Lady of Mercy College

Houses

Mercedes

In this sign we will achieve
in hoc signo vincemus

The word “Mercedes” is Spanish for mercy.
Mercy is Love in Action
Mercy is God’s compassion reaching out to make the world more human. We each give and receive Mercy and remember that Mary, the Mother of Jesus is also our Mother of Mercy.

House Prayer
God of Mercy,
Your son Jesus showed compassion and mercy to all around him. He reached out to the marginalised within society, and lived Mercy in his every action.
Just as Jesus’ mother Mary trusted in her son and lived a life abiding to his example, we are also called to have faith in Jesus, and be Mercy. Please send the Holy Spirit to ignite the flame of Mercy in all of us.

In this sign we will achieve.
Mary Mother of Mercy,
Pray for us
Catherine McAuley,
Pray for us

Callaghan

I give so others may prosper
ut aliis bene sit

The Callaghan family who helped Catherine McAuley in her youth and supported her charity work, Catherine McAuley was able to grow her charitable works as the Callaghan family were significant benefactors; William Callaghan leaving his estate to Catherine McAuley upon his death. Catherine gave catechetical instruction to the household servants and poor village children from Coolock House.

House Prayer
God of charity,
Your son Jesus inspired the community to share what they had with those less fortunate, leading generous lives and creating a community united in peace.
Through the Callaghans, you showed us that a family can be founded on compassion and united through faith.
May you nurture our spirits and protect us on our journey, as the Callaghan family supported Catherine McAuley.
Help us to mirror the kinship demonstrated by the Callaghan family in our own Mercy community.

I give so others may prosper.
Mary Mother of Mercy,
Pray for us
Catherine McAuley,
Pray for us

Stanley

The crown to the one who tries
conanti corona

Sister M. Gonzaga Stanley was Principal of OLMC for 19 years from 1946. She was a gifted student herself and gained a University Medal in Geography. Sr M. Gonzaga Stanley had enormous influence on students at OLMC and on the quality of education provided for the young women of the forties and fifties.
Her sister, Sister Mary Alphonsus Stanley was also Principal of OLMC from 1934-1945. She was a gifted educator who maintained interest in her students beyond school and into their chosen profession.

House Prayer
God of Perseverance,
We learn to steadily persist like your Son Jesus as He continuously strove to preach the Word of God and spread his message of love.
The Stanley sisters persevered to provide quality education for young women, developing them academically and holistically with the values of Mercy. We pray that you remind us, determination and effort is to be valued, just as much as the end result.

The crown to the one who tries.
Mary Mother of Mercy,
Pray for us
Catherine McAuley,
Pray for us

Kavanagh

Strive to do your best
ad optimum nitere

Mother M. Alacoque Kavanagh was the first principal of Our Lady of Mercy College Parramatta from 1889-1908. She was also the bursar during this time when money was scarce and she faced considerable difficulties. She is described as very generous, an excellent teacher and one who never said an uncharitable word, a great role model for teachers and girls alike at the College.

In Parramatta Mother M. Alacoque continued the splendid educational work she had commenced in Ireland, her students gaining the highest distinctions, even the coveted ‘Fairfax Prize’.

House Prayer
God of Excellence,
Your son Jesus taught us to do and be more than we are. His teachings encourage us to act as God’s hands and feet, becoming leaders within our community.
Your daughter, Mother Alacoque Kavanagh, persevered for the education of women, enabling them to excel and exceed their own expectations.
Inspire us to be the best versions of ourselves and help us to overcome the obstacles within our learning and grow as young Mercy women.

Strive to do your best.
Mary Mother of Mercy,
Pray for us
Catherine McAuley,
Pray for us
The Mercy Ideals

“We might often repeat the words of the Psalmist saying
Teach me goodness, discipline and knowledge,
Goodness . . . . . to incline our hearts to pity;
Discipline . . . . to regulate our time and actions;
Knowledge . . . . to impart such instruction as will lead
children to God.”
Catherine McAuley

The Suscipe:
Catherine McAuley’s Prayer
(The word ‘suscipe’ comes from the Latin word, suscipio, which
means to take up, support, raise, accept, receive and undertake).

My God,
I am yours for time and eternity.
Teach me to cast myself entirely
into the arms of your loving providence
with the most lively, unlimited confidence
in your compassionate, tender pity.
Grant,
O most merciful Redeemer,
That whatever you ordain or permit
may be acceptable to me.
Take from my heart all painful anxiety;
Suffer nothing to sadden me but sin;
Nothing to delight me but the hope
of coming to the possession of you,
my God and my all,
in your everlasting kingdom.
Amen.

Alma Mater

Chorus
Come let us in joyous strain hail our Alma Mater;
Stand and give the cheer once again, let ev’ry loyal student sing.
Think of all the happy hours, the gay and the carefree days;
Hail the name of Alma Mater, the College of our hearts always.
Come today, don’t delay, let us sing of our glorious heritage.
Let us stand, hand in hand, ever pledging our hearts
to the faith we love.
When we meet, let us greet all the dear ones who
guided our girlhood days;
Ere we go, let us show how we love and we cherish them all. Repeat Chorus.

Sub Tuum Praesidium:
Under your protection, we take refuge,
O Holy Mary Mother of God,
Despise not our prayers in our necessities
but deliver us from all dangers,
O ever glorious and blessed Virgin.

The Corporal Works of Mercy are:
• to feed the hungry;
• to give drink to the thirsty;
• to clothe the naked;
• to shelter the homeless;
• to visit the sick;
• to visit the imprisoned;
• to bury the dead.

The Spiritual Works of Mercy are:
• to instruct the ignorant;
• to counsel the doubtful;
• to warn the sinner;
• to bear wrongs patiently;
• to forgive all injuries;
• to comfort the sorrowful;
• to pray for the living and the dead.
The purpose of human life is to serve, and to show compassion to others.
## STAFF LIST

### COLLEGE LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr Stephen Walsh</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Mrs Marie Wood</td>
</tr>
<tr>
<td>Director of Teaching &amp; Learning</td>
<td>Mrs Gemma VandePeer</td>
</tr>
<tr>
<td>Director of Staff Services</td>
<td>Mrs Kathleen Polo</td>
</tr>
<tr>
<td>Director of Business Services</td>
<td>Mrs Danielle Dwyer</td>
</tr>
<tr>
<td>Director of Pastoral Care</td>
<td>Mrs Anne-Maree Donnelly</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>Mr James Mason</td>
</tr>
<tr>
<td>Director of Mission</td>
<td>Mrs Claire Thomas</td>
</tr>
<tr>
<td>Director of Learning Technology and Innovation</td>
<td>Mr Matthew Esterman</td>
</tr>
</tbody>
</table>

### CURRICULUM LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Subject</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Mrs Lisa Kemmis</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs Lorraine Dredge</td>
</tr>
<tr>
<td>History</td>
<td>Ms Melissa Riley</td>
</tr>
<tr>
<td>PD/H/PE</td>
<td>Mrs Jennifer McIntosh</td>
</tr>
<tr>
<td>VET &amp; Careers</td>
<td>Mrs Louise Weihen</td>
</tr>
<tr>
<td>Music, Dance &amp; Drama</td>
<td>Mrs Sharon Eldridge</td>
</tr>
<tr>
<td>Library</td>
<td>Mrs Christine Hackett</td>
</tr>
<tr>
<td>Liturgy and Retreats Coordinator</td>
<td>Mrs Gabrielle Scanlon</td>
</tr>
<tr>
<td>Director of Music Performance</td>
<td>Mr Paul Witney</td>
</tr>
</tbody>
</table>

### PASTORAL LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>House Leader</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare House Leader</td>
<td>Ms Ann-Marie Herd</td>
</tr>
<tr>
<td>McAuley House Leader</td>
<td>Mrs Laura Bell</td>
</tr>
<tr>
<td>Mercedes House Leader</td>
<td>Mrs Christine Roumanus</td>
</tr>
<tr>
<td>Stanley House Leader</td>
<td>Mrs Rebecca Webb</td>
</tr>
<tr>
<td>Assistant Leader of Pastoral Care</td>
<td>Ms Kristen Sunner</td>
</tr>
<tr>
<td>College Counsellors</td>
<td>Mrs Sandra Portela</td>
</tr>
<tr>
<td></td>
<td>Mrs Alia Palethorpe</td>
</tr>
<tr>
<td></td>
<td>Ms Emily Montuori</td>
</tr>
<tr>
<td>Callan House Leader</td>
<td>Ms Leanne Portelli</td>
</tr>
<tr>
<td>Doyle House Leader</td>
<td>Mrs Pascale Warnant</td>
</tr>
<tr>
<td>Callaghan House Leader</td>
<td>Ms Gillian Carpenter</td>
</tr>
<tr>
<td>Kavanagh House Leader</td>
<td>Ms Marcia Jaimes</td>
</tr>
<tr>
<td></td>
<td>Mrs Sheila Ibarra</td>
</tr>
<tr>
<td></td>
<td>Ms Clara Cheung</td>
</tr>
<tr>
<td></td>
<td>Mr Stephen Duffy</td>
</tr>
<tr>
<td></td>
<td>Mr Stuart Guthrie</td>
</tr>
</tbody>
</table>

### NON-TEACHING STAFF

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centre</td>
<td>Mrs Ann Corr</td>
</tr>
<tr>
<td></td>
<td>Mrs Tanya Brangwin</td>
</tr>
<tr>
<td>Business Office</td>
<td>Ms Manna Dashi</td>
</tr>
<tr>
<td></td>
<td>Mrs Paola Cavallaro</td>
</tr>
<tr>
<td></td>
<td>Miss Rebecca Georges</td>
</tr>
<tr>
<td></td>
<td>Ms Anna Mastrofilippo</td>
</tr>
<tr>
<td>Library</td>
<td>Mrs Rosemary McGann</td>
</tr>
<tr>
<td>Technology Resource Officer</td>
<td>Mrs Anna-Marie O’Keefe</td>
</tr>
<tr>
<td>Mercy After School Study Hub</td>
<td>Mrs Cheryl Rugg</td>
</tr>
<tr>
<td>Uniform Shop</td>
<td>Mrs Katrina Blundell</td>
</tr>
<tr>
<td>Canteen</td>
<td>Mrs Janna Mastrofilippo</td>
</tr>
<tr>
<td>Registrar</td>
<td>Mrs Rosalba Sorgiovanni Yee</td>
</tr>
<tr>
<td>Executive Assistant Education Services</td>
<td>Mrs Jennifer Felkin</td>
</tr>
<tr>
<td>Executive Assistant Student Services</td>
<td>Mrs Kylie Luksic</td>
</tr>
<tr>
<td>Executive Assistant to the Principal</td>
<td>Mrs Sallyann Guthrie</td>
</tr>
</tbody>
</table>
COLLEGE STUDENT LEADERSHIP TEAM

