2026

PARENT AND **STUDENT** INFORMATION HANDBOOK

AD OMNIA PARATUS

St Norbert College

WELCOME

Dear Parents/Carers and Students,

At the College we offer a broad educational experience that combines academic excellence with our six College values of respect, heritage, commitment, adaptability, friendship and community.

The aim of this Handbook is to acquaint both parents and students with aspects unique to our College to assist with a smooth transition to secondary school. It outlines procedures and policies which exist to enable students to develop spiritually, emotionally, physically, socially and culturally.

Like St Norbert, who was "Prepared for all good works", our College community works closely to provide opportunities for our students to develop as young Christian leaders in our modern society. We encourage each of our students to strive for personal excellence, develop their independence and become lifelong learners who have a sense of social justice and a care for the environment.

Working in partnership with our families, dedicated staff members endeavour to make each family's association with St Norbert College a happy and rewarding one as we recognise that the strength of the partnership between the students, parents and staff, will determine the degree to which our joint aims are fulfilled. The teaching staff at St Norbert College believe that regular home learning is important as it enhances the students' development as learners.

This edition of the Parent and Student Information Handbook is an electronic version. This enables the information to be updated and remain current.

We are proud of the facilities at St Norbert College and the many offering we provide for students to develop their talents and gifts. Further insight into life at the College can be gained by accessing the College website www.norbert.wa.edu.au. You can also follow us on Facebook and Instagram to receive regular updates of College activities.

Yours sincerely

Sharon Rainford
Principal

2025
Twenty-seventh Edition

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PART 1 – ABOUT US

1.1 MISSION

St Norbert College is a Christian community; a Catholic school influenced by the ethos of the Norbertine Order to foster the growth of each student as a whole person who will live in faith with the Church and humanity, in the image of Christ.

Reflection on the College Mission by students, parents, staff and the Norbertine community has resulted in the identification of six core values that underpin the essential ethos of Catholic education visioned for St Norbert College.

These values embody the qualities we wish to see in the members of our College community both now and in their future lives.

1.2 AIMS

Through participation in the education program at St Norbert College students will develop:

- as spiritually sound Christian students capable of understanding the truth of Faith and bearing witness in daily living;
- their intellectual potential to the highest degree along with an awareness of their abilities and limitations;
- an awareness of their responsibilities and obligations to themselves, their families and to all other members of society;
- an appreciation of their culture with the ability to discern what is truly worthwhile;
- interests and aptitudes leading to an appropriate choice of vocation; and
- physical fitness and skills.

1.3 VALUES

Respect
Recognising our needs and differences, we accept who we are and appreciate each person's gifts and talents.

Those who live this value will:
- treat everybody equally with courtesy and compassion;
- accept differences in opinions, appearances and culture by including everyone; and
- care for the environment, both College and wider world around them.

Heritage
Celebrating our Norbertine tradition and the richness of our cultures, we honour the past and move forward with renewed vigour.

Those who live this value will:
- learn about our Norbertine ethos and history;
- participate in College celebrations and liturgical events; and
- apply the College motto “Prepared for all good works” in daily activities.

Community
Working together, we are bonded by our Faith and belief in each other, creating an environment that is trusting, open and purposeful.

Those who live this value will:
- encourage trust by working co-operatively with others, sharing tasks, allowing others to take responsibility, taking pride in personal work and willingly help others;
- co-operate with all sections of the community to create a better working and learning environment; and
- look out for those who are disadvantaged, excluded or having difficulty.

Friendship
Extending a friendly welcome to all, we demonstrate our genuine care and support for each other.

Those who live this value will:
- greet others with warmth and courtesy;
- at all times act in a way that enables all members of the community to feel secure, safe and confident; and
- speak positively about others and not put them down.

Adaptability
Inspiring a love of learning in an atmosphere of creativity, we encourage a balanced and flexible approach to life.

Those who live this value will:
- accept there is more than one way to do things and more than one opinion;
- take risks, seek creative solutions to challenges; and
- give without expecting something in return.

Commitment
Striving to do and be our best, we foster self-discipline, resilience and the pursuit of excellence.

Those who live this value will:
- take pride in personal performance and seek opportunity for self-improvement;
- set goals and work to achieve them; and
- aspire to excellence in everything they do – always looking to improve their personal performance.

