

Domremy College

Student Management Policies

Camps	2
Detention.....	3
Discipline	4
Homework.....	7
Leisure Education Program.....	8
Merit Certificate.....	10
Pastoral Care	11
Privacy Policy	17
Retreat/Reflection	23
Student Behaviour.....	25
Student Diary	28
Student Leadership.....	30
Student Photos And Video Images	33
Student Representative Council.....	34
Subject Selection.....	39
Sun Protection.....	40
Teaching and Learning Policy	42

Camps

The Camp Program has been developed so that each girl may participate in activities which cannot be offered as part of the Leisure Education program. It is highly beneficial in the development of the students' social interaction skills and in teaching students a sense of independence.

The Camp Program consists of two camps.

1 **Year 8 Camp**

Activities which are likely to be offered are canoeing, archery, ropes course, leadership games and cycling. Students are instructed in each of these activities by either instructor or teachers.

2 **Year 10 Camp**

Activities may include sailing, fishing, canoeing, initiative games, surf safety and camping. Students collectively cater for the group at this camp on a daily basis.

For each camp, information sheets are provided for parents outlining the structure and organisational details of the camp. Medical notes and permission slips are also provided, as are lists of what to bring on camp. Prior to a camp, the camp staff meet and are informed of medical cases and details of camp organisation. Staff are appropriately allocated to activities with particular attention paid to First Aid and CPR staff.

Each camp offers a different experience for students, in keeping with their level of maturity.

For the duration of each camp, lessons are not held. Students who are unable to attend camp are supervised at school.

Detention

Afternoon detention occurs once a fortnight at Domremy College. An afternoon detention is given to a student as a consequence of lateness and for behaviour which is destructive of highly esteemed community values and of a girl's ability to reach her potential as a student.

Afternoon detention is generally supervised by the Assistant Principal, Guidance Coordinators. All teachers are encouraged to arrange lunchtime detentions which coincide with playground duty for students responsible for minor misdemeanours.

1. No teacher is to give an afternoon detention without informing the appropriate Guidance Coordinator.
2. Guidance Coordinators keep a list of the girls in their Year Groups who have been put on detention. Before the detention afternoon, Guidance Coordinators ensure that the detention forms that have been sent home match the names on their list.
3. Before lunch on the day before the detention, the teacher rostered on for detention calls up the girls to remind them of their afternoon detention and to see their signed parental consent form.
4. The teacher taking detention takes a roll and ensures that each Guidance Coordinator has a list of girls who did not attend.
5. Guidance Coordinators ensure that girls who did not attend detention are followed up and that the detention is completed.

Discipline

Please ...	Why?	The school has decided these consequences ...
<p>1. <i>Please ...</i></p> <p>Be punctual to school. (You must be at school by 8.30 each day)</p>	<p>Punctuality is very important in our society. We show our respect for others by being on time. To be effective places, schools need everyone to be on time.</p>	<ul style="list-style-type: none"> • If you are late to school you must present yourself to the Assistant Principal before 8.30 on the next day you are at school or you will receive an afternoon Detention. • If you are late to school 3 times in a term your Roll Call teachers will give you an afternoon detention.
<p>2. <i>Please ...</i></p> <p>be punctual to class</p>	<p>Being late shows a lack of interest and could suggest that you expect the teacher to begin again. This is disrespectful</p>	<ul style="list-style-type: none"> • Your teacher will warn you about your lack of interest. • You will be asked to come back at lunch or after school to make up the lost time.
<p>3. <i>Please ...</i></p> <p>wear the Domremy College uniform in the manner intended by the uniform designers</p>	<p>A school is a community and the uniform is the chief way of showing your membership of the community. You inform the community about our College by the way you dress.</p>	<ul style="list-style-type: none"> • You will be corrected by your Roll Call teacher and other teachers. • A note will go home to your parents asking them to provide the correct uniform for you. • You may be given an appropriate detention. • You will not be allowed to go on an excursion if you are incorrectly dressed.

Please ...	Why?	The school has decided these consequences ...
<p>4. <i>Please ...</i></p> <p>only wear the jewellery permitted in the uniform code</p>	<p>There are too many subtle differences in interpretation of appropriate necklaces etc. Students may only wear one earring in each ear, one ring and a watch</p>	<ul style="list-style-type: none"> • Confiscation of jewellery. \$1 per piece of jewellery if you want it returned to you. Confiscated jewellery is kept in the Assistant Principal's office.
<p>5. <i>Please ...</i></p> <p>learn actively in class and at home</p>	<p>Being a student is your task at the moment.</p>	<ul style="list-style-type: none"> • Your subject teacher will speak to you and you will be expected to meet the course requirements. • Your parents will be informed.

6. <i>Please ...</i> go home immediately after school	The school has a responsibility to your parents for your safety. We have to know where you are. You are expected to go straight home and change out of uniform before going out. You should not be in a shop in your school uniform	<ul style="list-style-type: none"> • A staff member will remind you of the rule and you may be given an appropriate detention.
7. <i>Please...</i> return books belonging to Domremy College	These books are owned by the school and are for the use of everyone. It is selfish to keep a book that others need	<ul style="list-style-type: none"> • Your academic report can be held. • Your parents will be informed. • You will be unable to borrow books.
8. <i>Please...</i> know that rules are about creating harmony for everyone	A community is built on trust and our rules are in place so that as many people as possible can be happy at school. Dishonesty saps energy from the whole community and stops us achieving our goals.	<ul style="list-style-type: none"> • Staff will find many ways of confronting you if you are dishonest. • You may attract the unwanted consequence of getting a reputation for dishonesty.
Please ...	Why?	The school has decided these consequences ...
9. <i>Please...</i> meet homework and assignment deadlines	meeting deadlines is an important skill and teachers need to mark student work at the same time	<ul style="list-style-type: none"> • Your parents will be informed. • Loss of marks and a lowering of grades. • Your teacher will remind you that it is important to complete set tasks.
10. <i>Please ...</i> stay in areas designated to you in the playground	you need to be supervised which means being in sight of a teacher	<ul style="list-style-type: none"> • You will be asked to come back into a supervised area. • You will be reprimanded and be given a community service task.
11. <i>Please...</i> always be kind and considerate	Everyone is hurt by gossip, name calling isolation and vandalising of personal property	<ul style="list-style-type: none"> • A teacher will confront you with how hurtful you have been and you will have to show in some way that you are sorry. Your parents will be informed.
12. <i>Please don't ...</i> touch another student's	All students have the right to find their belongings where they were left.	<ul style="list-style-type: none"> • Possible suspension or expulsion from school. The school may contact your parents and the police.

belongings without her permission	Stealing is a crime in Australian Society	
13. <i>Please don't ...</i> chew chewing gum	People have a history of not putting gum into bins and it gets on carpets, shoes, etc. Nobody wants to touch gum under desks.	<ul style="list-style-type: none"> • Afternoon detention scraping gum from under desks.
14. <i>Please don't ...</i> have a mobile phone or walkman turned on at school.	At school you should be focused on school issues. Phones ringing are an unnecessary distraction for everybody.	<ul style="list-style-type: none"> • Immediate confiscation of the phone or walkman. • The phone will only be returned when a parent comes to school to collect it from the school safe.

Homework

RATIONALE:

Homework is a part of the whole learning experience and as such should be seen within this context and not as an entity within itself. Homework should be set to consolidate the learning, which has taken place within the classroom. In doing so it may assist the student in developing time management skills, in learning to work as independent learners and may be used to develop and extend the students knowledge and skills. As with other approaches to learning it would be expected that homework would include a variety of strategies.

Homework is not something which is set purely for the sake of setting homework. In setting homework we must remember that students are entitled to sufficient periods of time to pursue their own leisure activities and to function as a full member of their families.

OUTCOMES:

The setting of homework should provide opportunities for the students to:...