HEAD GIRL
Sophie Brown

ASSISTANT HEAD GIRL
Sydrael Fajardo

SRC PRESIDENT
Elisa Haliwe

SRC VICE PRESIDENT
Laura Bechara

CREATIVE & PERFORMING ARTS LEADER
Kallista Pudun

CREATIVE & PERFORMING ARTS LEADER
Elloise Sfeir

STEWARDSHIP LEADER
Frances Inciong

STEWARDSHIP LEADER
Mary Khreich

LITURGY LEADER
Kristine Bringera

LITURGY LEADER
Bianca Del Rosario

MERCY ACTION LEADER
Clare Kuys

MERCY ACTION LEADER
Divyangi Pandit

SPORT LEADER
Emily Guthrie

SPORT
Alexandra Younes
COLLEGE STUDENT HOUSE LEADERS

HOUSE LEADER – Clare
Isabella Boutros

HOUSE LEADER – Clare
Antonia Moussa

HOUSE LEADER – Callan
Brianna Dasey

HOUSE LEADER – Callan
Racha Nakhoul

HOUSE LEADER – McAuley
Tiana Gebrael

HOUSE LEADER – McAuley
Claudia Oliverio

HOUSE LEADER – Doyle
Geoargette Isaac

HOUSE LEADER – Doyle
Veronica Marquez

HOUSE LEADER – Mercedes
Blanca Carney

HOUSE LEADER – Mercedes
Margaret Marcon

HOUSE LEADER – Callaghan
Claudia De Bartslo

HOUSE LEADER – Callaghan
Serena Haddad

HOUSE LEADER – Stanley
Mia Luketic

HOUSE LEADER – Stanley
Therese Saab

HOUSE LEADER – Kavanagh
Carla Ayoub

HOUSE LEADER – Kavanagh
Alysha Rodrigues
<table>
<thead>
<tr>
<th>If this happens:</th>
<th>Do this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have been away from school</td>
<td>parents/carers will be notified and asked to respond via SMS or email to explain absences or bring a written note from your parent/carer of explanation to the Student Centre on the day you return to school. A note or SMS is also required for partial absences. Notes must give a full explanation of the reason for the absence and be in your parent/carer own hand writing, signed and dated.</td>
</tr>
<tr>
<td>If you are late to school</td>
<td>report to Student Centre, swipe your College ID card to register your arrival and place the sticker in your Diary.</td>
</tr>
<tr>
<td>When you arrive at school</td>
<td>stay in the playground area. Do not go to the classrooms or lockers before 8:20am.</td>
</tr>
<tr>
<td>If you become ill at school</td>
<td>in class – inform your teacher, have them sign your out of class log and then report to Student Centre. outside the class – report to Student Centre. Student Centre will make contact with your parent/carer should you need to go home. Students are asked NOT to call parent/carer before going to Student Centre.</td>
</tr>
<tr>
<td>If you lose property</td>
<td>check for lost property at Student Centre. All personal items must be labelled.</td>
</tr>
<tr>
<td>If you find property</td>
<td>return it to Student Centre.</td>
</tr>
<tr>
<td>If you forget your locker combination</td>
<td>see Student Centre.</td>
</tr>
<tr>
<td>If you lose your lock</td>
<td>see Student Centre.</td>
</tr>
<tr>
<td>If you wish to find out about a career or tertiary study</td>
<td>contact the Careers Adviser.</td>
</tr>
<tr>
<td>If you have money to hand in</td>
<td>if the money is for school payments (e.g. fees or raffle tickets), take this to the Student Centre.</td>
</tr>
<tr>
<td>If you are absent for an assessment task</td>
<td>your parent/carer must ring before 8.20am on the day and explain your circumstances to the Leader of Learning. Please provide supporting evidence (e.g. medical certificate) when you return to school.</td>
</tr>
<tr>
<td>If you are requesting to leave the College</td>
<td>you must present a note from your parent/carer to your House Leader requesting and detailing the leave. When leaving report to the Student Centre to register your departure. Students in Years 7-10 must be signed out from the Student Centre by a parent/carer.</td>
</tr>
<tr>
<td>during school</td>
<td></td>
</tr>
<tr>
<td>If you are going to be absent from school time (less than 5 days)</td>
<td>your parent/carer must email the College to inform your House Leader and Student Centre of your anticipated absence.</td>
</tr>
<tr>
<td>If you have lost your ID Card</td>
<td>apply for a new card at the Catherine McAuley Library.</td>
</tr>
<tr>
<td>If you have left your Diary at home</td>
<td>see the Student Centre before school. You will be issued with a replacement page.</td>
</tr>
<tr>
<td>If you lose your Diary</td>
<td>see your House Leader or Student Centre.</td>
</tr>
<tr>
<td>If you have personal problems</td>
<td>talk to your House Mentor, House Leader or College Counsellor.</td>
</tr>
<tr>
<td>If you are out of uniform</td>
<td>bring a note from your parent/carer detailing the reason you are out of uniform, and give it to your House Leader. If you have a foot injury that prevents you from wearing school shoes you must wear the Sports Uniform and runners. If the injury is such that no shoes can be worn a sock is to be worn to cover the injured foot.</td>
</tr>
<tr>
<td>If you can’t participate in designated activities</td>
<td>bring a note from your parent/carer.</td>
</tr>
<tr>
<td>If you require medication in school times</td>
<td>you must bring a signed note giving full details from your parent/carer if it is necessary for medication to be brought to school. Should you require long-term medication, your parent/carer must contact Student Centre to organise details for dispensing.</td>
</tr>
</tbody>
</table>
It is important that parents/carers and staff work closely together – in partnership. If there are any concerns or problems, then a solution can most often be reached if members of the community work on it together. If there are disruptions or stress within families, then it is very helpful for OLMC to know so that further support can be provided to a student at school.

### WHO TO CONTACT

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student has problems with a particular subject or co-curricular area</td>
<td>THEN the parent/carer should contact the teacher for that subject or co-curricular activity FIRST.</td>
</tr>
<tr>
<td>If a student has problems with a particular assessment task, due date and so on</td>
<td>THEN the parent/carer should contact the relevant Leader of Learning or the Director of Teaching and Learning.</td>
</tr>
<tr>
<td>If a parent/carer has any concerns about a student’s work progress over a number of subjects, her lack of focus or motivation, peer relationships and so on</td>
<td>THEN the parent/carer should contact their daughter’s House Leader.</td>
</tr>
<tr>
<td>If a parent/carer has any concerns regarding fee charges or is having fee difficulties</td>
<td>THEN the parent/carer should contact the Finance Manager.</td>
</tr>
<tr>
<td>If a parent/carer has concerns about train and bus passes or applications</td>
<td>THEN the parent/carer should contact the Student Centre.</td>
</tr>
<tr>
<td>If a parent/carer has concerns about train or bus travel incidents</td>
<td>THEN the parent/carer should contact the Assistant Leader of Pastoral Care. It is also very effective to take complaints to the bus or train authorities.</td>
</tr>
<tr>
<td>If planning an extended absence of more than 5 days for a holiday, during term time, for a student</td>
<td>THEN apply at least 14 days prior to travel to have your daughter’s leave approved by the College Principal. Access the College website to complete the appropriate form ‘Parental Application for Leave form’, print, sign and return the form to the College.</td>
</tr>
<tr>
<td>If planning an extended absence of more than 5 days for attendance at an elite sporting event or entertainment employment for a student</td>
<td>THEN apply at least 14 days prior to the activity to have your daughter exempt from attending the College you are required, by law, to complete the appropriate form on the College website, print, sign and send to the College. ‘Parental Application for Exemption from Attendance at Elite Sport’. ‘Parental Application for Exemption from Attendance at Entertainment Employment’. Please note: students are required to carry the Certificate for Exemption (signed by the College Principal) at all times when they are on leave from school.</td>
</tr>
<tr>
<td>If a student is leaving the College</td>
<td>THEN the parent/carer should contact the College Principal giving one (1) term’s written notification of intent to withdraw. An interview with the College Principal may be arranged. Students must then see their House Leader to complete the sign out process.</td>
</tr>
</tbody>
</table>

For matters of a serious concern, the College Principal, and members of the College Leadership Team are available. Parents are encouraged to ring to make an appointment.
RISK WARNING

(Under Section 5M of Civil Liability Act 2002)
On Behalf of Our Lady of Mercy College Parramatta and AHIGS

SPORTING ACTIVITIES 2019

Our Lady of Mercy College Parramatta organises many individual and team sporting activities during the course of a year. Some of these are organised in conjunction with the Association of Heads of Independent Girls’ Schools NSW (AHIGS) Students participating in these sporting activities take part in practice and in competitions.

Our Lady of Mercy College Parramatta and AHIGS expect students to take responsibility for their own safety by wearing compulsory safety equipment, by thinking carefully about the use of safety equipment that is highly recommended and by behaving in a safe and responsible manner towards team members, opponents, spectators, officials, property and grounds.

While Our Lady of Mercy College Parramatta and AHIGS take measures to make the sporting activities as safe as reasonably possible for participants, there is a risk that students can be injured and suffer loss (including financial loss) and damage as a result of their participation in these sporting activities, whether at training or in actual events.

Such injury can occur while the student is engaging in or watching a sporting activity, or travelling to and from the event. The injury may result from a student’s actions, the actions of others, the state of the premises or equipment failure.

On some occasions, an injury can be serious (such as torn ligaments, dislocations, back injuries, concussion or broken bones). In very rare cases an injury can be life threatening or result in permanent disability. If a student has a pre-existing injury, participating in a sporting activity could result in an exacerbation of that injury.

Students could also suffer loss as a result of their personal property being lost, stolen, damaged or destroyed.

RISK WARNING

(Under Section 5M of Civil Liability Act 2002)
On Behalf of Our Lady of Mercy College Parramatta and AHIGS:

NON SPORTING ACTIVITIES 2019

Our Lady of Mercy College Parramatta organises many activities such as debating, mock trial, orchestra, choir, drama groups, clubs e.g. science and chess, and social justice programs during the course of a year. Students participating in these activities take part in practice and in competitions.

The Association of Heads of Independent Girls’ Schools NSW (AHIGS) administers and convenes inter-school activities (such as Archdale Debating and Festival of Speech) in which many students, including students of this school, participate.

While Our Lady of Mercy College Parramatta and AHIGS take measures to make the activities as safe as reasonably possible for participants, there is a risk that students can be injured and suffer loss (including financial loss) and damage as a result of their participation in these activities, whether at practice or in actual events.

Such injury can occur while the student is engaging in or watching a non-sporting activity, or travelling to and from the event. The injury may result from a student’s actions, the actions of others, the state of the premises or equipment failure (e.g. a collapsed stage during a debating competition).

On some occasions, an injury can be serious (such as torn ligaments, dislocations, back injuries, concussion or broken bones). In very rare cases an injury can be life threatening or result in permanent disability.

Students could also suffer loss as a result of their personal property being lost, stolen, damaged or destroyed.
Counselling at Our Lady of Mercy College Parramatta
Things You Should Know

The College provides counselling services for its students as part of its pastoral care program. These are provided through counsellors employed by the College.

Students are encouraged to make use of these services if they need assistance. There are however a number of things that students and their parents should know before using the counselling service.

1. Records will be made of counselling sessions and because the counsellor is an employee, those records belong to the school, not the counsellor.
2. The College is very conscious of the need for confidentiality between counsellor and student. However, at times it may be necessary for the Counsellor to divulge the contents of discussions or records to the Principal. If the Principal or the Counsellor considers it necessary for the student’s welfare to discharge the school’s duty of care to the student.
3. It is also possible that the Principal may need to disclose aspects of discussions with counsellors to others in order to assist the student.
4. Where a disclosure is made it would be limited to those who need to know, unless the student consents to some wider disclosure.

We emphasise that disclosures (if any) would be very limited. However, if a student is not prepared to use the counselling services on the basis set out above the student will need to obtain counselling services from outside the College.

COLLECTION NOTICE

1. The College collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil’s enrolment at the College. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the College to provide schooling to pupils enrolled at the school, exercise its duty of care, and perform necessary associated administrative activities, which will enable pupils to take part in all the activities of the College.
2. Some of the information we collect is to satisfy the College’s legal obligations, particularly to enable the College to discharge its duty of care.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.
4. Health information about pupils is sensitive information within the terms of the Australian Privacy Principles (APPs) under the Privacy Act 1988. We may ask you to provide medical reports about pupils from time to time.
5. The College may disclose personal and sensitive information for educational, administrative and support purposes. This may include to:
   • other schools and teachers at those schools;
   • government departments;
   • medical practitioners;
   • people providing educational, support and health services to the College, including specialist visiting teachers, sports coaches, volunteers, counsellors and providers of learning and assessment tools;
   • assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority;
   • people providing administrative and financial services to the College;
   • anyone you authorise the College to disclose information to; and
   • anyone to whom the College is required or authorised to disclose the information to by law, including child protection laws.
6. Personal information collected from pupils is regularly disclosed to their parents or guardians.
7. The College may use online or ‘cloud’ service providers to store personal information and to provide services to the College that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a cloud service provider’s servers which may be situated outside Australia. Further information about the College’s use of an online or ‘cloud’ service providers is contained in the College’s Privacy Policy.
8. Some of the information collected, including personal information, will be disclosed to the Principal and to the College’s counsellor for the purpose of counselling. Where a pupil consents to these disclosures the College may disclose personal information to the Principal or the Counsellor. Disclosure of personal information to the Principal is necessary for the College to undertake its care responsibilities and to ensure the welfare of the student.
9. On occasions information such as academic and sporting achievements, pupil activities and similar news is published in College newsletters and magazines, on our intranet and on our website. This may include photographs and videos of pupil activities such as sporting events, school camps and school excursions. The College will obtain permissions (annually) from the pupil’s parent or guardian (and from the student if appropriate) if we would like to include such photographs or videos in our promotional material or otherwise make this material available to the public such as on the internet.
10. If you provide the College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why.
GENERAL DAILY EXPECTATIONS AND REGULATIONS

**MEDICATION**

The College will not issue any medication to students whose parents/carers have not made prior arrangement with the Student Centre. If your daughter will require headache or other non-prescription medication, then she is permitted to bring one dose with her and keep this secure on her person or in her locker. Under no circumstances is she permitted to share this medication with another student.