1.4 HISTORY

Norbertine Canons

St Norbert was born in Xanten in Germany in 1080 AD to Heribert Lord of Gennep and his wife, Hedwig of Guise. A rich and powerful family, the Lord of Gennep held the lordship of Xanten, 20 miles to the east of Gennep. Norbert was destined for the Church because he had an older brother Heribert. It was customary at the time for boys other than the first born to have 'careers' or 'vocations' in the Church.

Norbert, who was a brilliant student during his years of study, spent most of his early life enjoying the pleasures of the Imperial Court. At that time, Church affairs were very much under the influence of the wealthy nobles who formed the government. Norbert came to realise that it was important for the preaching of the Gospel that the Church should be free from such influence.

Norbert's conversion was characterised by the event of being thrown from his horse in a thunderstorm; an incident which similarly prompted St Paul's change of heart. This conversion filled Norbert with the burning desire to make Christ known and he promptly changed from his former lifestyle and devoted all he had and all he was to God's service. This meant a life of prayer and penance and subsequently Norbert was ordained a priest.

Norbert's ministry of preaching culminated in his being sought out by Bishops to help reform the clergy of his day, so that they too might be effective ministers and preachers. Unfortunately, they were disturbed by this reform and found it difficult to change dramatically. They resisted all that Norbert attempted. Norbert's preaching had attracted some followers, and with these he went to the valley of Prémontré, and thus became the first Norbertine or Prémontstratensian Community; a small group of people committed to the teachings of the Apostles, to the Eucharist, to prayer and to common life; ideals which Norbertine communities still profess. So, on Easter Sunday in 1120, Norbert's first followers put on the white habit of the Order. The Order grew quickly and within 30 years there were 100 Norbertine abbeys in Europe.

In 1126, Norbert was appointed Archbishop of Magdeburg and Chief Bishop of Germany. He had a reputation for being a skilful and inspiring preacher and was also a person who tried to make peace between the many warring princes and people of the time, even to having his life threatened.

Tongerlo Abbey in Belgium was founded during St Norbert's lifetime and it was from that Abbey in 1924 that the Norbertines founded Holy Trinity Abbey, Kilnacrott, Ireland. In 1959, three Norbertines from that Abbey made a foundation in Western Australia. On 8 December 1995, the Norbertine Canons at Queens Park became an independent community of the Norbertine Order – the final step in becoming a fully-fledged 'Canonry'. On that day, the community elected its first Prior de Regimine – Fr Peter Joseph Stiglich O Praem.

St Norbert was a great devotee of the Eucharist and Our Lady. In all his efforts as peacemaker and preacher, he kept these two great devotions of the Church before him. It was once said of St Norbert that 'he was prepared for every good work'. Norbertine Canons in Europe, USA, Canada, South America, Zaire, South Africa, India and Australia are involved in all types of good works including education, parochial ministry, university chaplaincy and youth work. Norbertines draw strength from their life of Common Prayer, Table, Chapter and Recreation to enable them to work among God's people to build up the community of the Church.

College History – St Joseph's Priory and St Norbert College, Queens Park

In 1959, Fr Peter O'Reilly O Praem, Fr John Reynolds O Praem and Fr Stephen Cooney O Praem travelled to Western Australia from Kilnacrott in Ireland. Their original intention was to establish a boys' boarding school in York. This didn't eventuate but the Norbertines have maintained a presence in the York parish.

In 1964, Archbishop Prendiville invited the Norbertine Canons to establish a boys' school in Queens Park. The College opened in 1965.

St Norbert College was officially blessed by the Rt. Rev. F. C. Colwell O Praem, Abbot of Kilnacrott, on 7 February 1965. In that year, less than 30 students were enrolled in one Year 6 class.

The College expanded by one class each year until 1971 when the first students entered for the Leaving Certificate examinations. By this time, enrolments in lower secondary necessitated double streaming of classes. The College only enrolled boys until 1976 when co-education was introduced. Initially, girls were enrolled at the Year 8 level, bringing the total number to more than 340. Staffing patterns have reflected the changing nature of enrolments at the College. In 1966, two Norbertines formed the staff, with Fr Anderson as Headmaster.

Today, the College has 916 students from Years 7 to 12, 68 teaching staff and 40 administrative, support and maintenance staff.

Development of Facilities

Facilities at the College have expanded in accordance with growing student numbers at the school and strategic planning through the College Advisory Board.

Expansion of facilities took place in four stages until 1976. Initially, three classrooms met requirements. However, 1968, 1971 and 1974 saw additions which provided Language and Science Laboratories, a Learning Hub and Administration Block, as well as general classrooms. Manual Arts and Home Economics courses commenced in the McMullen Centre in 1977.