- Complete a variety of tasks;
- Complete both written and non written study;
- Complete work commenced in class;
- Revise knowledge and skills covered in class work;
- Work on assessment tasks and or research tasks set in class;
- Talk to people as a source of information for research purposes;
- Survey people;
- Access the media critically as a research tool;
- Prepare and study for examinations and or class tests;
- Wide reading;
- Reflect on learning experiences of the day;
- Reading in preparation for future lessons.

STRATEGIES AND IMPLEMENTATION:

- Homework is recorded by the students in the school homework diary;
- Students in years 7 and 8 are expected, on average, to spend between 1 and 1 ½ hours each night on homework;
- Students in years 9 and 10 1 ½ - 2 hours;
- Students in years 11 and 12 between 2 ½ and 3 hours.

MONITORING:

All homework which is set should be checked. If it is incomplete teachers can record this using the diary as a means of communication. In the same way if homework cannot be completed for various reasons parents/guardians should write a message to the teacher concerned in the diary. Where a student continuously fails to complete homework tasks the year and KLA co-ordinators should be notified and parents should be informed in a more formal manner.

EVALUATION:

Teachers should monitor homework and ensure that the work given equates with the expected time spent on the homework tasks. The types of tasks given should also equate with current best practice in teaching methodology.

Leisure Education Program

PREAMBLE

Leisure is an integral part of modern society and it is vital that schools encourage students to use their leisure time productively. Other than the student's family, schools are a major source of opportunities for students to experience different leisure activities, some of which they may take up, outside of school on a more regular basis at a later date.

GOALS

The Leisure Education Program at Domremy College aims to do the following:

- Promote an active lifestyle by modelling the principles of physical fitness and healthy living;
- Provide students with opportunities to experience a wide range of activities which can only take place outside the classroom;
- Maximise practise time for school representative teams.
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IMPLEMENTATION

LEP is held for 2 periods, each Wednesday 2 of the cycle and is offered to Years 7-10 students.

Each term, LEP staff offer a wide range of activities, suitable to the interests of the students. Students choose different activities each term. On some occasions, specialist instructors are invited into the College subject to signing Child Protection forms.

In 2002, some of the activities on offer are:

- | | |
|-----------------------|-------------------------|
| • Year 7 Swim School | • Self Defence |
| • Touch Football | • Hockey |
| • Public Speaking | • Theatre Sports |
| • Decorative Finishes | • Squash |
| • Tennis | • Aerobics |
| • Netball | • Soccer |
| • Creative Dance | • Enrichment activities |
| • Jazz Ballet | • Cartooning |

ORGANISATION/MONITORING

The LEP coordinator is responsible for booking all activities, instructors, venues and transport and providing rolls. Any misdemeanours by students during the LEP timeslot will be dealt with by the LEP coordinator including following up with absentees.

The LEP co-ordinator is responsible for gaining feedback on the suitability of each activity and the instructors where appropriate. Staff are suitably allocated to activities with particular attention paid to First Aid and CPR and are expected to **actively** supervise the students.

Merit Certificate

Merit Awards are given by staff for participation in school events, e.g. sporting activities, cultural activities, charity work, etc. Class Awards for effort, consistent work, attitude, achievement, wearing uniform with pride, excellent attendance, assisting with class duties, and many more.

- When a student has received **5 individual merits**, they hand them to their Year Co-ordinator
- The Year Co-ordinator will present **Year Co-ordinator's Certificate** at next Form Assembly and return initialled 5 Merit Certificate to student.
- When student receives 5 **Year Co-ordinator's Awards** they present them to the Principal's Secretary who will initial these and return them to the student. The name of the student will be recorded under "Principal's Award" on the computer.
- The Principal will announce student's eligibility for Principal's Award at next School Assembly.
- Principal's Award will be presented at a special Principal's Awards Morning Tea held towards the end of Term 3 (so as to include Yr. 12 students) to which parents and students are invited.
- When a student receives **5 Principal's Awards** they become eligible for the **College Medal** which is presented at **Annual Awards Evening**.

Pastoral Care

As a Catholic School in the Presentation tradition, Domremy College has always placed a great importance on the Pastoral Care of its students. The actions and words of Jesus form an openly expressed philosophy that seeks to permeate the college. The policies adopted at Domremy College in regard to the physical, intellectual and emotional needs of the students are monitored for their congruence with the values and attitudes of the Gospel and their relevance to the development of the students at Domremy College. The college also has a responsibility to recognise the unique struggles of women in contemporary society and to help students become alert to the personal implications of these struggles. Young women at Domremy College are encouraged to achieve and celebrate excellence while also growing in perseverance and the personal power to manage difficulty.

As learning at Domremy College takes place in a community, the encouragement of students to negotiate the tension between meeting their own needs and the needs of the College community is regarded as highly educative. The human relationships within the school contribute to the quality of the community which is essential for effective teaching and learning. Pastoral Care of students is integral to the teaching and learning process. Pastoral Care therefore encompasses:

- Quality teaching and learning;
- Effective student management;
- High expectations of student performance;
- Teachers caring for students at the human level.

All members of the College community are expected to be proactive in the creation of quality human relationships within the College. All students participate in a formal pastoral care programme. Students are encouraged to care for other students through specific activities and programmes as well as through providing mutual support. Partnership with parents is fostered and networks with the wider community are developed for the care of our students. The organisational and administrative structures of the College are designed to ensure equity and justice of all students. We strive to create a community where all are welcomed and where we respect and value the rich diversity of culture present in our College community.

PURPOSE OF THE POLICY

To provide information to parents, students and staff on the scope and procedures of Pastoral Care offered to students at Domremy College.

Principles and Procedures

Principle One

We promote the fostering of high quality interpersonal relationships between students, parents and staff as a responsibility shared by everyone. As a consequence of this principle, at Domremy College:

1. Formal and informal Pastoral Care educates students about the nature of quality relationships and how they are achieved.
2. Teachers model behaviours which create quality relationships and use language which is intended to make the philosophical aims of the College a reality.
3. Formal and informal Pastoral Care creates an expectation in students that life is challenging and better prepares them to meet challenges.
4. Students are encouraged to recognise their personal power and the positive influence they can have in the world.
5. Students are encouraged to develop resilience when faced with difficulty in relationships and to seek help from significant adults when in difficulty.
6. New students are welcomed and given the support needed to settle quickly and become part of the Domremy College Community.
7. Staff recognise when the needs of students require specialised help.

Principle Two

We foster student self discipline and responsibility, wherein students grow progressively in their capacity to exercise moral judgement, democratic values and a concern for the common good. As a consequence of this principle, at Domremy College:

1. Student's rights and responsibilities are clearly articulated in the College and its policies and procedures.
2. The "common good" is defined for the critique of students in the many different communal situations in the College.
3. Meeting deadlines and punctuality are expected of students and allow for the creation of personal excellence as well as the strengthening of the whole community
4. Students are encouraged to empathise with others and to be helpful to students and staff.
5. Adults in the College model self-discipline, responsibility and democratic values in their work.
6. Expectations of student self discipline, recognition of responsibility and of the needs and rights of others are strengthened by the content chosen for the Pastoral Care programme as well as academic subjects.
7. Students support one another through the Peer Support Programme.

Principle Three

We provide Pastoral Care as a specific and planned means of helping students to value themselves and to experience well-being. As a consequence of this principle, at Domremy College:

1. All roll call teachers participate in and actively contribute to Pastoral Care as members of a Year Team lead by a Year Coordinator.
2. The Principal, Assistant Principal, Year Coordinator and School Counsellor meet regularly to create, critique and implement procedures and policies deemed most helpful to the intellectual and emotional needs of young women.
3. The College is committed to all staff recognising their pastoral leadership of students and all staff assuming responsibility for the Pastoral Care of students.
4. Teaching staff show their pastoral care of students in their choice of content for lessons, classroom management, curriculum involvement and their daily contact with students.
5. Ancillary staff are also responsible for sharing the Pastoral Care of students which arises out of their daily contact with them.
6. The College is committed to students being known personally as individuals so that staff might know how to allow each student to value themselves and to experience well being.