**PROHIBITED ITEMS**

- Caffeine Drinks e.g. Red Bull, Mother, V
- Liquid paper and permanent marker pens
- Chewing/bubble gum
- Aerosol sprays (including deodorant)
- Alcohol, tobacco and drugs
- Any item which may harm other students or College property
- Take-away food is not to be consumed on College grounds during school hours.
- Glass containers or water bottles.

**STUDENT DRIVERS**

Only Year 12 students with a driver’s licence are permitted to drive to school. Parking is not available inside the College grounds and the College takes no responsibility for the safety or security of any cars driven by students. Students should not drive other students to and from school.

**SUNSMART**

All students are advised to wear hats and sunscreen when in the sun, in Terms 1 and 4 and must do so while playing sport.

**TRANSPORT**

When travelling between home and school, students must adhere to various regulations regarding passenger behaviour and the codes of conduct for travel by bus and or rail.

**Code of Conduct**

- You must respect the needs and comfort of other passengers, such as no use of offensive or racist language, placing feet on seats, throwing things in or from the bus/train, eating or drinking - except water - unless the operator gives written permission.
- **You must give up seats to all adults and disabled passengers.**
- You must obey reasonable directions from the driver, such as where to sit or to remain in the bus/train.
- You must keep arms, legs and heads inside the bus/train.
- You must refrain from attracting the attention of the driver except in the case of emergency.
- You should not loiter at bus stops, train stations or shops.
- When travelling on public transport you are expected to move between home and school directly, catching the first available train or bus, not waiting for friends or breaking your journey.
- You should allow members of the public to board the bus or train before you.
- You must tap on and off using your Opal Card.
- You must show your Opal Card to the driver when requested.

Disobeying these rules may lead to the withdrawal of school Opal Card and/or prosecution.

In the case of students travelling under the School Student Transport Scheme, this code of conduct is available to view online. You are reminded that when agreeing to the terms and conditions online or signing the application form the parent/carer explicitly declares that they support the code and that it has been explained to their child.

For further information please visit the NSW Transport website
GENERAL INFORMATION

BARBARA McDONOUGH STUDENT CENTRE

Opening Times:
Monday – Friday 7:30am – 4:00pm

CANTEEN

- Canteen staff are to be treated with politeness and respect at all times.
- Students are not permitted to congregate near the Canteen unless making a purchase.
- The Canteen is not available for use during lesson times.
- Students are to use cash to make purchases.

Opening Times:
<table>
<thead>
<tr>
<th>Monday, Wednesday, Thursday, Friday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast 8:00am – 8:30am</td>
<td>Breakfast 8:00am – 8:30am</td>
</tr>
<tr>
<td>Recess 11:00am – 11:20am</td>
<td>Recess 10:40am – 11:00am</td>
</tr>
<tr>
<td>Lunch 1:20pm – 2:20pm</td>
<td>Lunch 12:40pm – 1:40pm</td>
</tr>
</tbody>
</table>

CATHERINE McAULEY LIBRARY

The Catherine McAuley Library is open on school days. Students are welcome to use the Library’s stimulating collection of fiction, non-fiction and electronic resources. Each student has password access to an electronic printing account and photocopying.

Opening Times:
<table>
<thead>
<tr>
<th>Monday – Thursday</th>
<th>8:00am – 5:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>8:00am – 4:00pm</td>
</tr>
</tbody>
</table>

COMMUNICATION

Newsletter: The Paragraph is emailed to parents/carers every fortnight and can also be accessed via the College Website. It contains important dates, news and reports.

Student Led Conferences are held twice a year. These are reflective opportunities to find out about each student’s progress and to ask questions.

Reports are available on the Parent Portal at the end of each semester or year of study.

College Calendar: A calendar is accessible on the College website.

Change of Address: It is essential that if you change your email, address, mobile, home or work phone number you contact the Student Centre immediately who will issue you with a Family Information Sheet for updating.

Visiting the College: Parents/carers are most welcome to visit the College. Appointments can be made by ringing the College.
EXPECTATIONS OF STUDENTS AT OLMC

The students at OLMC make a commitment to show respect for themselves, other members of the College community and their property. Students are expected to always conduct themselves in a manner befitting the ethos of the College, to take an active role in the College, and to uphold its good reputation.

Your Goal

Ways to help you achieve your goal

1. Expect to be challenged in every lesson
   - Come to school keen to learn.
   - Bring all the necessary equipment for every class.
   - Complete all learning activities.
   - Try to develop your skills with the help of your peers and teachers.
   - Ask questions to help your learning.
   - Embrace challenges.

2. Enjoy school
   - Come to school with a positive attitude.
   - Be involved in school activities.
   - Ensure your behaviour allows others to also enjoy school.

3. Look after our environment
   - Help keep the school clean and tidy.
   - Take care of the buildings, furniture and all our resources.
   - Let a teacher know if there is any damage anywhere.

4. Enhance the good reputation of our school
   - Wear your uniform correctly and with pride.
   - Behave appropriately while travelling to and from school and while on excursions.
   - Be polite and courteous to visitors.
   - Play sport fairly.

5. Be in the right place at the right time
   - Never miss school or any lesson without permission.
   - Be on time to school, class and other activities.
   - Always be within bounds in the play ground – ask permission to enter buildings during breaks.
   - Never to be in the classroom at any time unless accompanied by a teacher.

6. Respect all members of the OLMC Community
   - Speak to people politely.
   - Be courteous and considerate of others.
   - Be sensitive to the differences and needs of others.
   - Respect people’s property.

7. Be honest
   - Always be honest and truthful.
   - Accept responsibility for your actions.
   - Be sure to hand in all lost property.

EXPECTATIONS OF STAFF AT OLMC

The staff at OLMC make a commitment to promote the Mercy values of the College in their interaction with students. They recognise that each student is an individual and each class is a special community.

They endeavour to:

- create an environment in which teaching and learning can take place;

They undertake to:

- treat students with justice and consideration;
- allow students the opportunity to express themselves in a fair and just manner;
- listen to students and try to understand their viewpoint;
- involve students, where possible and appropriate, in decision-making situations;
- manage student behaviour in a way that endeavours to avoid embarrassment to the individual;
- keep order in the class by creating a firm and caring atmosphere that supports a positive learning environment;
- start lessons and Homeroom punctually;
- provide lessons that are well prepared, appropriate and challenging to the group;
- support the different learning needs of each individual student;
- mark and return student work received by the due date within a reasonable time and provide meaningful feedback;
- manage student behaviour appropriately;
- comply with College student welfare policies and procedures.
THE COLLEGE DRESS CODE

It is expected that all students will be neat and tidy in appearance at all times and dressed in full school uniform as described below.

UNIFORM

• Uniform is to be worn at the correct length (at least 2 cm below the bottom of the knee cap).
• Blazors are to be worn to and from school, at Chapel Assembly and at full College Assembly during Terms 2 and 3 and at any other formal College occasions.
• The regulation jumper/cardigan is not to be worn to or from school unless under the blazer.
• College socks are to be worn with the summer uniform and sports uniform.
• Full length navy 70 denier pantyhose are to be worn with the winter uniform (no knee-highs). There should be no ladders or holes in the pantyhose. Socks are not to be worn under the pantyhose.
• Shoes should be black, leather, low heeled and lace up (there should be no coloured stitching; laces are to be worn). Shoes should be polished regularly.
• All items of the uniform should be clearly labelled with the student’s name.
• All items should to be cleaned and pressed regularly (this includes Dry Cleaning).
• Undergarments should not be visible through the uniform.

JEWELLERY

• A small, plain watch and band can be worn.
• One gold or silver necklace with a small Christian Symbol may be worn.
• One small round plain gold/silver earring can be worn in each lower earlobe, eg. a sleeper or round stud. Studs with gems and pearls are not permitted. No other piercing is acceptable.
• One small and simple gold/silver ring may be worn eg. signet ring.
• No other jewellery is acceptable (this includes bracelets and plastic studs).

HAIR

• Hair must be clean, tidy and of natural colour. Balayage (dip-dyeing) is not acceptable.
• Hair longer than shoulder length must be tied back at all times with natural coloured accessories or College green, red, white or black ribbons, headbands, elastics or scrunchies.
• Styles known as undercuts, dreadlocks, multiple braids (with or without beads) or hair extensions are all unacceptable.
• The suitability of any hair style is at the discretion of the Principal, Deputy Principal or Director of Pastoral Care.

MAKE-UP

• Make-up is not to be worn to school at any time.

NAILS

• Artificial acrylic/gel nails are not permitted.
• Nail polish is not permitted.
• Nails are to be kept to a suitable length.

GENERAL

• The College bag is to be used when travelling to and from school.
• In the case of injury, students are to wear full sports uniform. For foot injuries, place a sock over the injured foot (no thongs are to be worn).
• College bags, hats, socks and pantyhose are available from the Uniform Shop.
• Year 12 Jerseys are not to be worn outside school with any uniform.
• For excursions and examination periods, students may carry a small plain black bag. No other bags are permissible.
• Students are not permitted to wear their PE Uniform to and from school.
• During general PE lessons, students wear their normal PE Uniform or school tracksuit. A bucket hat is available for purchase from the Uniform Shop and should be worn during all practical PE lessons.
<table>
<thead>
<tr>
<th>THE COLLEGE DRESS CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMER: Terms 1 and 4</strong></td>
</tr>
<tr>
<td><strong>JUNIOR</strong></td>
</tr>
<tr>
<td>College dress</td>
</tr>
<tr>
<td>College socks</td>
</tr>
<tr>
<td>Blazer in cooler weather</td>
</tr>
<tr>
<td>Black, leather, low heeled, lace up shoes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>SENIOR</strong></td>
</tr>
<tr>
<td>College skirt</td>
</tr>
<tr>
<td>College socks</td>
</tr>
<tr>
<td>Blazer in cooler weather</td>
</tr>
<tr>
<td>Black, leather, low heeled, lace up shoes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>SPORTS UNIFORM</strong></td>
</tr>
<tr>
<td>College PDHPE sport shirt</td>
</tr>
<tr>
<td>College PDHPE sport shorts</td>
</tr>
<tr>
<td>College PDHPE bucket hat</td>
</tr>
<tr>
<td>College socks</td>
</tr>
<tr>
<td>White lace up sport shoe (please note the majority of the sport shoe should be white)</td>
</tr>
<tr>
<td><strong>DRAMA UNIFORM</strong></td>
</tr>
<tr>
<td>Loose fitting black t-shirt. (V-neck t-shirts or t-shirts with printed logos are not acceptable).</td>
</tr>
<tr>
<td>Loose fitting black tracksuit pants.</td>
</tr>
<tr>
<td>During winter, plain grip socks may be worn.</td>
</tr>
</tbody>
</table>

**Correct School Shoe**

**Correct Sports Shoe**
STUDENT LEADERSHIP

At OLMC we seek to be a community which challenges individuals to develop their potential through service to others and be prepared to take their place in the community as active and responsible citizens. This can be facilitated through the provision of leadership opportunities for students. In their roles, leaders at OLMC are called upon to follow the example of Jesus and Catherine McAuley.

There are a number of opportunities for students to exercise formal leadership at OLMC. These include being House Councillor, Mercy Action Representative, a member of the Student Representative Council (SRC), and in Year 12, membership of the Senior Leadership Team.

To be appointed in one of these positions, students are given the opportunity of nominating themselves. For nominations to be included in the voting system, a number of criteria are taken into consideration.

- Observation of College regulations and expectations
- Personal presentation of a high standard
- Merit Certificates gained
- Previous Leadership Positions held
- Satisfactory attendance and punctuality
- Co-curricular involvement
- External Community Service
- Participation in and support for College activities
- Satisfactory attendance and punctuality
- Co-curricular involvement
- External Community Service
- Participation in and support for College activities

It is understood that some students may not have fulfilled all of the above criteria. Allowing for this, staff will determine whether individual students have the potential to develop in areas of deficiency and allow the nomination to be placed in the voting.

Nominees are asked to sign the following pledge “I have and will continue to uphold in word and deed the expectations of the College, including, attendance, uniform, respect for all members of the OLMC community”.

All students in these roles who are elected/selected for a leadership position will be given training to assist them to understand and grow in the role. Ongoing support and mentoring will also be provided to assist the student in carrying out their duties.

It is expected that Leaders will take the role seriously and be role models for the College Community. Continuation in the role is dependent on the consistent fulfilment of these expectations.
SPIRIT CUP

Each girl in the College has the opportunity to contribute points to the Spirit Cup through her achievements, generous nature and willingness to be involved in College activities. This cup recognises the wonderful spirit that abounds in the College and that has as its inspiration the model of Catherine McAuley. It is awarded at the end of each year to the House with the highest number of points for the year.