During 1978 the Connell Centre, containing facilities for Mathematics and Science, was completed. The Dawkins Centre received its first students in 1979 and the O'Sullivan-Devine Centre, catering for Art, Business Studies, Music and Language, began operating in 1980.

In 1986, there were further additions to the Connell Centre (Magdeburg) in the form of a computing room, a staff preparation area and one classroom.

In 1993, Stage 1 of a new three-stage Capital Development Plan was completed. This stage involved a complete re-location of the administration and clerical services, refurbishment of the original St Joseph's block, the building of three new classrooms, two meeting rooms, a new staffroom and a 'state-of-the-art' Word Processing/Computer room. Stage 2 included an on-going process of updating the grounds and gardens.

The Fr Peter O'Reilly Multi-purpose Recreation Centre, Stage 3 of the plan, was completed at the end of 1998 and opened in 1999. This outstanding facility is most beneficial to the Colleges sporting programs and is an excellent venue for assemblies and other formal gatherings of the College community.

The year 2000 witnessed an upgrade to the Photography teaching area and the creation of a new Music classroom. Significant improvements were made to Art facilities and extra provision was made for external seating for students.

In 2008, the Science facilities were all located in the Magdeburg block and totally refurbished with contemporary science facilities including access to smart board technology. The Administration area was also

extended and refurbished to extend Student Services and provide a modern and welcoming Reception area. Rooms in the new facility were named to reflect the Norbertine charism and saints. The College Board Room, Koinonia, and meeting rooms reflect significant Norbertine Saints and Blesseds: Kern and Siard.

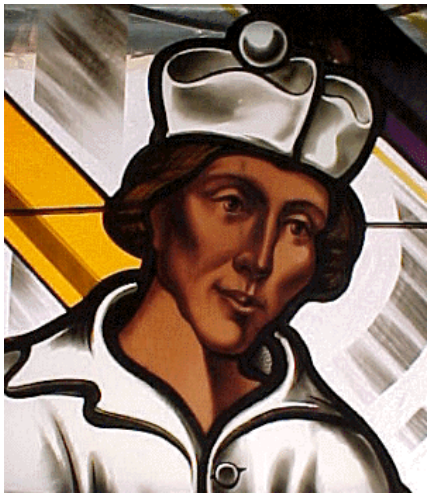
In 2009, with the introduction of Year 7 students planned for 2010, the Br Patrick Doolan Learning Centre was built. This building was designed around contemporary pedagogical practices and provides five learning areas, an open area, the Forum, staff facilities and a Reading Room attached to the Learning Hub. The Canteen was demolished to make way for this Centre and a new Cafe 135 @ Treasure was established. The Café is self-service and provides healthy eating options for students. A new Design and Technology Studio is now located in the Xanten building and enables students to complete all aspects of textile design and construction.

In 2010, the Cappenburg and the Floreffe Trade Training Centre were completed. The Cappenburg Centre has provided contemporary 21st century technology and learning spaces for students of language. The Trade Training Centre provides training in the area of plumbing in partnership with MPA Skills and building and construction with Skill Hire.

In 2011, attention to student comfort led to the development of Ricvera Court, adjacent to the Café; Gilbert Court, adjacent to the Fr Peter O'Reilly Centre; and Isfrid Place, behind the Centre with facilities to 'build community'. In 2011, courtyards were named to capture Norbertine Saints: Ludolph, Gilbert, Adrian, James, Hugh and Isfrid which provide an enduring connection to our Norbertine heritage. Sayn Court gives place to an ancient Norbertine community.

A Capital Development Plan was agreed upon in 2015, and the following year the Xanten Performing Arts Centre was built as part of this plan. The work included an extension of the Xanten Theatre, and was completed in early 2017.

In 2017, the building of the Xanten Performing Arts Centre was completed, which included an extension of the Xanten Theatre. In 2024, the Gennep Building was opened. This building includes refurbishment of the O'Reilly Centre changerooms, additional classrooms and an upstairs staff room facility, to adequately cater for the increase in student and staff numbers.



1.5 CREST

The fleur-de-lis at the top of the Crest indicates the foundation of the school by the Norbertine Canons. Beside it, the star indicates the dedication of the school to our Blessed Mother. The monstrance below this represents the special devotion of the Norbertine Canons to the Blessed Sacrament (St Norbert is always represented with a monstrance in his hand). The five stars represent the Southern Cross, signifying the location of the school in Australia. The olive branch is a symbol of St Norbert's ministry as an apostle of peace.