Principle Four

We provide a curriculum which is comprehensive and of a high quality so that students are afforded the competence, confidence and right to participate in the cultural and productive life of society. As a consequence of this principle, at Domremy College:

1. Subject Coordinators and Teachers in charge are in constant contact with the Board of Studies and with appropriate employees of the Catholic Education Office.
2. All teachers update their knowledge of their subject and learning and assessment strategies.
3. A Curriculum Committee is open to all teaching staff and operates to discuss and evaluate curriculum change in the school.
4. The Curriculum Coordinator is aware of initiatives in other schools and systems which could be implemented at Domremy College.
5. Assessment and Exam procedures are clearly articulated and intend to strengthen the common good as well as create competent and confident students.

6. The curriculum responds to the learning needs of young women.
7. Timetabling of subjects is responsive to the choices of students.
8. Staff have First Aid training to allow student to engage safely in co-curricula activities.
9. Specific staff have responsibility for organising extra co-curricula activities.
10. Staff counsel students who are experiencing difficulty in class and with assessment.
11. A process exists which informs parents of students who are not meeting assessment expectations.

Principle Five

We provide supportive organisational and administrative structures to enhance the climate and experience of Pastoral Care in a way which is flexible and responsive to the needs and well being of students. As a consequence of this principle, at Domremy College:

1. Daily notices are distributed through roll call.
2. Morning and afternoon Roll Call allows students to be well informed about expectations and possibilities at Domremy College.
3. Morning roll call includes a time of prayer and reflection which allows students to become centred before their day begins.
4. Roll call teachers are encouraged to create discussion during Roll Call and Pastoral Care of organisational and administrative structures at Domremy College.
5. Year Assemblies, reflection days, retreats and camps respond to the needs of a specific year group.
6. The College gathers at fortnightly whole school assembly.
7. Students are supervised while in classrooms, the playground and sporting grounds.
8. A school counsellor interviews and counsels students in a regular and systematic manner during class or at a convenient time during the day.
9. The Careers Counsellor is available for individual interviews during lunch hours or study periods for senior students.
10. The school has a careers room available for student use during lunchtime or during class time.

11. The school has a sickbay and bathroom facilities for sick students.

Principle Six

We promote the development of relationships of trust, cooperation and partnership between the school and family members, and the maintenance by school personnel of respect for and sensitivity to diverse cultural values and family structures and issues. As a consequence of this principle, at Domremy College:

1. The Principal and Bursar liaise regarding special financial arrangements which may be required by families.
2. Families are contacted when a student appears to be experiencing difficulty.
3. Interpreters are contacted and employed when the school needs to speak with parents who cannot speak English.
4. A fortnightly newsletter informs parents of policies attitudes and achievements of the College.
5. The student diary is used as one means of communicating with parents.
6. Staff are encouraged to use language which will best communicate the procedures and philosophy of the College to parents.
7. Religious festivals of students who are not Catholics are respected.
8. All staff are welcoming of parents and prospective parents.
9. The correct wearing of the uniform is enforced with the intention of unifying the students.
10. Open day and enrolment material articulates clearly the procedures and philosophy of the College to ensure the highest level of knowledge by parents when they choose Domremy College for their daughter.
11. Parent committees inform major changes in the College.
12. The Parents and Friends organisation is well advertised throughout the parent's body and invitations for involvement are given regularly.
13. The school organises formal parent teacher interviews and encourages staff to regard themselves as being available to parents at mutually convenient times.
14. Parents are invited to be involved in the learning experiences and Pastoral Care of groups of students in the College.

15. Parents are informed of the Student Behaviour Policy and the philosophy and expectations that guide it.
16. The College presents itself to parents as a learning community and expects that parents will encourage their daughter to exercise her rights and responsibilities as a member of a community.

Principle Seven

We provide effective networks of Pastoral Care due to our partnership and shared responsibility among Staff, Students, Parents and family members and the wider community. As a consequence of this principle, at Domremy College:

1. Teachers and Year Coordinators communicate closely about and with students.
2. Year Coordinators create teams with roll call teachers.
3. When required, teachers and Year Coordinators meet with the Assistant Principal and/or the Principal to receive the Pastoral Care needs of individual students.
4. The Year Coordinator leads the roll call team in the implementation of the formal Pastoral Care offered to each student through the formal Pastoral Care programme.
5. The Year Coordinator and the roll call team are responsible for writing and evaluating the Pastoral Care programme for the year and for completing a formal annual review of the program.
6. The School Counsellor is involved in the implementation of the Pastoral Care Programme.
7. The School Counsellor has knowledge of the expertise of outside specialists who may be helpful to students and liaises with these specialists.
8. The Careers Counsellor arranges work experience, liaises with prospective employers and provides opportunities for relevant speakers to address students.
9. Guest speakers are invited as part of the College's academic curriculum, extra curricula activities and Pastoral Care programme.
10. Experts employed by the Catholic Education Office are available to the College and inform the College's policies.
11. The Careers Counsellor works with teachers who are involved in the student subject selection process.

Privacy Policy

(In compliance with the Commonwealth Privacy Amendment (Private Sector) Act 2000)

1. Your privacy is important

- 1.1 This statement outlines the policy adopted by the Catholic Education Office (CEO), Sydney for Systemic Schools of the Archdiocese on how each School uses and manages personal information provided to or collected by it.
- 1.2 The CEO and therefore the School are each bound by the National Privacy Principles contained in the Commonwealth Privacy Act.
- 1.3 The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to Schools' operations and practices and to make sure it remains appropriate to the changing School environment.

2. What kind of personal information does the School collect and how does the School collect it?

- 2.1 The type of information the School collects and holds includes (but is not limited to) personal information, including sensitive information, about:
 - pupils and parents and/or guardians ('Parents') before, during and after the course of a pupil's enrolment at the School;
 - job applicants, staff members, volunteers and contractors; and
 - other people who come into contact with the School.
- 2.2 **Personal Information you provide:** The School will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, and telephone calls. On occasions people other than Parents and pupils provide personal information.
- 2.3 **Personal Information provided by other people:** In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another School.
- 2.2 **Exception in relation to employee records:** Under the Privacy Act the National Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School's treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the CEO and an employee.

3. How will the School use the personal information you provide?

The School will use personal information it collects from you for the primary purpose of collection and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

- 3.1 Pupils and Parents: In relation to personal information of pupils and Parents, the School's primary purpose of collection is to enable the School to provide schooling for the pupil. This includes satisfying both the needs of Parents and the needs of the pupil throughout the whole period the pupil is enrolled at the School.
- 3.2 The purposes for which the School uses personal information of pupils and Parents include:
 - * to keep Parents informed about matters related to their child's Schooling, through correspondence, newsletters and magazines;
 - * day-to-day administration;
 - * looking after pupils' educational, social, spiritual and medical wellbeing;
 - * seeking donations and marketing for the School;
 - * to satisfy the School's legal obligations and allow the School to discharge its duty of care.
- 3.3 In some cases where the School requests personal information about a pupil or Parent, if the information requested is not obtained, the School may not be able to enrol or continue the enrolment of the pupil.
- 3.4 Job applicants, staff members and contractors: In relation to personal information of job applicants, staff members and contractors, the School's primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.

The purposes for which the School uses personal information of job applicants, staff members and contractors include:

- * in administering the individual's employment or contract, as the case may be;
 - * for insurance purposes;
 - * seeking funds and marketing for the School;
 - * to satisfy the School's legal obligations, for example, in relation to child protection legislation.
- 3.5 Volunteers: The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as Alumni organisations or Parents and Friends Associations, to enable the School and the volunteers to work together.
 - 3.6 Marketing and fundraising: The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to be a quality learning environment in which both pupils and staff thrive. Personal information held by the School may be disclosed to an organisation that

assists in the School's fundraising, for example, the School's Parents and Friends Association or Alumni organisation.