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
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</table>
| 1 point | • Participation in a co-curricular activity  
          • Voluntary work for community during school hours e.g. reading/writing for exams, Daffodil Day – selling flowers in Parramatta Mall  
          • Attendance at OLMC whole school events - Opening Mass, Swimming Carnival, Athletics Carnival, Mercy Day, Cross Country |
| 5 points | • Receipt of a Bronze Merit Certificate  
           • Receipt of an Outstanding Effort Award at the annual Celebration of Achievement Ceremony  
           • Voluntary work or representing the school outside school hours. Examples include participation in music ensemble, assistance at external carnivals, chairing debates  
           • Reaching elimination/quarter/semi final at any level of a competition  
           • Representing the College at CGSSSA, IGSSA, PDSSSC  
           • Maintaining perfect attendance record (awarded each term) |
| 10 points | • Receipt of a Silver Merit Certificate  
           • Receipt of an Academic Achievement Award at the annual Celebration of Achievement Ceremony  
           • Achieving age champion at school carnival, PDSSSC or higher  
           • Umpiring at a competition for a season/term or longer  
           • Reach a grand final of a competition |
| 20 points | • Receipt of a Gold Merit Certificate  
           • Selection to represent College in an external competition or significant event e.g. All Schools, CCC, Summer Science School, Rotary Youth of the Year Award  
           • Winning an individual event at CCC or higher  
           • Win a grand final of competition |

When points earned by each student based on the criteria above are combined with points from the Swimming and Athletics Carnival, the House with the most points will be awarded the Spirit Cup at the annual Celebration of Achievement Ceremony.

COLLEGE AWARDS

All Rounder Award
To be eligible for this award nominees must:
• have achieved Excellence in their Academic Studies  
• have made an Outstanding Contribution to at least 3 of the following categories:  
  – Service  
  – Cultural  
  – Creative and Performing Arts  
  – Sport

Outstanding Contribution to College Awards
Two awards per category per year group, so 8 awards per year group will be awarded.
To be eligible for this award nominees must have made an Outstanding Contribution to a particular area e.g.: service.
Categories:
• Service  
• Cultural  
• Creative and Performing Arts  
• Sport
SUPPORT NETWORKS

If you are experiencing difficulty in your life it is OK to talk to

- your mum/dad/carer
- your teacher
- your House Leader
- the College Counsellor
- your friends
- an adult you can trust

OR RING

KIDS HELPLINE ................................................................. 1800 551 800
DOCS HELPLINE ................................................................. 132 111
LIFE LINE ................................................................. 131 114
MENTAL HEALTH LINE .................................................... 1800 011 511
CATHOLICARE PARRAMATTA ................................................ 9307 8100
FPA HEALTH (Sexual Health) .............................................. 1300 658 886
HIGH ST. YOUTH HEALTH SERVICES .................................. 1300 122 144
PARRAMATTA COMMUNITY HEALTH CENTRE .................. 9843 3222
ADOLESCENT MEDIATION & FAMILY THERAPY SERVICE (RAPS) PARRAMATTA ................................................... 1300 364 277
UNIFAM (Adolescent/Family Counselling) ............................. .8830 0700
LEGAL AID YOUTH HOTLINE .............................................. 1800 101 810
CENTRELINK ................................................................. 132 468
PARRAHOUSE CRISIS REFUGE ........................................... .9633 5429
HEADSPACE PARRAMATTA .............................................. 1300 737 616 / 8624 1348
OFFICE OF THE CHILDREN’S ESAFETY COMMISSIONER ........ 1800 880 176

USEFUL WEB SITES:

www.depressioNet.org.au
www.beyondblue.org.au
www.reachout.com.au
www.eheadspace.org.au
www.esafety.gov.au
www.antibullying.nsw.gov.au
We need to wake up to the importance of connecting to the Divine, connecting to ourselves and serving others - this is the recipe for a joy filled life.
Computer equipment, software and data resources at OLMC are provided for educational use by the OLMC Community. It is an expectation that computer-based equipment is used in a responsible educational manner. IT usage at OLMC is logged and from time to time resources such as internet logs, emails and other miscellaneous files will be audited to ensure appropriate usage and content. The College reserves the right to apply graded sanctions, to deny access, or terminate use if students are deemed to be making inappropriate use of the technology.

The following points outline the requirements of Technology usage at OLMC. It is your responsibility to follow these guidelines in all aspects:

**DO**
- Follow instructions given by staff
- Login correctly and logout when finished
- Keep your login confidential
- Use secure passwords, i.e. more than 8 characters with at least 1 numeral and at least 1 non-alphabetic character
- Refrain from intentionally wasting limited resources, like paper
- Be conscious that others need to use the same resources as you
- Report equipment faults or suspected virus activity
- Always check files, including files downloaded from the internet for malware and viruses
- Make regular backups of your saved data
- Use Technology resources for legitimate educational activities, such as research and communication
- Always check for, and adhere to, licensing and copyright agreements
- Keep personal information secure as nothing is private on the internet
- Insert your name on the bottom of any email messages you post
- Remember that information (text, video, audio, images) uploaded to the internet by you can be altered and manipulated
- Charge your Notebook at home every night
- Manage the power and screen brightness settings of your notebook to get the best battery performance throughout the day (power off when transporting or not using your notebook in class)

**DO NOT**
- Use an account owned by another user
- Share your account details or password with any other person
- Have food or drink near computer equipment
- Bring your charger to school
- Attempt to make unauthorised access to resources or entities. It is a violation of the law to access any network files, documents, application, etc. without the express permission of the owner
- Divulge personal information such as name, address, phone number, images, audio or video that identify you or you in a school context over the internet
- Post communications about others without consent and/or post anonymous messages
- Use technology to harass or personally attack another person
- Use vulgar, offensive or inappropriate language when communicating electronically
- Send an email to multiple recipients or to OLMC groups without the prior permission of the relevant pastoral leader
- Play computer games at any time and/or visit chat rooms or sites that are of a non-educational nature
- Access sites that contain inappropriate or offensive material
- Upload inappropriate content to the internet
- Upload any content involving the OLMC Community without the prior permission of the Director of Pastoral Care or Director of Teaching and Learning
- Download and/or store executable (program) files via the network or internet
- Install any software on the school computer systems, including downloads from the internet
- Engage in any illegal activity, including violation of copyright or other contracts. This includes copying any software or program files from the College computer system.
- Plagiarise from electronic media. Any material used must be noted and suitably acknowledged.
- Tamper either physically or electronically with either hardware or software settings.
- Use the College’s IT resources for personal, financial, political or commercial gain.

**Personal Digital Equipment**

At specified times, personal digital equipment may be permitted at school. The College does not accept responsibility for loss or damage to a student’s personal equipment. Students should adhere to the guiding principles for the use of all technology within the School.

Recording devices may be used ONLY in an educational context and with College permission. Digital recordings, including sanctioned educational recordings, MUST NOT be published publically or posted on any internet site without the written permission of the College and those appearing in the recording.

**Reminders:**
- Make regular backups of your data
- Carry your laptop in its carry-case at all times
- Make sure the laptop is fully charged over night
- Do not bring your charger to school
- Use the charging stations in the library at recess and lunch to charge your notebook

**Disclaimer**

The College does not take responsibility for the loss of data across the network.

OLMC makes no warranties with respect to internal computer access and/or internet access.

OLMC is not responsible for:
- Any costs, liabilities and damages arising from careless handling of computer equipment
- The privacy of electronic mail. Users must assume privacy cannot be guaranteed.

IT usage at OLMC is monitored using security software which alerts staff to misuse. The College reserves the right to apply graded sanctions, to deny access or to terminate use, if students are deemed to be making inappropriate use of technology.

From time to time, specific conditions and services being offered, may vary at OLMC.

**Student Notebook Program**

Every student at OLMC will be issued with a copy of the Student Notebook Program and is expected to abide by its content and requirements.
PERSONAL ELECTRONIC DEVICES POLICY

The increased ownership of personal devices, such as mobile phones, requires that OLMC, students and parents/carers take steps to ensure that personal electronic devices are used responsibly.

Personal electronic devices include, but are not restricted to mobile phones, iPods, iPads and cameras.

This policy for personal electronic devices applies to students at school, during school excursions, camps, co-curricular activities and all other school related activities.

Responsibility

• Students should have their parent/carers permission to bring personal electronic devices to school.

• No responsibility or care for personal electronic devices will be taken by the College.

• IN CASE OF EMERGENCY students may use their mobile phone with permission of a teacher at school, such as their House Leader, House Mentor or Subject Teacher.

• If a parent/carer needs to contact their daughter, they are asked to go through the normal channels by phoning the school with a message. If it is an emergency the student will be contacted by the Student Centre.

• If a student is sick, then she is to go directly to the Student Centre, rather than contact her parent/carers.

• At no time will a student use a personal electronic device, or allow her personal electronic device to be used for purpose of bullying or harassing another student. It is against College rules to have offensive material on personal electronic devices.

• Due to the Privacy Act, personal electronic devices may not be used to take and/or transmit still or video images.

Inside the Classroom and During College Events:

• Personal electronic devices must be switched OFF.

• Unless express permission is granted to the contrary by a member of staff, personal electronic devices must not be used in any capacity to make calls, send SMS messages, access the internet, take photos, video or any other application.

• Personal electronic devices are not to be brought into any examinations or assessment tasks.

Outside the Classroom:

• Recess and lunch time are opportunities for students to socialise with their peers and they are strongly encouraged to refrain from using personal electronic devices during these times.

• Students are not permitted to have earphones in their ears as they walk around the College.

• Under no circumstances are personal electronic devices to be used or left in change rooms.

Non-observance or breach of these rules may result in the following:

If it is a first offence, the phone or personal electronic device will be given to the teacher who will return it to the student at the conclusion of the lesson, with discussion about the proper use of phones in class. The teacher will also note the confiscation in the College Diary.

If it is a second offence the phone will be collected by the teacher and taken at the end of the class to the Student Centre. The student can collect the phone at the end of the school day and collect a written notification addressed to their parent/carer; a signed acknowledgement slip must be returned to the Student Centre. The second offence is recorded on the College Data System.

If it is a third or subsequent offence, the phone will need to be collected by the parent/carer of the student from the Student Centre during office hours (7.30am – 4pm) and the student will be issued with an afternoon detention. The third offence is also recorded on the College Data System.

More serious breaches of this policy will be dealt with according to the Student Management Policy.
Social media refers to all social networking sites such as Facebook, Twitter, Blogs, YouTube, My Space, Tumblr, Instagram, Snapchat and any new or upcoming social media accounts where the internet is used to connect socially.

It is acknowledged that social media is an important medium through which people connect with each other and the world. To promote the wellbeing and safety of all, students are reminded of their responsibility as ethical digital citizens to ensure they apply strong privacy settings, to use appropriate language and to be aware of their own and others’ safety.

Social media should not be used by students in class unless directed to do so by a teacher for educational purposes. As members of the OLMC community, whether at home or at school, students are expected to adhere to this policy at all times.

When using social media all students are expected to adhere to the following:

**DO:**
- When online demonstrate a respect for the dignity of each person and the privacy of all members of the College community
- Behave in an ethical manner
- Observe the relevant age limits for students using social media platforms
- Students must have the necessary parental permissions before they engage in the use of social media
- Use appropriate language at all times
- Only post images or content that the student would be prepared to make public
- Only accept friends or followers that the student knows well enough to speak to
- Remember that information (text, video, images, audio) uploaded to the Internet can be altered and manipulated by others
- Keep your personal information secure as nothing is private on the Internet

**DO NOT:**
- Impersonate or falsely represent another person
- Share your account details or password with anyone
- Have any private information publicly visible
- Divulge any personal information, images, audio or video material that identifies you, or you in a school context, over the Internet
- Use social media to bully, harass, abuse, threaten or intimidate others

- Make defamatory comments or say anything that is misleading, malicious or untrue
- Use obscene or offensive language towards others
- Post content that is pornographic or incites violence against others
- Harm the reputation of the College and those within its community – students, teachers, parents/carers, community members, the College itself
- Post any images about the College or its Staff
- Post anonymous messages
- Use any digital or analogue device (for example webcams, digital cameras, video cameras, computer input devices, media players/ recorders or mobile phones) to record others or to publish these recordings publicly or to post them to any Internet site without their knowledge and the written permission of the College and those appearing in the recording

There may be consequences if a student does not follow the College’s protocols with regard to social media usage. Any breach of the policy will be dealt with by the Principal or delegate on a case by case basis.

**Consequences include but are not limited to:**
- Detention/ community service
- Loss of computer privileges
- A compulsory education session on privacy settings and appropriate social media usage
- Suspension or expulsion from the College

Parents/carers will be informed of any reported/ identified social media misconduct by a student and the matter will be investigated according to procedural fairness.