1.6 MOTTO

Ad Omnia Paratus

The motto is a contraction for 'ad omne opus bonum parati' taken from St Paul's Second Epistle to Timothy (3:17) and means 'Prepared for all good works'.

1.7 SYMBOL

The crozier symbolises the priestly zeal and pastoral leadership of St Norbert. The icthus (fish) symbolises St Norbert's own devotion to the Eucharist which is a characteristic of our College community.

The College symbol signifies the concepts of Christian leadership, service and devotion which form the basis of our College community.

1.8 NORBERTINE ETHOS

The characteristic spirit of the Norbertines of Queens Park is one of "community", a community of individuals brought together by God's call; a community that is part of the Catholic Church and seeking to build up that Church; a community that seeks to foster a sense of community in all that it does. The influences that continue to shape the Norbertine Community are the Church and her teachings, life and worship; the spiritual tradition of the Order drawn from Saints Augustine and Norbert and the people among whom the Canons live and with whom they serve. They look to Mary Immaculate, the Mother of God, for help and inspiration.

1.9 COLLEGE MISSION PRAYER

God, who is Love,
unite us in Christian fellowship by sharing the Apostolic tradition
of common ideals, worship, and service.
Guide us towards that holiness, which harmonises every dimension of our being,
and prepares us for all good works.
Fill our hearts with your Holy Spirit,
that we may promote the welfare of all as the Body of Christ on Earth;
and so pattern our lives each day according to Jesus, your Son,
in whose Name we pray.

St Norbert, pray for us.

1.10 COLLEGE HYMN – PREPARED FOR ALL

Lord, as we grow towards maturity,
Lord, we pray that we may always be
Bringers of peace and seekers of truth
Ready to do your will.
May we become the kind of people who,
Driven by the love of God in all we do,
We spread the Good News to all that we meet
In all that we say and do.

Prepared to meet every challenge that awaits us.
Prepared for every good work that we can do.
Prepared to follow your way.
Prepared to offer our whole lives to you.

Lord, you gave us our abilities,
Teach us to use your gifts responsibly.
To answer your call to stand up and be
witnesses to your truth.

Prepared to meet every challenge that awaits us.
Prepared for every good work that we can do.
Prepared to follow your way.
Prepared to offer our whole lives to you.

(Music and lyrics by Chris O'Donoghue)