- 3.7 Parents, staff, contractors and other members of the wider School community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

4. Who might the School disclose personal information to?

- 4.1 The School may disclose personal information, including sensitive information, held about an individual to:
- * another School;
 - * government departments;
 - * your local parish;
 - * medical practitioners;
 - * people providing services to the School, including specialist visiting teachers and sports coaches;
 - * recipients of School publications, like newsletters and magazines;
 - * Parents; and
 - * anyone you authorise the School to disclose information to.
- 4.2 Sending information overseas: The School will not send personal information about an individual outside Australia without:
- * obtaining the consent of the individual (in some cases this consent will be implied); or
 - * otherwise complying with the National Privacy Principles.

5. How does the School treat sensitive information?

- 5.1 In referring to 'sensitive information', the School means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.
- 5.2 Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

6. Management and security of personal information

- 6.1 The Schools' staff are required to respect the confidentiality of pupils' and Parents' personal information and the privacy of individuals.
- 6.2 The School has in place steps to protect the personal information the School holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and pass worded access rights to computerised records.

7. Updating personal information

- 7.1 The School endeavours to ensure that the personal information it holds is accurate, complete and up-to-date.
- 7.2 A person may seek to update their personal information held by the School by contacting the Secretary of the School at any time.
- 7.3 The National Privacy Principles require the School not to store personal information longer than necessary.

8. You have the right to check what personal information the School holds about you

- 8.1 Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which the School holds about them and to advise the School of any perceived inaccuracy.
- 8.2 There are some exceptions to this right set out in the Act:
 - * pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves;
 - * to make a request to access any information the School holds about you or your child, the School's Principal should be contacted in writing;
 - * the School may require you to verify your identity and specify what information you require;
 - * the School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance.

9. Consent and rights of access to the personal information of pupils

- 9.1 The School respects every Parent's right to make decisions concerning their child's education.
- 9.2 Generally, the School will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's Parents. The School will treat consent given by Parents as consent given on behalf of the pupil, and notice to Parents will act as notice given to the pupil.
- 9.3 Parents may seek access to personal information held by the School about them or their child by contacting the School's Principal. However, there will be occasions when access is denied. Such occasions would include:
 - * where release of the information would have an unreasonable impact on the privacy of others, or
 - * where the release may result in a breach of the School's duty of care to the pupil.

9.4 The School may, at its discretion, on the request of a pupil grant that pupil access to information held by the School about them, or allow a pupil to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.

10. You may seek access to the personal information the School holds about you

10.1 Under the Commonwealth Privacy Act, an individual may seek access to personal information which the School holds about them. There are some exceptions to this set out in the Act. Pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves.

10.2 To make a request to access any information the School holds about you or your child, the Principal should be contacted in writing.

10.3 The School may require you to verify your identity and specify what information you require.

10.4 The School may charge a fee for access and will advise the likely cost in advance.

Enquiries

If you would like further information about the way the School or the Catholic Education Office, Sydney manage the personal information they hold, contact should be made with the school Principal.

* The essence of this document has been prepared by Minter Ellison Lawyers, Sydney and has been provided to schools by the Catholic Education Office, Sydney.

Retreat/Reflection

The retreat / reflection day programme of the college is seen as a compulsory aspect of the student's education. It is given prominence in the life of the school as a means of identifying the faith development of the students as a core priority in this Catholic enterprise.

The programmes aim to offer the student's with an opportunity to reflect on their life, the society they live in the place their church, God and beliefs holds within this. The programme also aims to develop the girls with skills which will enable them to continue the process of reflection long after they have left Domremy.

In the senior school the students attend over night retreats. In Year 11 for one night mid way through term three (usually during the trial HSC exam period). In year twelve the girls attend a two-night retreat that takes place within the first month of the school year.

The senior retreat programme aims to introduce the students to the notion of retreat as something that has had a valued place in the life of the church throughout history. In fact it can be traced back to Christ himself when he went out into the desert for forty days before commencing his public ministry in order to "retreat", to pray and to see what his options were before moving into his public ministry. (Matthew 4:1-11, Luke 4:1-13, Mark 1:12-13)

The retreat programme at Domremy sets out to offer the students the opportunity to pause in their life journeys, to reflect on where they have come from, and the formative influences in their lives. To look at where they are called to go to in light of the gospel values in our society in the twenty first century. And finally to move back into their life journeys, recharged, rejuvenated and refocussed on their missions in life.

The students will be provided with opportunities to:

- Experience the richness of life within;
- Experience the presence of the person of god within self and neighbour;
- Experience communal celebrations of reconciliation and Eucharist;
- Gain an understanding of where god has been in their life journeys to date;
- Experience a time of community building;
- Come to see reflection time as precious;
- Come to see that reflection time enables one to move on from past to future;
- Come to see that the greatest part of the person is that behind the face;
- See that the retreat process is a part of the journey where one comes to see
- Who I am and where I am.

In Year 11 at present the focus of the retreat is "The Call of Christian Leadership and Ministry". In Year 12 the retreat uses the theme of the river of life to explore the girls life journeys to date.

In Years 7–10 each Year Group will participate in a Reflection Day. The structure and timing of these days may vary from year to year upon consultation with Year Co-ordinators and the Religious Education teachers responsible for each year group. Where possible it may be of use to align the theme of these reflection days with a module from Faithful To God: Faithful To People that has been covered in that year.

It is expected that the RE staff of each Year Group will play a major role in the preparation and facilitation of reflection days and retreats. Furthermore, as RE transcends the curriculum teachers with interest in facilitating retreats or with special gifts and talents are welcome and encouraged to support the reflection day and retreat program of the College.

The overall responsibility for retreat and reflection days lies with the REC

An **Evaluation** of the Retreat/Reflection Days is to be completed as soon as possible after the event by all connected with the exercise. This will be used when planning the following years experiences in order to adapt the programme.

Student Behaviour

All individuals who make up the Domremy College Community are expected to behave in ways that are consistent with the values and attitudes of the Catholic Tradition. Human behaviour in the College is informed by its nature and mission.

Teachers at Domremy College are regarded as role models for students and older students for younger students. Management of student behaviour at Domremy College relies more on the acceptance of attitudes and behaviours that are held in common by all and are the habit of all rather than on a system of punishments that are disconnected from the spirit of the College. The four values which validate expectations of human behaviour at Domremy College are: **Respect, Rights, Responsibility and Resilience**

RESPECT	<ul style="list-style-type: none"> • for the gift of life and the manifestation of this gift in the talents and attributes of all individuals • for what is sacred and for the idea of the Holy • for learning and expertise • for Domremy College traditions and ethos • for property • for another's sense of self • for another's work and endeavour • for the fragility of the life of the community
RIGHTS	<ul style="list-style-type: none"> • to be safe • to be immersed in an education informed by the Catholic tradition • to be educated in accordance with the guidelines of the NSW Education Department • to be appropriately supervised • to be treated with respect and politeness • to expect property to be safe • to have pleasant, clean and well maintained grounds • to be protected against threats to health • to benefit from personal achievements • to benefit from Domremy College's achievements
RESPONSIBILITY	<ul style="list-style-type: none"> • for knowing the rights of each member of the Domremy College Community and to behave so that everyone can enjoy their rights • for meeting deadlines • for being punctual to school and class • for actions, speech and dress • for ensuring that personal and communal property is cared for • for ensuring that the feelings of others are recognised and considered • for participation in learning activities • for completing homework and assignments • for allowing others to learn without harassment

	<ul style="list-style-type: none"> • for listening and cooperating • for not smoking, drinking alcohol or taking drugs on school premises or while in school uniform • for not endangering others or the Domremy College reputation by actions at School, in public places and on public transport
RESILIENCE	<ul style="list-style-type: none"> • Despite the best of intentions, adult and peer support and clear rules, individuals in a school community all encounter disappointment, interpersonal struggles and challenges to their idea of what is real. Students at Domremy College are encouraged to develop perseverance and creativity in the face of adversity and of the unfamiliar. Students are encouraged to see difficulty as an opportunity to grow in wisdom and confidence and to draw on personal strengths and relationships to support a weakness or failure.