All reports of cyberbullying and other technology misuses will be investigated fully and may result in notification to the Police where the College is legally obliged to do so.
## STUDENT BEHAVIOUR PLAN

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>TYPES OF BEHAVIOUR (examples of but not limited to)</th>
<th>STAFF MEMBERS INVOLVED</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable behaviour</td>
<td>• Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond this point.</td>
<td>• All staff</td>
<td>• Affirmation through the Merit System</td>
</tr>
</tbody>
</table>
| **LEVEL 1**           | • Non-completion of homework, classwork  
• Not bringing equipment; including laptop, College Diary  
• Failure to charge/maintain and secure laptop  
• Out of class/out of bounds  
• Not following directions; and lack of regard for others  
• Chewing gum  
• Littering  
• Dishonesty  
• Deliberate exclusion of others  
• Inappropriate language  
• Inappropriate use of electronic devices  
• Lateness to school or class  
• Uniform infringement  
• Misuse of College Diary | • Subject Teacher  
• House Mentor  
• Student Centre Staff | These behaviours may warrant one or more of the following:  
• Conversation with student to identify the reason/s for poor behaviour and strategies to prevent poor behaviour  
• Note to parent/carer in College Diary  
• Lunchtime detention  
• Confiscation of mobile phone during lesson/activity; recorded by teacher |
| **LEVEL 2**           | • No positive response to previous step  
• Offensive language/rudeness/anti-social behaviour/disobedience  
• Continued bullying after intervention  
• Inappropriate use of social media  
• Pattern of lateness  
• Inappropriate behaviour at Mass/Liturgy/Assembly  
• Consistent uniform infringements  
• Consistent lack of work completed  
• Repeated dishonesty  
• Defacing College property  
• Continued inappropriate use of electronic devices | • Subject Teacher  
• House Mentor  
• Student Centre Staff  
• House Leader  
• Leader of Learning  
• Assistant Leader of Pastoral Care | These repeated behaviours may warrant one or more of the following:  
• Conversation with student to identify the underlying problem/s & clarify College expectations  
• Second confiscation of mobile phone; parent/carer required to collect phone from Student Centre  
• Monday afternoon student detention from 3:30pm - 4:30pm; parent/carer required to sign detention notification  
• Student meeting with College Counsellor  
• Phone call with parent/carer to discuss learning strategies and management  
• Meeting with parent/carer, student, House Leader and Police School Liaison Officer |  

*Note: after 2 detentions students automatically move to Level 3*
## STUDENT BEHAVIOUR PLAN

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>TYPES OF BEHAVIOUR (examples of but not limited to)</th>
<th>STAFF MEMBERS INVOLVED</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
</table>
| **LEVEL 3** | • No positive response to previous step  
• Failure to complete a detention without a valid excuse  
• Truancy from class  
• Continued serious bullying/anti-social behaviour, including social media after intervention  
• Inappropriate behaviour on excursions, camp, retreat | • Leader of Learning  
• Director of Teaching & Learning  
• House Leader  
• Assistant Leader of Pastoral Care  
• Director of Pastoral Care | These behaviours may warrant one or more of the following:  
• Leader and teacher speak to student to identify the underlying problem/s & clarify College expectations  
• Friday afternoon detention from 3:30pm - 5:00pm supervised by the Director of Pastoral Care  
• Third confiscation of mobile phone; parent/carer required to collect phone from Student Centre  
• Student meeting with College Counsellor  
• Phone call and interview with student and parent/carer to discuss learning strategies and management  
• Student Care Plan  
• Internal Suspension |
| **LEVEL 4** | • No positive response to previous step  
• Breach of Student Care Plan  
• Cyberbullying  
• Truancy from school  
• Presentation of fraudulent permission note | • House Leader  
• Director of Pastoral Care  
• Director of Teaching and Learning  
• Deputy Principal | These behaviours may warrant one or more of the following:  
• Student and parent/carer interviewed in an attempt to identify the area causing concern, clarify College expectations & discuss learning strategies and management  
• Student meeting with College Counsellor  
• Exclusion from school activity  
• Withdrawal from classes or Internal Suspension  
• Involvement of outside agency/agencies |
| **LEVEL 5** | • No positive response to previous step  
• Serious misuse of internet  
• Possession of inappropriate digital images of a serious nature  
• Major incident e.g. bullying, cyberbullying or physical assault  
• Serious graffiti, vandalism  
• Smoking  
• Possession of alcohol at school event/activity  
• Theft of property | • House Leader  
• Director of Pastoral Care  
• Deputy Principal  
• Principal | These behaviours may warrant one or more of the following:  
• Student and parent/carer interviewed  
• Suspension (Internal/External)  
• Student risk assessment  
• Counselling; referral to outside agency/agencies  
• Police contacted in special circumstances |
| **LEVEL 6** | • No positive response to previous step  
• Prohibited weapons  
• Possession/sale or use of illegal drugs  
• Serious anti-social behaviour | • Deputy Principal  
• Principal | • Student and parent/carer interviewed  
• Outside agencies contacted  
• Chair of College Board contacted  
• Review of the student’s educational history and future at the College; external suspension, possible expulsion |
SANCTIONS

OLMC expressly prohibits or sanctions the administering of corporal punishment by school staff, non-school persons including parents/carers, to enforce discipline at school.

In the event that a student does not meet the College’s expectation a range of sanctions may be used. These include:

School Detention

- Regular school service/detention is on Monday 3:30pm - 4:30pm in B106. It may be the consequence of: Level 2 types of behaviour (refer to the Student Behaviour Plan).
- Friday afternoon detention from 3:30pm - 5:00pm is supervised by the Director of Pastoral Care in response to Level 3 types of behaviour.

Parents/carers are notified in writing in advance and acknowledge their daughter’s attendance at detention by signing the notification.

School service/detention must take priority over all other school activities and outside school commitments (including casual work). In exceptional cases, detention may be transferred by the Director of Pastoral Care.

Suspension

Suspension is the temporary withdrawal of a student’s right to attend school/classes and/or school activities for specified period of time. The Director of Pastoral Care, Deputy Principal or College Principal may suspend a student. Students may expect to be suspended in response to Levels 3-5 (refer to the Student Behaviour Plan).

Expulsion

Expulsion is the permanent withdrawal of a student’s right to attend OLMC.

The College Principal may expel a student if she behaves in a way that seriously undermines the ethos of the College.

AUSTRALIAN STUDENT WELLBEING FRAMEWORK

The Australian Student Wellbeing Framework (the Wellbeing Framework) is a foundational document that provides Australian schools with a vision and a set of guiding principles to support school communities to build positive learning environments.

The five key elements of the Wellbeing Framework are:

- Leadership: Principals and school leaders play an active role in building positive learning environment where the whole school community feels included, connected, safe and respected.
- Inclusion: All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships.
- Student Voice: Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- Partnerships: Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
- Support: School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.
OLMC is committed to providing a safe, caring and supportive school culture that promotes positive relationships and reflects Gospel teachings. All staff, students and parents/carers contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

All members of the OLMC community share a joint responsibility to identify and address bullying behaviour.

Definitions

Bullying is repeated verbal, physical, social, psychological or cyberbullying behaviour that is harmful, and involves the misuse of power by an individual or group towards one or more persons. It can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or practice of religion.

Bullying can be but is not limited to:

- **Verbal** e.g. name calling, teasing, making racist remarks and jokes, abuse, putdowns, sarcasm, insults, and threats;
- **Physical** e.g. hitting, punching, kicking, scratching, tripping, obstructing, spitting;
- **Social** e.g. ignoring, excluding, ostracizing, alienating, making inappropriate gestures, stealing friends, gossiping, criticizing;
- **Psychological** e.g. spreading rumours, whispering, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of computer or phone camera or videos; and
- **Cyberbullying** involves the use of any information communication technology by an individual or group to carry out deliberate, isolated or repeatedly hostile behaviour that is intended to harm others, or is undertaken recklessly without concern for its impact on others. In certain circumstances Cyberbullying can be a single event.

Bullying is not conflicts or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- Students not getting along well;
- A situation of mutual conflict; and
- Single episodes of nastiness or random acts of aggression or intimidation including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Students have the right to:

- Feel safe and secure at school;
- Seek assistance from a trusted adult without delay if they become aware of, or are involved in, a bullying or cyberbullying incident to maximise the effectiveness of the intervention;
- Know their concerns will be dealt with as a matter of priority;
- Know that they will be given appropriate support; and
- Appeal to the Director of Pastoral Care, then the Deputy Principal and finally the Principal if they feel the response is inadequate for any course of action taken to stop an incident of bullying.

Students have the responsibility to:

- Behave appropriately and respect individual’s differences and diversity;
- Follow the College Expectations of Students;
- Behave as responsible digital citizens, adhering to the Social Media Policy and Acceptable Use of Technology Policy;
- Follow the College’s Anti-Bullying Policy and Procedures;
- Behave as responsible bystanders, no one can remain blameless if they have allowed a situation to occur unreported;
- Accept responsibility for their words and actions;
- Report incidents of bullying to a responsible adult or teacher they trust; and
- Create a positive, inclusive school environment by being involved in initiatives and co-curricular activities.
### Definitions
Follow the steps outlined below to help resolve conflicts, disputes, or arguments with others.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understand Their Needs and Concerns</strong>&lt;br&gt;• Ask them about their needs and concerns&lt;br&gt;• Listen to what they say&lt;br&gt;• Ask questions to make sure you understand&lt;br&gt;• Keep listening and don’t talk about your own needs yet&lt;br&gt;• Summarise their needs and concerns to be sure you’ve understood&lt;br&gt;• Write them down</td>
<td><strong>4. Brainstorm Creative Options</strong>&lt;br&gt;With both lists of needs in front of you:&lt;br&gt;• Think up as many ways as you can to meet these needs&lt;br&gt;• Write them all down, even the crazy ones&lt;br&gt;• Keep searching for more ideas until you have a LONG list&lt;br&gt;• Let the ideas flow and don’t judge or criticise them yet&lt;br&gt;• When the list is very long, go back and circle the most promising ideas</td>
</tr>
<tr>
<td><strong>2. Communicate Your Needs and Concerns</strong>&lt;br&gt;• Explain your needs and concerns&lt;br&gt;• Don’t blame the other person&lt;br&gt;• Don’t look for solutions yet&lt;br&gt;• Ask the person to summarise your needs and concerns&lt;br&gt;• Write them down</td>
<td><strong>5. Consider your alternative</strong>&lt;br&gt;• Plan what you’ll do if you don’t reach an agreement with the other person&lt;br&gt;• BRAINSTORM other ways to meet your own needs and concerns&lt;br&gt;• Choose the best one and develop it fully as you can&lt;br&gt;• Keep this as a reserve to compare with your negotiated solution&lt;br&gt;• If you’re still having trouble, consider asking a third party to mediate</td>
</tr>
<tr>
<td><strong>3. Handle Those Emotions</strong>&lt;br&gt;<strong>YOURS</strong>&lt;br&gt;• Try to stay relaxed&lt;br&gt;• Take a few long, deep breaths&lt;br&gt;• Talk in a calm voice&lt;br&gt;• Say to yourself ‘keep calm’, ‘just relax’, ‘take it easy’&lt;br&gt;• Avoid blaming the other person&lt;br&gt;• Get back to problem-solving&lt;br&gt;<strong>THEIRS</strong>&lt;br&gt;• Let them have their say&lt;br&gt;• Listen and don’t interrupt&lt;br&gt;• Ask questions to find out what’s upsetting them&lt;br&gt;• Acknowledge how they feel… and why they feel that way&lt;br&gt;• Remind them that you care about their needs and want a good solution for both of you</td>
<td><strong>6. Build Win-Win Solutions</strong>&lt;br&gt;• Put all three lists in front of you (their needs, your needs, and the list of options)&lt;br&gt;• Look for options which meet as many of each person’s needs, as possible&lt;br&gt;• Combine the best options into WIN-WIN solutions&lt;br&gt;• Keep working on your solutions to make them better&lt;br&gt;• If you don’t agree to a WIN-WIN solution, don’t give up!&lt;br&gt;• Go back to the last step and see how your WIN-WIN solutions compare to your alternatives</td>
</tr>
</tbody>
</table>
Attendance Policy

Attendance is integral to a student’s involvement in the life of OLMC Parramatta. It is compulsory for students to attend the College for the full duration of each term; including carnivals, retreats, camps, excursions and reflection days, so that they can achieve their best academically, spiritually and socially.

All students are responsible for:

- Ensuring their attendance is recorded in each timetabled class;
- Signing in at Student Centre, if they arrive after 8:40am placing the sticker in their Diary and showing this to their Subject Teacher or House Mentor;
- Attending every timetabled class;
- Providing an explanation of lateness if their parent/carer has not provided a written explanation to the Student Centre Staff;
- Asking the subject teacher to sign their Diary – Out of Class Log when leave from the classroom is sought. Students must carry this Diary with them at all times;
- Attending a Monday afternoon College detention (as arranged by the subject teacher) for any lesson missed without an acceptable explanation (Senior students may make up any lessons missed in a study lesson);
- Providing a signed permission note from a parent/carer to leave the College grounds during school hours. The note must be approved and signed by the House Leader prior to the exit time. Students must then sign out in the Student Centre.

N.B. Students in Years 7-10 must be signed out by their parent/carer in the Student Centre;

Parent(s)/carer(s) are responsible for:

- Ensuring that the necessary arrangements are made for their daughter to arrive at the College at the required time each day during school term time;
- Ensuring that their daughter attends school every day the College is open for her instruction. Including but limited to attendance at excursions, carnivals, retreats, camps and reflection days planned by the College as they are part of the educational program and attendance is compulsory;
- Responding to Absence & Lateness SMS messages (which they receive if their daughter has been marked absent or has arrived late without parent/carer explanation) by replying via text message with an explanation, including daughter’s name, year, date of absence and reason for the absence or lateness;
- Making medical and dental appointments outside school hours (where possible);
- Advising the relevant House Mentor and House Leader if their daughter is expected to be absent for more than three days, and detailing the reason for this absence (such as illness or other circumstances);
- Providing a medical certificate (with details of the nature of the illness) for their daughter should she suffer from an acute illness that necessitates extended leave from the College;
- Advising the relevant House Mentor and House Leader in writing of their (parent/carer) absence from home for more than a few days and providing the name, address and phone numbers of someone to act for them during their absence;
- Putting in writing requests to the Principal for planned extended absences of 5 or more days during term time (for example, an overseas holiday).

Parent(s)/carer(s) are responsible for:

- Attending a meeting convened by the College to discuss their daughter’s repeated or unusual absence or lateness record/s.

Habitual Absence

Procedures for managing poor school attendance of students are resolved by a range of school-based strategies:

- Student and parent/carer interviews
- Reviewing the appropriateness of the student’s educational program
- Development of a school-based attendance improvement plan
- Referral to the College Counsellor or external professionals
- Support from school-based personnel, including Inclusive Learning Staff
- Use of interpreters and translated materials when required

The full Attendance Policy may be viewed via the College website.
Service to others is the rent you pay for your room here on Earth.
Independent learning is the personal learning students engage in outside of school hours. Independent learning may occur at home, in the College library, at the local library or even on the way to and from school. Students should engage in independent learning throughout the school week, on the weekends and for senior students, during school holidays. Independent Learning encompasses, but is, much more than ‘homework’.

**Purpose of Independent Learning**

Independent Learning is integral to the teaching and learning process and aims to:

- consolidate, reinforce and extend the skills and concepts developed during class
- encourage students to develop the skills, confidence and motivation to study independently
- provide opportunities to establish patterns of study to foster organisation, concentration, time-management and reflection

**Independent Learning is**

- age appropriate
- takes into account student commitment to family life, leisure, sport and co-curricular
- often negotiated between the student and teacher and therefore may not be the same as other students, individualised

**Guidelines for managing Independent Learning**

The time a student will spend engaging in Independent Learning will increase as she moves through secondary school. Below is a guide to support the development of Independent Learning practices:

<table>
<thead>
<tr>
<th>School Week (includes in-school Study Periods for Stage 6)</th>
<th>Weekend</th>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 4 (Year 7 and 8)</td>
<td>Engage in at least <strong>one hour</strong> of IL per weekday. Complete teacher-set learning activities, including unfinished classwork. Engage in IL tasks which support the development of effective organisation skills.</td>
<td>Engage in <strong>2-3 hours</strong> of IL per weekend. Complete teacher-set learning activities and prepare for assessment tasks and tests. Engage in consolidation of understanding and skills, using established study techniques.</td>
</tr>
<tr>
<td>Stage 5 (Year 9 and 10)</td>
<td>Engage in at least <strong>2 hours</strong> of IL per weekday. Complete teacher-set learning activities, including unfinished classwork. Engage in IL tasks which consolidate personal organisation skills.</td>
<td>Engage in <strong>3-5 hours</strong> of IL per weekend. Complete teacher-set learning activities and prepare for assessment tasks and tests. Engage in consolidation of understanding and skills, using a variety of established study techniques.</td>
</tr>
<tr>
<td>Stage 6 (Year 11 and 12)</td>
<td>Engage in at least <strong>3 hours</strong> of IL per weekday. Complete teacher-set learning activities, including unfinished classwork. Engage in IL tasks which deepen self-management study skills.</td>
<td>Engage in <strong>5-8 hours</strong> of IL per weekend. Complete teacher-set learning activities and prepare for assessment tasks and tests. Engage in consolidation and extension of understanding and skills, using a variety of established and newly adopted study techniques.</td>
</tr>
</tbody>
</table>
Learning is the process of developing sufficient **surface** knowledge to then move to **deeper** understanding, such that one can appropriately transfer this learning to new tasks and situations.

**Surface learning involves** one or many ideas. **Deep learning involves** relating ideas and extending ideas. **Transferring learning involves** using knowledge in new tasks and situations.

<table>
<thead>
<tr>
<th>Type of Study</th>
<th>School Terminology</th>
<th>Depth of Study</th>
<th>Study Strategies</th>
<th>Recommended Time To Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consolidating knowledge</strong></td>
<td></td>
<td>Surface learning = exposing students to ideas and skills.</td>
<td>Study Strategies include • record keeping • summarisation • underlining and highlighting • note taking • mnemonics • outlining and transforming • organising notes • training working memory • imagery</td>
<td>The School Week is the best time to engage in ‘surface learning’ study. The afternoon, or evening allows for students to manage study in short intervals. This kind of study is best separated by afternoon tea and dinner and can be supported by parents through discussion and questioning. It does not require too much deep thought after a day at school.</td>
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<tr>
<td>Students may engage in</td>
<td>define</td>
<td>identify recall recount read</td>
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<tr>
<td>• short activities or exercises set by the teacher</td>
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<td>• revision of learning from the school day</td>
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<td>• preparation for school the following day</td>
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<td>• organisational activities to support learning</td>
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<tr>
<td><strong>Extending knowledge</strong></td>
<td>account</td>
<td>clarify classify describe discuss explain interpret outline summarise</td>
<td>Surface learning = encoding learning so that it may be retrieved easily.</td>
<td>Study Strategies include • practice testing • spaced versus mass practice • test taking • interleaved practice (where students mix, or interleave, multiple subjects or topics while they study in order to improve their learning) • rehearsal • maximising effort • help seeking • reviewing records • applying feedback • deliberate practice (i.e., practice with help of an expert, or receiving feedback during practice)</td>
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</tbody>
</table>
### The When, How and Why of Independent Learning

<table>
<thead>
<tr>
<th>Type of Study</th>
<th>School Terminology</th>
<th>Depth of Study</th>
<th>Study Strategies</th>
<th>Recommended Time To Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deepening knowledge</td>
<td>apply</td>
<td>Deep learning = embedding knowledge through self-regulation</td>
<td>Study strategies include</td>
<td>The <strong>Weekend (or holidays for Year 11 and 12 students)</strong> is the best time to engage in 'deep learning' study. Waking up fresh on a Saturday and/or Sunday morning allows students to engage in significant mass and/or spaced IL practices for a significant period of time.</td>
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<tr>
<td></td>
<td>demonstrate</td>
<td>Students engaged in deep learning are actively interested in course content and skill development</td>
<td>• elaboration</td>
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<td></td>
<td>extrapolate</td>
<td></td>
<td>• concept mapping</td>
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<td></td>
<td>argue</td>
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<td>• peer tutoring</td>
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<td></td>
<td>explore</td>
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<td>• collaboration</td>
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<td></td>
<td>analyse</td>
<td></td>
<td>• meaning-seeking</td>
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<td></td>
<td>calculate</td>
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<td>• cautious and critical</td>
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<td></td>
<td>compare</td>
<td></td>
<td>• evaluation of arguments</td>
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<td></td>
<td>contrast</td>
<td></td>
<td>• critical thinking techniques</td>
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<td></td>
<td>deduce</td>
<td></td>
<td>• strategy monitoring</td>
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<td></td>
<td>distinguish</td>
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<td>• self-regulation</td>
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<td>examine</td>
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<td>• self-questioning</td>
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<td>investigate</td>
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<td>• self-monitoring</td>
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<td>synthesise</td>
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<td>• self-explanation</td>
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<td>appreciate</td>
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<td>• self-verbalisation</td>
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<td>recommend</td>
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<td></td>
<td>construct</td>
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<tr>
<td>Transferring knowledge</td>
<td>Assessment tasks and examinations</td>
<td>Transferring learning to new tasks and situations requires higher-level thinking, which can only be accessed once a sufficient amount of lower level surface knowledge has been gained.</td>
<td>Study strategies include</td>
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<td></td>
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<td>• identifying similarities and differences</td>
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<td>• testing an essay thesis against a new question</td>
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<td>• completing past-assessment and examination questions for teacher feedback</td>
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<td></td>
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<td>• self-reflection and concept adaptation/reframing</td>
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<td>• timed-conditions practice</td>
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<td>• introducing desirable difficulties such as changing learning environment and strategies</td>
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<tr>
<td>The <strong>Weekend (or holidays for Year 11 and 12 students)</strong> is the best time to engage in transferring learning practices.</td>
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</tbody>
</table>
### Using the NESA Glossary of Key Words