Respect, Rights, Responsibility, Resilience are a bulwark against bullying and isolation which results in unhappiness at school. All Domremy College teachers are responsible for creating classrooms which are small communities imbued with the same values and attitudes as the larger school community. Students exist in an atmosphere of mutual respect, powerful self-discipline and a concern for personal growth and expression. Supported thus, the great majority of students easily meet the expectations the College has of their behaviour. It is the role of the Pastoral Team of the College (Principal, Assistant Principal, Counsellor and Year Co-ordinators) to ensure that the behaviour of all students is supported and that extra support is given to students who are sometimes unable to come to an understanding of the behaviour necessary for their own personal growth and the growth of the school community.

This support is part of the intrinsic common knowledge of Domremy College, but also needs to be spontaneous, sympathetic and creative.

This support is in the form of:

1. AFFIRMATION	When teachers in conversation with students bring attention to individual talents and achievements or celebration of achievements at year and school assemblies through the system of merit certificates, prize giving and report writing.
2. CONCILIATION	When teachers or peer support leaders bring about conciliation between students, or a group of students or between staff and students
3. REFERRAL AND CONVERSATION BETWEEN TEACHERS, CONVERSATION WITH STUDENTS	When teachers seek to understand the student, perceive personal and family values and attitudes which may be inconsistent with those of the College and clarify Domremy College expectations for the student
4. CONVERSATION WITH PARENTS	When teachers seek to understand the student, perceive values and attitudes which support or diminish Domremy College values and attitudes, and draw the parent into partnership with Domremy College in the care of the student
5. STATEMENT OF ACTION	When teachers inform parents and students of the action Domremy College will take in response to student behaviour
6. FIRM BOUNDARIES	When College expectations of behaviour are insisted upon. When teachers insist that school hours intrude into a student's time - lunchtime and after school detention
7. CLOSE MONITORING AND SUPERVISION	When teachers monitor a disruptive pattern of student behaviour in the attempt to create a new pattern and to gather factual information. Students may be asked to sign a behaviour contract. Formal Reports may be prepared for parents.
8. SUSPENSION	When the Principal or Assistant Principal temporarily exclude a student from classes
9. EXPULSION	When the Principal excludes a student from the school permanently.

Summary of Unacceptable Student Behaviour

- Bullying
- Stealing
- Inattentive and unco-operative disruptive behaviour
- Damaging school or personal property
- Out of bounds
- Inappropriate behaviour while in school uniform
- Unexplained absence from school
- Failure to complete set tasks
- Use of mobile phone or walkmans
- Late to school and class
- Littering
- Failure to care for/return Domremy College property
- Incorrect uniform
- Using liquid paper
- Chewing gum.

Student Diary

To maximise the use of the student diary, the following is school policy:

1. All students must have their diary with them at every lesson.
2. All homework is to be recorded in the diary. To assist in this goal, the following is recommended:
 - a) The last 3 minutes of each lesson is to be set aside so students are able to record their homework in the diary.
 - b) Subject teachers should supervise the recording of this homework.
 - c) Diaries should be checked by subject teachers at least once a cycle.
3. The diary is to be the first avenue of communication between teachers and parents - both positive and negative.
4. The diary is to be used only for relevant school information. It is NOT to be used as a social planner.
5. Students are responsible for all entries in their diary. If it is used inappropriately or defaced in some way or other, it will need to be replaced. The student will be charged for the cost of the replacement of the diary.
6. Roll call teachers need to go through the information/policies/procedures in the diary with their class at the beginning of the school year (also with new students).

7. Years 7 – 10: Roll call teachers should check and sign the diary once a cycle.

Student Leadership

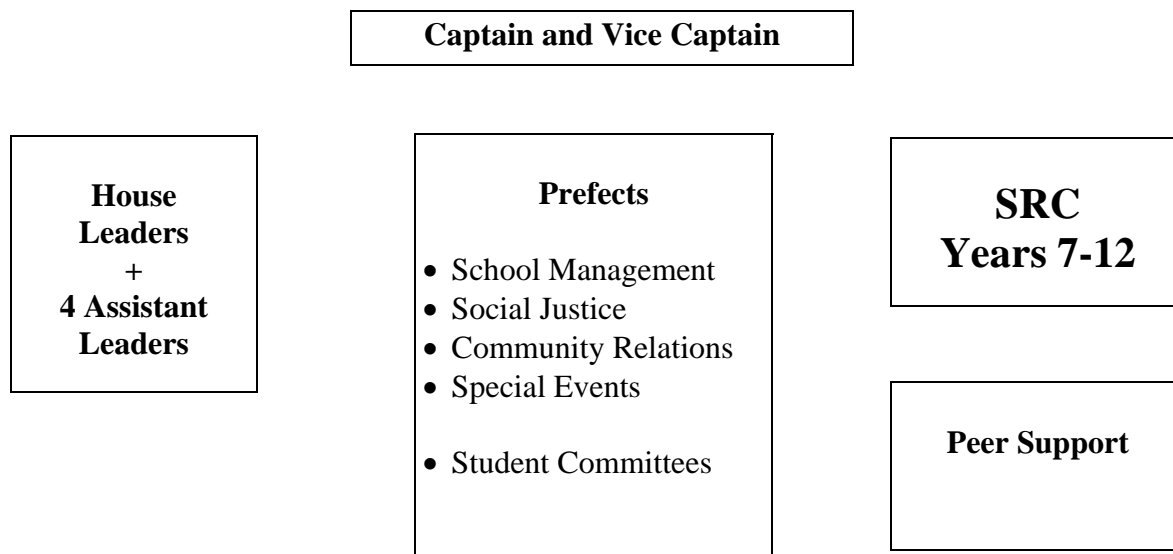
“There are key people who influence the development of Christian values within a social unit, be it the family, school or workplace. There are critical periods when values are shaped, such as during one’s early years. And there are events which profoundly influence values. Some influences come from expected sources, such as the family members; others from surprising places, such as a neighbour or a peer at work. Effective Christian leaders identify the major influences of values, providing them with support and encouragement as they positively influence the development of Christian values”.

from The Collaborative Leader - Loughlan Sofield, Donald H Kuhn

Students in all year levels at Domremy College are encouraged to believe that they can make an impact on improving the quality of life of the College Community. Student leadership is seen in terms of initiative and participation so as to more completely achieve the stated goals of the College.

Students are affirmed for their insights and are expected to take responsibility for putting their ideas into action and for encouraging others to help them in their endeavours.

To assist in this process a formal structure for student leadership exists at Domremy. The formal structure serves to model and encourage the informal and incidental leadership so necessary to an authentic educative community for young women.



- The five Prefects will each have an Assistant. These five Assistants will be SRC representatives from any year level who have been voted into the position by the other SRC representatives.

- Each Prefect is expected to establish a sub committee that is primarily concerned with the area of responsibility designated to the prefect. The Assistant must be a member of the sub-committee. All girls (not just SRC) can be a member of a committee. The Prefect and Assistant work towards involving as many students as possible.

Staff Support

-
- It is hoped that staff will attach themselves to a committee. Prefects will be responsible for publicising their committee and its meeting times. Staff give guidance and ensure that the prefect is delegating and not taking on too much.
- Members of the Executive will seek the help of Committees at various times.
- SRC meetings will be held once a fortnight. The School Captain chairs these meetings. Meetings will be regular and staff volunteers will be needed to help Mr Hickey to be an adult presence who ensures that the SRC is expressing the stated values of the school in the reforms and activities it initiates.

Elections and Nominations

Captain and Vice Captain: Year 11 students and the staff elect the School Captain and Vice Captain after the Year 11 Leadership Retreat which is held in mid Term 3.

House Leaders and Prefects: Year 11 students nominate for these positions by writing letters of application to the College Principal. Year 10 students can apply to be Vice Captain of a house.

Student Representative Council

Each Roll Call Class elects a representative to this council The School Captain and the Vice Captain are also a part of this Council. The School Captain Chairs the Student Representative Council.

Meetings

Meetings of the SRC and the Prefects occur regularly in the fortnightly timetable.

Prefects are expected to create their own committees and to arrange meetings as the need arises.