<table>
<thead>
<tr>
<th>Directional word</th>
<th>Relevant lead or linking phrases to use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Account (for)</strong></td>
<td>Because…. The basic issue is…. This led to…. …….happens because…. Then…. This resulted in…. To begin with…. Subsequently….. This was due to…. Next…. The reason for this including the following: Firstly/secondly/thirdly/finally… Ultimately…</td>
</tr>
<tr>
<td><strong>Analyse</strong></td>
<td>The consequences/results of this… As can be seen…. This led to…. Due to this….. Subsequently… A result of this was…. An outcome of…. which meant…. The key are as are…. Accordingly… The key features/characteristics include…. The general trend over this time is…. Is indicative of…. which demonstrates…. One effect of this was…. This has led to…. This enables them to… The implications of X are numerous/varied… X has impacted positively/negatively on Y because… ……points toward…. …….arose out of/from…. …….resulted in…. …….influenced…. generated…</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>This is shown by…. …….reveals…. …….symbolizes….. …….shows…. is demonstrated by…. …….illustrates…. …….expresses….</td>
</tr>
<tr>
<td><strong>Appreciate</strong></td>
<td>…….invaluable…. …….immeasurable…. …….empowering…. …….formative…. Presumably…. It appears/seems that…. In particular… Clearly… Of course… …….enduring influence…. …….perpetuating…. Certainly….It can be claimed/asserted…</td>
</tr>
<tr>
<td><strong>Assess</strong></td>
<td>Therefore…. From the evidence…. Because of X…. …….effectively reinforce…. …….is the major/minor/utmost…. …….would be effective because…. …….is less/more significant/important/effective/influential because…. …….have a profound impact…. Clearly… This represents/symbolizes/highlights/expresses/reflects…. It can be claimed/asserted…</td>
</tr>
<tr>
<td><strong>Calculate</strong></td>
<td>It can be seen in X that…. …….As has been established…. …….brought about by….</td>
</tr>
<tr>
<td><strong>Clarify</strong></td>
<td>This shows/demonstrates/highlights/indicates/reveals…. Clearly…</td>
</tr>
<tr>
<td><strong>Classify</strong></td>
<td>…….can be classified as…. …….can be included with…. because…. …….is identified as….</td>
</tr>
<tr>
<td><strong>Compare</strong></td>
<td>Similarly…. …….also…. …….too Just as…. …….Likewise…. …….Instead…. In the same way…. …….as is the case with…. …….Another similarity/difference is…. …….In comparison…. …….Rather…. Even though…. …….Although…. …….At the same time…. …….This differs from…. …….Where as…. Comparatively…. …….Correspondingly…. …….Moreover…. …….Together with…. …….Although….</td>
</tr>
<tr>
<td><strong>Construct</strong></td>
<td>An appropriate strategy in this situation would be…. An alternative to X is…</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>Opposing this…. …….In opposition to…. …….as opposed to…. …….In contrast…. …….In fact…. …….Unlike…. A major difference between X and Y is…. …….Instead…. …….However…. …….Conversely…. …….Instead…. Whereas…. While…. …….Yet…. …….The opposite of X is…. …….Another difference is…. …….Nevertheless…. Another possibility…. …….On the other hand…. …….Alternatively…. …….Although…. …….Despite…. X is different to Y because…. X is unlike Y in that…. X differs from Y as it…. Whereas…. Even so…</td>
</tr>
<tr>
<td>Directional word</td>
<td>Relevant lead or linking phrases to use</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------</td>
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<tr>
<td><strong>Critically</strong> (analyse/evaluate)</td>
<td>A flaw in this result is..... A problem with this relationship is.....</td>
</tr>
<tr>
<td>Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to</td>
<td>A far better achievement..... Whilst this result is satisfactory/appropriate .....</td>
</tr>
<tr>
<td>A more effective result would have been achieved if..... This excellent result is due to.....</td>
<td>Ultimately, it can be seen/argued..... X has been the most active in.....</td>
</tr>
<tr>
<td>X has been more effective than Y because/due to..... X has impacted positively/negatively on Y because.....</td>
<td><strong>Deduce</strong> Draw conclusions</td>
</tr>
<tr>
<td>It can be argued that..... It can be deduced..... Therefore..... In conclusion.....</td>
<td>For this reason..... Hence..... Accordingly..... This implies..... Consequently..... Because of this.....</td>
</tr>
<tr>
<td>So..... This has meant..... To conclude..... To summarise..... As a result..... This suggests that.....</td>
<td></td>
</tr>
<tr>
<td><strong>Define</strong> State meaning and identify essential qualities</td>
<td>X is..... means..... The essential features include..... Namely.....</td>
</tr>
<tr>
<td>Notably..... Mainly..... X is called..... X is known as..... X may be defined as..... X is a type of.....</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate</strong> Show by example</td>
<td>This demonstrates/illustartes/exemplifies/portrays/mirrors..... Is an extension of..... Such as.....</td>
</tr>
<tr>
<td>As shown..... Shows evidence of..... An example of this is..... For example..... For instance.....</td>
<td></td>
</tr>
<tr>
<td><strong>Describe</strong> Provide characteristics and features; retell the essential features</td>
<td>An outstanding feature..... is characterised by..... An example of this..... Another aspect.....</td>
</tr>
<tr>
<td>A major characteristic of..... One reasons for this is..... can be described as.....</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss</strong> Identify issues and provide points for and/or against; offer in sights; provide an opinion</td>
<td>On the other hand..... In contrast..... Nevertheless..... Although..... Also.....</td>
</tr>
<tr>
<td>In relation to..... Regarding..... With regard to..... In spite of..... At the same time.....</td>
<td></td>
</tr>
<tr>
<td>It can also be seen/argued..... One side of the issue..... Equally important..... Even though.....</td>
<td></td>
</tr>
<tr>
<td>Associated with this..... Accordingly..... The implications of this are..... This differs from.....</td>
<td></td>
</tr>
<tr>
<td>Another reason is..... Furthermore..... What is more..... Besides..... In addition.....</td>
<td></td>
</tr>
<tr>
<td><strong>Distinguish</strong> Recognise or indicate as being distinct or different from, note differences between</td>
<td>A major difference between..... This differs from..... More importantly however.....</td>
</tr>
<tr>
<td>X is significantly different to Y in that..... Rather..... Another possibility.....</td>
<td></td>
</tr>
<tr>
<td>The distinction can be made..... A point of difference is..... On the surface it might seem that..... However.....</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate</strong> Make a judgement based on criteria, determine the value of; form a balanced judgement about the various aspects</td>
<td>...is the least/most important/significant/influential..... Therefore..... is highly significant because.....</td>
</tr>
<tr>
<td>After consideration..... Despite this..... From this it can be concluded that..... in light of.....</td>
<td></td>
</tr>
<tr>
<td>Based on the evidence..... The evidence supports the judgement that..... In conclusion..... So.....</td>
<td></td>
</tr>
<tr>
<td>It can be argued that..... For this reason it can be concluded..... It can be deduced.....</td>
<td></td>
</tr>
<tr>
<td>In terms of the second objective..... X has impacted positively/negatively on Y because..... However.....</td>
<td></td>
</tr>
<tr>
<td>In relation to the criteria established..... is an effective strategy because..... Given these weaknesses.....</td>
<td></td>
</tr>
<tr>
<td>In terms of the criteria..... impacts profoundly/significantly on..... has a significant impact/effect on.....</td>
<td></td>
</tr>
<tr>
<td>demonstrates/expresses/reflects/indicates..... shows evidence of..... This is significant because.....</td>
<td></td>
</tr>
<tr>
<td><strong>Examine</strong> Inquire into, report in detail on</td>
<td>It is important to consider..... What needs to be noted is that.....</td>
</tr>
<tr>
<td>X is relevant because..... It has been found that..... Research shows.....</td>
<td></td>
</tr>
<tr>
<td>Directional word</td>
<td>Relevant lead or linking phrases to use</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td>This may lead to... This may follow from... The reasons for this... This is a result of... This is due to...</td>
</tr>
<tr>
<td><em>Relate cause and effect, make the relationships between things evident, provide why and/or how; give reasons; place in context</em></td>
<td>This is a consequence of... X is significant because... led/leads to... It is obvious X relates to Y because... Points towards... This can result in... contributed to... thereby... This can have a positive/negative effect on... Hence... Caused/produced by... stemmed from... X is very/extremely important because... A rose/grew out of... contributed to... gave/gives rise to... brought about... Generated/created/fostered/allowed/shaped/influenced... Are percussion of... As a result/consequence... Therefore... Then/So/Accordingly... resulting from... because... owing to the fact that... in order to... Because of this... Through this it can be seen that...</td>
</tr>
<tr>
<td><strong>Extract</strong></td>
<td>Several features include... What needs to be noted/highlighted is... Most importantly... can be drawn out...</td>
</tr>
<tr>
<td><em>Choose relevant and/or appropriate details</em></td>
<td></td>
</tr>
<tr>
<td><strong>Extrapolate</strong></td>
<td>X has impacted positively/negatively on Y because... This has meant... Research shows... From this it can be explained that... It has been found that... It has been said...</td>
</tr>
<tr>
<td><em>Infer from what is known</em></td>
<td></td>
</tr>
<tr>
<td><strong>Identify</strong></td>
<td>X is... Namely... is identified as... X can be defined as...</td>
</tr>
<tr>
<td><em>Recognise and name</em></td>
<td></td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
<td>This has meant... This is because... Because of this... It is clear that... This means... X can be translated as...</td>
</tr>
<tr>
<td><em>Draw meaning from; comment on</em></td>
<td></td>
</tr>
<tr>
<td><strong>Investigate</strong></td>
<td>This is because... Because of this... X is relevant because... gave rise to... It has been found that... Research shows... In conclusion/summary... To conclude/summarise... This suggests that... allowed... points toward... Consequently... It follows that... This implies... In this/that case... because of this/that... a rose out of... produced/caused/shaped/influenced by... derived from... gave rise to... a source of...</td>
</tr>
<tr>
<td><em>Plan, inquire and draw conclusions about</em></td>
<td></td>
</tr>
<tr>
<td><strong>Justify</strong></td>
<td>The evidence suggests... For this reason it can be argued... Because of this... It is clear from the evidence that... would be effective because... There is evidence to suggest that... X has impacted positively/negatively on Y because... exemplifies/demonstrates/indicates...</td>
</tr>
<tr>
<td><em>Support an argument or conclusion by providing reasons</em></td>
<td></td>
</tr>
<tr>
<td><strong>Outline</strong></td>
<td>The main points relating to X include... In general terms... Most importantly... The major characteristics/features of X are... is one factor that influences... Mainly... Several features include... In short... Briefly...</td>
</tr>
<tr>
<td><em>Sketch in general terms, indicate the main features; give the main points</em></td>
<td></td>
</tr>
<tr>
<td><strong>Predict</strong></td>
<td>From this it is expected that... As a result it is expected that... Due to X it is likely that... A possible/likely result is...</td>
</tr>
<tr>
<td><em>Suggest what may happen based on available information</em></td>
<td></td>
</tr>
<tr>
<td><strong>Propose</strong></td>
<td>An appropriate strategy in this situation would be... It is possible that... An alternative to X is... advises/holds/proposes/speculates/suggests/predicts...</td>
</tr>
<tr>
<td><em>Put forward a point of view, argument or suggestion for consideration or action</em></td>
<td></td>
</tr>
<tr>
<td><strong>Recall</strong></td>
<td>Includes... can be listed as... From this it is known... can be organised as... Experience shows...</td>
</tr>
<tr>
<td><em>Present remembered ideas, facts or experiences</em></td>
<td></td>
</tr>
<tr>
<td><strong>Recommend</strong></td>
<td>There are several reasons including... This is recommended because... would be effective because... should be considered. It is advisable...</td>
</tr>
<tr>
<td><em>Provide reasons in favour</em></td>
<td></td>
</tr>
<tr>
<td>Directional word</td>
<td>Relevant lead or linking phrases to use</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Recount</strong></td>
<td>Following on from this.....  Firstly/secondly/thirdly/finaly...  Then.....  To begin with....  Since....  Next.....  In addition...  At this/that time...  After awhile.....  Meanwhile....  At first.....  Ultimately...  Until now....  Afterward....  Subsequently....  Another....  In the first/second place.....</td>
</tr>
<tr>
<td><strong>Summarise</strong></td>
<td>The relevant points include/are....  The chief/major points are....  For the most part...  Generally...  For the most part......  On the whole.......  In short......  To summarise....  A number of...  In conclusion...  To sum up....  In summary...  After all....  In any case/event....  Altogether...</td>
</tr>
<tr>
<td><strong>Synthesise</strong></td>
<td>By considering these factors.....  This combined with....  ....is formed by....  ...integrates.....  .....incorporates....  ....reveals/states/suggests/verifies/finds/holds.....  ....affirms/argues/confirms/believes/emphasises</td>
</tr>
</tbody>
</table>

And.... to provide an example to further illustrate your point...

<table>
<thead>
<tr>
<th>For example</th>
<th>That is</th>
<th>To illustrate</th>
<th>That is to say</th>
<th>For instance</th>
<th>In this case</th>
</tr>
</thead>
<tbody>
<tr>
<td>In other words</td>
<td>Namely</td>
<td>...such as</td>
<td>As follows</td>
<td>Typical of this</td>
<td>Not least</td>
</tr>
<tr>
<td>Including</td>
<td>Especially</td>
<td>On such a typical/particular/key example</td>
<td>Notably</td>
<td>In particular</td>
<td></td>
</tr>
<tr>
<td>Chiefly</td>
<td>Mainly</td>
<td>Most importantly</td>
<td>To demonstrate</td>
<td>On this occasion</td>
<td>This can be seen</td>
</tr>
<tr>
<td>This was exemplified</td>
<td>...shows/demonstrates this.</td>
<td>This is exemplified/shown/illustrated by...</td>
<td>...is a case in point.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And... what about questions that begin ‘To what extent” or ‘How effective”?

In this type of essay you are given a statement and you must argue how true it is – how much you agree or disagree, based on the evidence or your own knowledge. The question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations or sides where appropriate. In essence these questions require you to evaluate, so use evaluative language in answering these questions: words like:

- Highly effective
- Extremely effective
- Exceedingly effective
- Exceptionally effective
- Greatly effective
- Decidedly effective
- Certainly is effective
- Undoubtedly effective
- Very effective
- Partly effective
- Partially effective
- Moderately effective
- In part
- To a degree
- To a certain/some extent
- Fairly effective
- Reasonably effective
- Quite effective
- Moderately effective
- Some what effective
- Rather effective
- Not effective
- Successful
- Effectual

Guide prepared by Louise Weihe.
Welcome to the Study Samurai Program!

Your school has organised a unique opportunity for Years 10-12 to have ongoing support throughout the senior years from two experts: Dr Prue Salter who specialises in study skills and Rocky Biasi who specialises in peak performance and motivation.

Here's what you need to do RIGHT NOW:

1. On Facebook search for Study Samurai (click on MORE then GROUPS) and send a request to join the group. This is a private Facebook group where we will deal with current issues and you can have your questions answered and concerns addressed.

2. Go to www.humanconnections.com.au, click on Study Samurai Library then Login and enter these details:
   - Username: olmc@olmc.nsw.edu.au
   - Password: 64results

3. Watch the welcome video.

Here's what you need to do after that:

1. Once a fortnight watch one of the instructional videos (there are currently 25 of these and by next year there will be 75 – so that’s one a fortnight for 3 years!).

   You can choose which area you currently need support in. The categories are:
   - Performance
   - Study Skills
   - Time Management
   - Mindset
   - Wellbeing

   Each month we focus on a category above and you can follow along. The idea is that you gradually build your skills over the senior years through a short lesson on one of the topics. Of course you can watch more than 1 a fortnight, but aim for this so you can work through the program.

2. Once a month you can join us live online for some coaching. This is where we will look at some useful skills and techniques and discuss issues raised on the Facebook page. If you are unable to attend, we will then release this recording as a podcast so you can listen to it later.
STUDY SAMURAI PROGRAM

Five keys to unlock personal academic best performance

HOW THE PROGRAM WORKS

- Fortnightly video lessons
- Private Facebook community
- Monthly group coaching calls
- Podcast of FAQs

WHY THE PROGRAM WORKS

- Integrated
- Continuous
- Inspirational
- Portable

Connecting parents, teachers and students to be on the same page.
3 years of senior school coaching and mentoring.
Motivational and problem solving via social media.
Access where and when it suits you at your own pace.

MINDSET

- Develop a growth and success mindset
- Create energy and motivation

TIME MGT

- Become organised, efficient and productive

STUDY SKILLS

- Know how to make learning easy
- Achieve personal best

WELLBEING

www.studysamurai.com
Looking for ways to improve your results this year? This site can help! By using the Study Skills Handbook website you develop the knowledge and skills to become more organized, more effective and to achieve better marks at school.

Our school has subscribed to this website and this allows you to access all of the information at any time. You may like to work through the units systematically to help improve your results, or browse on an as needed basis.

Our school’s subscription details to this online Study Skills Handbook can be located on MyOLMC.

The topics covered by the handbook are:

### at home
1. Home Study Environment
2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

### at school
1. Will we ever use this?
2. Using Classtime
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

### specific skills
1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Language Skills
5. Research Skills
6. Presentation Skills

### tests and exams
1. Summarising
2. Active Studying
3. Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

### extra ‘general’ mini-units
1. Starting Secondary School
2. Becoming a Senior Student
3. Bullying: Issues and Strategies
4. Managing Part-Time Jobs
5. Your Brain and Memory
6. Live Your Best Life
   + Educational Kinesiology
   + Living Across 2 Houses
   + Travel: A Motivator to Learn
   + Uni: Lecture Note-Making

### extra ‘technology’ mini-units
1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
   + Useful Apps for iPads
   + Microsoft OneNote

The first time you go to the site you should take the VIDEO TOUR. Then click on the TRACKING SYSTEM icon and choose a personal user name and password that you will use to save the results of the end of unit quizzes and modules (you’ll still use the school details to get into the site, the personal details are for just saving your own results).

You’ll see the list of 26 units on the home page, click on one, choose a unit and start working through it! You’ll find the units are interactive and include videos of students and teachers, activities and games.

There are also sections on the site where you can ask questions about study skills, download podcasts, vote in polls, win competitions (iTunes vouchers), print grids and planners and jump straight to the fun stuff in student favourites!

It can be a good idea to aim to complete all units by the end of Year 10 – that way you will be ready for senior studies with great skills in place, and will know where to find help if you need it in the senior years!
STUDY SKILLS CHECK-UP

Your success at school can be greatly enhanced by developing your personal study skills. Complete the checklist below to determine what areas you need to work on at school this year (your focus may need to change each year).

CLASSROOM SKILLS
The amount of time you will need to study for tests and exams will depend on how effectively you use your class time. It makes sense to make the most of your time in class!
Are you on time for school and classes? Y/N
Do you bring everything needed for class? Y/N
Do you listen to your teacher and not talk when you should be focusing? Y/N
Do you work well in class and make the most of classtime? Y/N
Do you participate and get involved in the lesson? Y/N
Do you respect others’ ideas? Y/N

ORGANISATIONAL SKILLS
Managing your papers for school is essential to ensure you can find what you need and that you have everything you will need to study from at exam time. Make sure you paste or file any loose sheets straight away. It is also a good idea to have a file or folder at home for each subject so you can keep everything together for that subject.
Are all of your books clearly labelled? Y/N
Do you paste sheets in straight away or else have a folder to keep them in? Y/N
Are your notes and papers well organised? Y/N
At home do you have a folder for each subject to keep everything together? Y/N
Do you file away all past tests and assignments? Y/N

HOMEWORK SKILLS
The main thing to remember about homework is that your teacher sets homework for a reason – to help you understand the work better. If you let yourself fall behind in homework, you’ll soon discover that there are gaps in your understanding. Keep up to date with your homework and see your teacher if you are having any problems.
Do you complete all the homework that is set by the due date? Y/N
Do you try and put effort into your homework and do it properly? Y/N
Do you ask your teacher for help if you can’t understand work? Y/N
If you are absent, do you chase up what you have missed? Y/N
If you don’t finish work, do you reschedule and plan when you will do it? Y/N

TIME MANAGEMENT SKILLS
Working effectively at home is a real challenge as there are so many other things you can do at home! To work effectively at home, separate schoolwork time and personal time, don’t try and combine these. Work in half hour blocks and remove distractions during this time. Each afternoon make a plan of what you want to get done that night and when you are going to do it.
Do you work in half hour blocks at home and turn off distractions during this time? Y/N
Do you make a plan each afternoon of what you want to get done that night? Y/N
Do you have set periods of time that you allocate to schoolwork? Y/N
Do you have a good system for keeping track of what work you haven’t completed yet? Y/N

PLANNING SKILLS
The best way to manage your workload is to write a plan in your diary for when you will do the necessary work for assignments and tests. Every time you are told about a task, break it down into steps and in your diary write in when you will do each step. Use your plan as a starting point and reschedule steps when necessary.
Do you start assignments early rather than leaving them to the last minute? Y/N
Do you break your assignments down into smaller more manageable steps? Y/N
Do you have a wall calendar where you can clearly see when things are due? Y/N
Do you do a plan in your diary of when you will do the work for assignments and tests? Y/N

STUDY NOTES SKILLS
One of the best way to prepare for a test or an exam is to make study notes. Ideally, you should do your study notes as you go throughout the year, at the end of a topic or section. This will mean that when you get to your exams you have time to learn the information in your notes and do lots of practise as well.
Do you condense and organise the information from classnotes and textbooks? Y/N
Do you make study notes on a regular basis so they are ready at exam time? Y/N
Are your study notes in point form? Y/N
Are your study notes visual? Y/N
Do you ask your teacher for feedback on your study notes? Y/N
If you don’t have much homework, do you use spare time to work on study notes? Y/N

STUDY SKILLS
Making study notes is not enough. You also have to understand and learn the information so you can remember it in a test or exam, and do lots of questions as practise to ensure you can apply your knowledge.
Do you start studying for tests early? Y/N
Do you do lots of revision questions, asking for help if needed? Y/N
Do you test yourself on your study notes? Y/N
Do you try and use a wide range of study techniques? Y/N
Do you do some of your practise under examination conditions? Y/N

Now go back and highlight the top 5 suggestions that you need to focus on for this year.
Visit the freebies on www.enhanced-learning.net for more helpful study skills resources.
GOAL SETTING

Why set goals? Unless you know what you are aiming for you can’t hit it! Imagine a boat without any particular destination in mind. It would float aimlessly among the seas and if it made it to land it would be due to luck rather than any other factor. By creating a goal, you have created something you can work towards. Goal setting helps increase your efforts and motivate you by giving you a direction towards which you can work.

“A GOAL IS JUST A LIST OF THINGS YOU WANT TO DO AND THE ACTIONS YOU WILL TAKE TO MAKE THEM HAPPEN.”

If you think of goals in this way, you’ll find them much less daunting and more workable.

The most effective goals are WRITTEN DOWN and are ‘SMART’:

<table>
<thead>
<tr>
<th>Specific</th>
<th>Make sure your goals explain exactly what you want to achieve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>Make sure you are able to easily see when you have achieved your goals.</td>
</tr>
<tr>
<td>Action oriented</td>
<td>Put specific action steps into your goals rather than just ‘airy-fairy’ ideas. If you want to improve in a subject, decide on some specific steps you can do.</td>
</tr>
<tr>
<td>Realistic</td>
<td>Don’t make unrealistic goals like ‘I will read 28 chapters of my History textbook tonight’. All this will do is discourage you so make goals achievable.</td>
</tr>
<tr>
<td>Timebound</td>
<td>Put a timeframe on your goals – when do you want to achieve them by?</td>
</tr>
</tbody>
</table>

Examples of Effective Goals

<table>
<thead>
<tr>
<th>Examples of Effective Goals</th>
<th>Examples of Less Effective Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will finish all homework by the due date.</td>
<td>I will keep up with my work.</td>
</tr>
<tr>
<td>I will do 15 minutes each day on French vocab.</td>
<td>I will improve in French.</td>
</tr>
<tr>
<td>I will beat my last exam result in Maths.</td>
<td>I will get better in Maths.</td>
</tr>
</tbody>
</table>

Types of goals:

- Short-term goals are things you want to do today, tomorrow or within the next few weeks and sometimes months.
- Medium-term goals are things you want to achieve in the next few months or sometime even within the next year.
- Long-term goals are things you want to do later on in life, whether it is next year, two years’ time, ten years’ time or even longer.

Using your goals:

- First, brainstorm all of your ideas and write down your goals, then sort them into short, medium or long term goals. (You could also write goals based on the areas you identified in the study skills section.) Put your goals up somewhere where you will see them often.
- Review and re-assess your goals regularly (weekly is a good idea) to remind yourself of what you want to achieve and to stimulate your mind to think of other possibilities.
- Start taking specific actions that will help you achieve your goals, in particular your short-term goals. Each week you might write out a list of the actions you will take that week that will move you closer towards your goals.

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It is important at the beginning of the year to reflect upon your strengths and areas you would like to improve throughout the year. Think carefully about the things you can do to make yourself a better learner and which will assist you to achieve success in your studies this year. The top section of this page is to be completed at the commencement of the 2019 academic school year.

**MY GOALS:** *(Be specific! Write 1-2 brief statements of what exactly it is you wish to achieve in each area)*

Academic: ____________________________________________

______________________________________________________________________________________________

Social: ____________________________________________________________

______________________________________________________________________________________________

Organisational: ____________________________________________________________

______________________________________________________________________________________________

Start date of Action Plan: __________________________________________

Date I anticipate my Goals will be achieved: ___________________________

Benefits I expect to receive when I achieve My Goals: _______________________________________________________________________________________

How will I achieve My Goals: _____________________________________________________________________________________________

**STUDENT SELF-EVALUATION – TERM 2**

Think about the term of work you have just completed and your Student Conference feedback. Highlight areas that may need improvement and the action required for the remainder of Term 2 and the rest of 2019. Answers should be personal and relate to your individual progress and learning goals.

Use the following scale to complete this table:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Group Work</th>
<th>Completing work on time</th>
<th>Listening in class</th>
<th>Seeking assistance</th>
<th>Participating in class activities</th>
<th>Preparing for and completing coursework/classwork</th>
<th>Being prepared with correct materials</th>
<th>Setting goals and sticking to them</th>
<th>Investigating pathway options (Yrs 9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the basis of your responses in this table, list the areas in which you need to show an improvement:

List 3 actions that you will be taking in order to improve your results for the remainder of Semester One.

1

1

2

2

3

3
It is important at the beginning of the year to reflect upon your strengths and areas you would like to improve throughout the year. Think carefully about the things you can do to make yourself a better learner and which will assist you to achieve success in your studies this year. The top section of this page is to be completed at the commencement of the 2019 academic school year.

**MY GOALS:** *(Be specific! Write 1-2 brief statements of what exactly it is you wish to achieve in each area)*

**Academic:**

____________________________________________________________________________________
____________________________________________________________________________________

**Social:**

____________________________________________________________________________________
____________________________________________________________________________________

**Organisational:**

____________________________________________________________________________________
____________________________________________________________________________________

Start date of Action Plan: ___________________________ Date I anticipate my Goals will be achieved: ___________________________

Benefits I expect to receive when I achieve My Goals: ___________________________

How will I achieve My Goals: ___________________________

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**STUDENT SELF-EVALUATION – TERM 4**

Think about the term of work you have just completed and your Student Conference feedback. Highlight areas that may need improvement and the action required for the remainder of Term 4 and the rest of 2019. Answers should be personal and relate to your individual progress and learning goals.

Use the following scale to complete this table:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Very Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the basis of your responses in this table, list the areas in which you need to show an improvement:

List 3 actions that you will be taking in order to improve your results for the remainder of Semester Two.

<table>
<thead>
<tr>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>