Student Photos And Video Images

Photos and video footage of students are used regularly by schools for a number of purposes and under current legislation this practice can continue, but with a few additional aspects to be considered when preparing to use the images, viz:

1. **Situations covered by the Standard Collection Notice:** The Standard Collection Notice covers us for the use of photo images in school or system-based publications. In the following cases the school is NOT required to collect any permission from students/families for the use of students images :
 - the school magazine
 - school newsletters
 - About Catholic Schools
 - school notice boards
 - photos taken by an authorised member of the press e.g. when a local politician visits the school and brings a press photographer along.

These situations are generally for the purpose of praising or promoting the efforts of the student or the school, are not for the purpose of direct marketing and pose negligible risk of complaint.

However, in these situations Principals are advised to:

- inform the school community of the impending use of photo or video via the newsletter
 - afford families the right to inform you of any issue that would negate the use of their child's image in such a way.
2. Situations requiring specific permission. Any use of photos or video for the direct marketing of the school or system or for use in the public domain, require the school to obtain specific permission from families. Some examples include:
 - paid advertisements in local newspapers
 - any images that could be accessed via the world wide web

These situations are, in most instances, for the purpose of directly marketing the school or for other secondary purposes that the student or family might not reasonably expect.

It should be noted that a generic enrolment form is being developed for the use of all schools. This will cover appropriate privacy elements and obtain permission from families for the use of photos and video. In the interim schools should issue their own permission forms for the identified circumstances.

Further information may be obtained from Carolyn Hadley on 9568 8492, Peter Donnan on 9568 8206 or Ted Myers 9568 8224 at CEO Leichhardt

Student Representative Council

Preamble

The SRC or STUDENT REPRESENTATIVE COUNCIL is a student body inclusive of all students, that functions within the College in the role of voice, monitor and guide of students needs. Student representatives are elected from each Roll Call/Home Room class each year and meet regularly. All recommendations are taken to the Principal and executive staff members of the College for further discussions and decisions.

This body is representative of the students at Domremy College. It is not an executive body and any decisions taken in relation to school policy shall be advice or recommendations to the Principal of Domremy College.

1. NAME

The name of this body shall be the Domremy College Student Representative Council.

2. QUALITIES OF STUDENT LEADERS

- 2.1 A Student Leader has the conviction about the necessity and importance of a Student Representative Council
- 2.2 A Student Leader has the belief in the leadership potential of students within the school
- 2.3 A Student Leader has the capacity to enthuse, encourage and animate the students representatives, and students in their class and College
- 2.4 A Student Leader is able to allow people to flounder, make mistakes and find their own strengths and leadership qualities
- 2.5 A Student Leader has the capacity to listen to and work with the many personalities of fellow students
- 2.6 A Student Leader is able to be a spokesperson to and for her class and where necessary at College Assemblies and at Community celebrations and Leadership days
- 2.7 A Student Leader is a role model and Ambassador of the College and as such is proud to demonstrate her leadership qualities within and outside the College
- 2.8 A Student Leader willingly participates in College functions and encourages fellow students to become involved in all areas of school life
- 2.9 A Student Leader has the respect of the Student Body, the College Staff and Administration of the College

3. AIMS

The aims of the Domremy College Student Representative Council shall be:

- 3.1 To consider and advise the Principals on matters referred to it by the Principal.
- 3.2 To provide a means for expression of student opinion on matters effecting the student body and to make recommendations to the Principal on these matters.
- 3.3 To promote, encourage and facilitate student involvement within the school community in activities which may strengthen and enrich the school community and promote the Presentation ideal of working for Social Justice.
- 3.4 To promote, encourage and facilitate students to assume positions of responsibility and leadership and assist in the fullest possible development of all the talents of each individual student as a member of the human community.

- 3.5 To raise monies for the purpose of funding approved student activities within the SRC, for the promotion of social justice or environmental issues or for donation to charitable bodies.
- 3.6 To work with the other leadership committees at the College to promote and strengthen partnerships and encourage team collaboration within and outside the College.
- 3.7 To be a positive and effective body of students modelling exemplary behaviour and attitude, and encouraging all Domremy students to have pride in their College, their uniform, each other, the staff, their families and the community.

4. MEMBERSHIP

The Domremy College Student Representative Council shall have the following categories and number of members:

- 4.1 The School Captain of Domremy College as ex officio.
- 4.2 The Vice Captain of Domremy College as ex officio.
- 4.3 Two student representatives from each Roll Class (SRC Leader/Assistant) in the school from Years 7 to 11 and one from Year 12.
- 1.4 Membership of any member whose absence from two consecutive meetings without reasonable excuse shall lapse.
- 1.5 One/Two Staff members who assist with Co-ordination

5. TERMS OF MEMBERSHIP

- 5.1 Each elected member shall hold membership for a term of one year.
- 5.2 Election of Year 7 students shall take place after “Belonging Day” early in first term. These representatives shall hold term of office until the final day of Term 3.
- 5.3 No elected representative is eligible for more than two consecutive full terms of membership. Students may be eligible for re-election after a year of non-participation on the Domremy College Student Representative Council.

6. PROCEDURE FOR ELECTIONS TO THE SRC

- ❑ Information and invitations for nominations to be a Student Leader/Assistant Leader goes into the Morning Notices for a few weeks leading up to the end of Term 3
- ❑ In the week preceding the elections, the outgoing Student Leader and Assistant speak to their Roll Call class about the qualities of a leader and give information about what the SRC is and does
- ❑ Roll Call teachers call for nominations for both positions
- ❑ Nominations and interested students give their names to their Roll Call teacher who will be the returning officer for all elections which shall be conducted by a method determined by them
- ❑ *The following is one suggestion of how to conduct the election:*

Roll Call Teacher writes the names of all potential Leaders/Assistants on the white board and students from Years 9/10/11/12 (younger classes may wish to say a few words if you feel they can), are invited to say a few words to their class about why they would like to represent their class as a Student Leader or Assistant (Year 12 only need to vote for one Leader).

- ❑ All students then are invited to write down the names of two students in order of priority and give it back to the Roll Call teacher who will count up the votes and inform the Staff SRC Coordinator/s of the final choice. This needs to be done by **mid October**, so the new Student Leaders (badge position)/Assistants can be announced during the second week of Term 4, and attend Leadership days. The one proforma can be used and the second highest tally can then be the Assistant
- ❑ Newly appointed Student Leaders from Years 7-12 attend a Leadership Day in Term 4 to work on aims, communication and conflict resolution skills, and working plans for their year in office
NB: (A new position from 2003) **Assistant Leaders** attend meetings when Student Leaders are unable to, and are able to help, support and be of assistance to the Student Leader. This is not a badged position
- ❑ The new Year 7 students for the following year, are voted in after Belonging Day early in Term 1, and attend a Leadership Development Day with older Student Leaders before the end of Term 1. They hold office for three terms only, and are eligible to do a further 12 months at the time of the other elections
- ❑ In the event of an elected Leader not carrying out her duties in a proper and responsible manner and/or not attending 2 or more meetings the decision being made by the School Captain and Vice Captain unanimously, will be that the Leader shall be stood down and the vacancy filled by the runner up or another class member.

PROFORMA FOR ELECTIONS (feel free to use)

.....

DOMREMY COLLEGE FIVE DOCK *Home Room:* _____

SRC (STUDENT REPRESENTATIVE COUNCIL)

Term 4, 20__ until Term 3, 20__

I vote for the following students to be Student Leader/Assistant Leader:

1.....

2.....

7. OFFICE

- 7.1 The School Captain and Vice Captains shall share the position of 'Chairperson' at each meeting with rotating chair of the older student Leaders.
- 7.2 At the first official meeting of the Domremy College Student Representative Council, elections will be held for:
 - a. A secretary;
 - b. Convenors of any standing sub-committee which may be established.

8. MEETINGS

- 8.1 Meetings shall take place each fortnight on a date and time to be determined by the Chairperson/Staff member representative/s.
- 8.2 The Principal or Chairperson and the Domremy College Student Representative Council Coordinator, may call an extraordinary meeting by request and with reasonable notice to the student leaders.
- 8.3 15 members including the School Captain and Vice Captain shall constitute a quorum.
- 8.4 Minutes and attendance records should be kept for each meeting.
- 8.5 Items of agenda must be submitted to the Secretary/Teacher representative at least two days prior to an ordinary meeting.
- 8.6 Attendance at all meetings is compulsory.

9. DUTIES OF SRC LEADERS

- 9.1 A student Leader attends a Leadership Training Day in order to become better acquainted with the role, to plan for the year in office, and to learn skills in communication, conflict resolution and listening.
- 9.2 A Student Leader attends meetings once a fortnight and brings issues, questions ideas from her class. A Student Leader follows the procedures of meetings and is respectful of everyone's ideas.
- 9.3 A Student Leader acts as a support person to fellow SRC members and encourages individual members; follows up on particular matters; gives direction and advice when requested (generally along the lines of 'perhaps it would be better if you' – or – 'have you thought about doing this').
- 9.4 A Student Leader always informs and shares with her Roll Call Class, ideas and issues discussed at each SRC meeting; collects information from pigeonholes when necessary and gives out all information.
- 9.5 A Student Leader involves herself in all activities of the SRC, and works with other Student Leaders and committees of the College when appropriate.
- 9.6 A Student Leader informs her Roll Call teacher of any relevant, important information, and also informs her class about the role of the SRC at election time.

10. FINANCE

- 10.1 The Treasurer shall keep accounts as are required by the Principal and shall present at the annual meeting a statement of money received and expended during the past year.
- 9.2 The Domremy College Student Representative Council shall have the right to make payments from such funds as they have available from time to time with the authority of the School Captain and Vice Captains and the SRC Coordinator.

10. CONSTITUTION

Changes to this constitution require:

- 11.1 A two thirds majority of the votes of members of the Domremy College Student Representative Council. Notice of the proposed changes to the Constitution must be circulated to all students at least one month prior to a general meeting.
- 10.2 The Principal remains the sole authority with respect to the administration of Domremy College. All activities of the committee are subject to the approval of the Principal.

Subject Selection

Years 8-9

- Students and their parents attend an “Information Night” in late August. A variety of staff speak at this night particularly about the value of individual choice.
- Students are issued a handbook which gives detailed information about the requirements of the School Certificate and expectations of the school;
- Students make free choice among those subjects and lines of best fit are constructed.

Year 10-11

All Year 10 students must sign a Senior School Contract at the end of the Year 10 (See Section 8 – Proforma). The subject selection for Year 10 -11 is a much more detailed process than for Years 8-9 and includes:

- Testing by an external agency in Term 1
- Individual mentioning of students as well as support from the Careers Adviser, VET teacher and Special Ed Staff;
- Advisers are appointed to small groups of students (1-9 approximately) – these advisers return and explain external agency reports to students;
- Information Night for Students and parents (July)
- Information Day for Students following closely after the Information Night where staff outline in more detail subjects available in Year 11 and guest speakers present options for VET;
- Students make free choices among subjects offered but must return choice forms to their adviser at an interview which is attended by the parent as well. Choices made must “jell” with results of external testing. Advisers assist with any necessary modifications in forms are finalised;
- Lines of best fit are then constructed;
- The aim of this extensive process is to provide as much information, time and support to students and parents as possible.

Sun Protection

Domremy College acknowledges its duty of care towards all students and will continue to encourage them to learn about and accept responsibility for their protection against the sun.

It has developed a Sun Protection Policy comprising the following elements:

EDUCATION

The College will assist students, staff and members of Domremy College community to gain an understanding of appropriate protective behaviours through its Health, Personal Development and Physical Education programs, bulletins, the Principal's newsletter, tutorial, group discussions, assemblies and in-service activities.

MODELLING

College staff will model appropriate protective behaviour by using sunscreen and wearing hats at all outside events and when on duty in the grounds during Terms 1 and 4.

SHADE

The College will emphasise to students the importance of using shade when outside and is taking steps to increase the amount of shade available for students in the school.

SCHOOL ORGANISATION

Where possible, the College will endeavour to schedule outside school events to avoid the most dangerous part of the day. Where this is not possible, every effort will be made to minimize the impact of harmful radiation by encouraging appropriate sun protection behaviours or providing artificial shade.

SUNSCREEN

Students will be actively encouraged to use sunscreen (available throughout the College) when they are involved in outside activities during Terms 1 and 4.

Cancer Council-approved sunscreen will continue to be freely available from the Student Office and students will be actively encouraged to apply it, particularly before PDHPE practical lessons. We would encourage each girl to buy her own personal bottle of sunscreen to save time and also to ensure that those with extremely sensitive skins are applying a sunscreen that does not cause a bad skin reaction.

HATS

During Terms 1 and 4, students will be encouraged to wear appropriate head cover whenever they are in the sun. The following will apply:

- Each Year group now has access to shaded areas in which to sit at Recess and Lunchtime.
- Each student in **Years 7-12**, who wishes to sit in the sun, **must be wearing a Domremy College Cap or Domremy College School Hat and sunscreen**. Staff will direct any student in the sun, without a hat, into the shade or a classroom.

- Girls participating in Physical Education classes, school sport and camps **must be wearing a College Cap** and sunscreen. This will be of particular note to students in Years 7-10, for whom PDHPE is a Mandatory course.
- Girls will not be permitted to attend any outdoor excursion if she is not wearing College headwear.
- Students will be permitted to wear appropriate sunglasses for outdoor use during school time, that is, at Recess, Lunch and Assemblies. They must be sunglasses that designed to minimise the impact of harmful UV rays on the eyes rather than those that are simply trendy fashion accessories.
- At this stage, the formal school hat is not mandatory however its usage is encouraged especially for students who suffer from sensitive skin conditions.
- College Caps are only available from our Uniform Shop. No other cap will be permissible.

Teaching and Learning Policy

The Challenges for schooling in the 21st Century

We live in an age of accelerating change. Schools are faced with the challenge of educating students to engage and indeed to master this change in ways that are creative, critical and moral. The context in which schools do this can be a difficult one. Not only are there the broad contextual challenges of globalisation, the digital revolution, the increasing gaps between resource-rich and resource-poor and the information-rich and information-poor, but also, at least in western countries such as Australia, there is an increasing unravelling of the social fabric and a diminishment of trust in civic and religious institutions.

Some specific contextual challenges facing teachers include:

- Increased community expectations of the scope and outcomes of schooling and the quality of teaching practice.
- A post-modern plurality of values that can be confusing for young people as they attempt to grow as integrated human persons.
- The need for schools to form students to be life long learners and for them to contribute as adults to a civil and democratic society.
- Greater demand that schools will prepare students for a rapidly changing world of work, and a less clear demarcation between school and work
- Emerging needs in student literacy, numeracy and the management of information
- The need to understand and engage with emerging and converging learning technologies
- The growth of new knowledge and new ways of knowing
- Greater focus on the outcomes of schooling and the new ways of understanding and communicating student achievement.
- Increased understanding, through research, of the factors that promote effective learning and the consequent need and increasing capability to ensure all students learn.

If we are to meet these challenges at Domremy College we will need to reflect on our current pedagogical practices, refine existing effective pedagogies and develop new pedagogies that optimise learning outcomes for all of our students.

GUIDING PRINCIPLES OF EFFECTIVE LEARNING

Effective teaching at Domremy College must be driven by a detailed knowledge of effective learning.

Effective learning is an interactive process of engagement, participation, reflection and action which:

- Integrates the spiritual, cognitive, moral, emotional, social, aesthetic and civic learning needs of all students.
- Provides a range of learning strategies that takes account of the different ways students learn.

- Builds on the prior learning of students.
- Respects the inherent dignity of each student as a learner and a person.

OUTCOMES

Effective learning has occurred when:

- The learner has integrated prior and new information to form new knowledge.
- The learner is able to apply new knowledge and understandings in a range of relevant contexts.
- The learner is able to explain new concepts and demonstrate new skills to others in a meaningful way.
- The new learning integrates into the learner's overall personal development and sense of social responsibility.

STRATEGIES

a) Effective teaching

Effective teaching is fundamental to effective learning.

Effective teaching is characterised by teachers who:

- Care for their students, and show this care by respecting their dignity as human persons, valuing the inherent goodness of each, and interacting with them in ways that are honest, patient, kind, trusting, forgiving and persistent.
- Build personal relationships with their students that are conducive to their growth.
- Develop a sense of community in their classrooms and school which promotes care, mutual responsibility, a belief in the common good, and inclusion of all.
- Believe all students can learn and shape their expectations accordingly.
- Understand and apply a repertoire of teaching strategies which are appropriate for the learning context, curriculum content and learning needs and style of their students.
- Understand the learning process and use this knowledge to implement appropriate teaching strategies
- Have up-to-date knowledge of their subject matter.
- Are enthusiastic proponents of curriculum content and engage and motivate learners.
- Understand and apply the standards expressed in syllabus stages and outcomes to plan, deliver and assess learning programs.
- Make explicit their purposes and expectations of student learning and provide regular feedback on performance and learning outcomes.
- Monitor individual learning and use student learning outcomes information to plan and implement future teaching and learning strategies.
- Help students to make connections, to understand relationships within and between content areas, and to deal with general principles and concepts as well as individual facts.

- Reflect critically on their own teaching and learning and are committed to improving their pedagogical practices.
- Are able to use a range of appropriate technologies to enhance student learning
- Promote partnerships between the school, the home and the community.

b) **Effective Teacher Learning**

A professional commitment to the value of ongoing learning and reflective practice is fundamental to the effectiveness of teacher development programs.

At the heart of the teacher learning process is the acknowledgment that effective teaching makes a positive difference to student learning outcomes.

Accordingly, teachers must be life-long learners and their professional learning must:

- Focus on developing pedagogies for the future that enhance the achievement of syllabus outcomes.
- Be relevant and timely.
- Foster critical reflection and professional dialogue among teachers.
- Be workplace based, outcomes focused and relate to the learning priorities of teachers.
- Enable teachers and school leaders to make decisions about priorities based on agreed processes of needs analysis.
- Be undertaken within the framework of a planned school improvement strategy.
- Complement the curriculum and assessment contexts within which teachers work.
- Use a range of delivery modes to ensure access and the involvement of teachers in decisions concerning the direction and processes of their learning.

‘DOWNSHIFTING’ - NEGATING THE CONDITIONS REQUIRED FOR EFFECTIVE LEARNING

Paul Maclean’s triune brain theory (MacLean 1978) proposes that the human brain has three main evolutionary levels. It is as if it is three brains in one. The first brain, the reptilian brain, is driven by instinct.

The second brain, the limbic system surrounds the more primitive reptilian brain. The limbic system is the emotional centre of the brain. It registers rewards and punishments and controls the body’s autonomic nervous system.

The last part of the human brain to evolve is the neocortex or cerebral cortex which is the abstract thinking centre of the brain. It is believed the neocortex is most adept at learning new ways of adapting and coping.

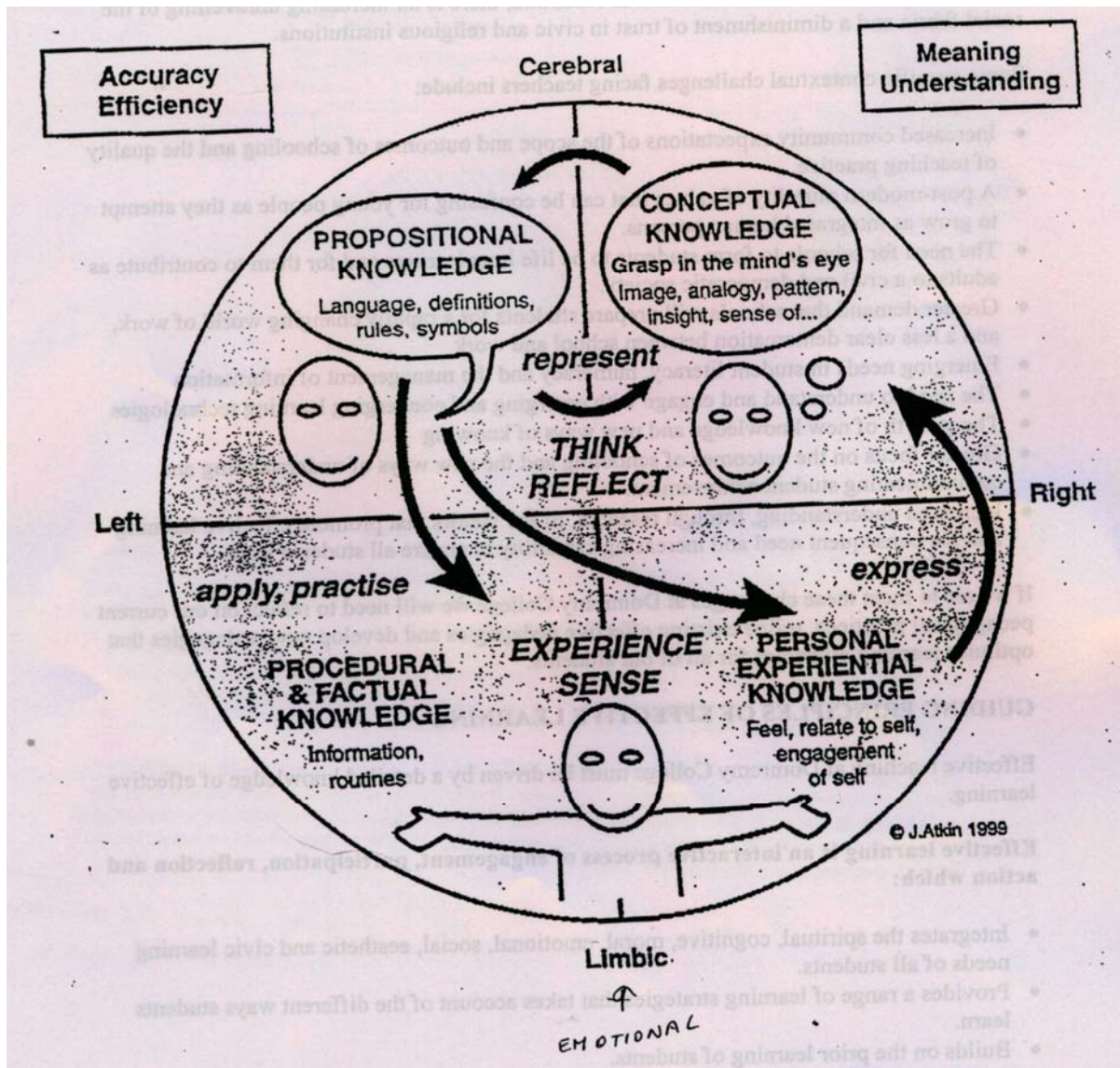


Figure 4 MacLean's Triune Brain (MacLean 1978)

The functions of the three brains are not seen to be distinct. Each level appears to replicate, to some extent, the functions of the previous evolutionary level. However, they differ in style. The reptilian brain and the limbic system are thought to control instinctive behaviours - genetically determined behaviours: territoriality, establishment of 'pecking order' - social hierarchies, flocking, mating rituals, hunting, nesting, playing, preening and grooming, and signalling. And these two brains control the body's internal involuntary responses such as

heartbeat, the 'fight or flight' response to the fear instinct and so on. The neocortex, on the other hand, appears to be responsible for our more voluntary behaviour and capacity for thinking, speaking and acting in a deliberate, 'educated' way.

When we are under threat it is as if we 'downshift' towards relying on our more primitive brains, - we resort to more instinctive behaviour. Under threat we become less flexible and are able to call on only part of our brain for learning. For optimal learning we need to be challenged but not threatened. Depending on past experiences and self perception, what is a threat to one person may well be a challenge to another.