1.11 COLLEGE SONG – AD OMNIA PARATUS

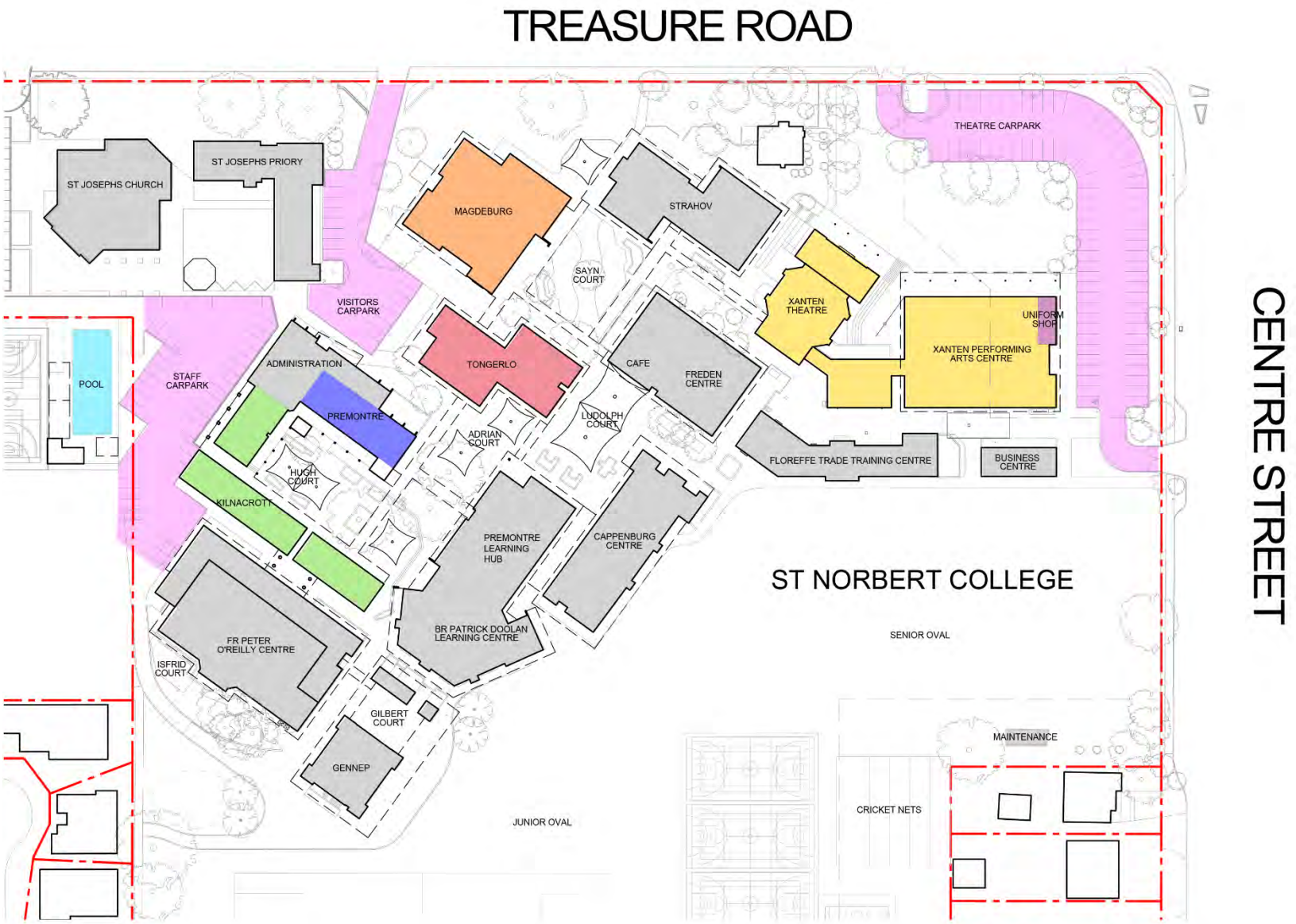
We are gathered as one body
In the Spirit of the Lord
We are called to be witnesses
Stand firm; follow the Word
We will face what life brings
We stand proud we stand strong
Ad Omnia Paratus
To St Norbert we belong.
CHORUS

Ad Omnia Paratus
To St Norbert we sing
Ad Omnia Paratus
Prepared for everything

Led by faithful Norbertines
Gaining strength from Eucharist
We proclaim to the world
That Our Lord indeed exists
With confidence abounding
We sing our College song
Ad Omnia Paratus
To St Norbert we belong.

(Music and lyrics by Naomi Martin)

1.12 COLLEGE MAP



1.13 FACILITIES

The College is located at 135 Treasure Road, Queens Park, with the property extending over six hectares. Facilities include classrooms, Administration and Student Services, Science and Technology Laboratories, Learning Hub and Resource Centre, Design Technology incorporating Textiles, Food, Wood and Metal Technology, Information Technology, Photography, Theatre, Performing Arts Centre, Art Studios and a Trade Training Centre. Sporting facilities include the Fr Peter O'Reilly Centre (gymnasium), a 25-metre swimming pool, playing fields, outdoor courts and ovals. These facilities allow for the College's continued participation and success in swimming, athletics, basketball, football, netball, soccer, cricket, tennis and other sporting activities.

1.14 COMPULSORY COLLEGE EVENTS

The College requires parents/carers and students to attend two compulsory events each year. These are:

- Community Mass (Term 1)
- Presentation Night (Term 4)

Dates for each of these events are published in the Family Calendar at the commencement of the school year or at the end of the previous school year. It is also an expectation that parents/carers attend Information Nights and Parent-Student-Teacher Interviews as requested. Days for which special events are planned such as Sports Carnivals, Camps and Retreats are an integral part of the College curriculum. Attendance is compulsory on these days.

1.15 COLLEGE WEBSITE AND SOCIAL MEDIA PAGES

The College website address is www.norbert.wa.edu.au. Students may access their personal College email account through the College website.

The College newsletter (published on Friday of Weeks 3, 6 and 10) and other important documents, including policies and the College calendar, are all located on the website and on SEQTA - Engage.

The College is also active on social media and encourages parents, students and former students to follow the St Norbert College on Facebook and Instagram to receive regular updates of College activities. You can also follow the Canons Sports on Facebook and Instagram.

1.16 PARENT COMMUNICATION

The College sees parents as integral partners in the educative process with their child. We encourage parents to keep in regular communication with College staff (see page 21 and 22 for further details).

The following forms of communication are used by the College to engage with parents:

- Telephone calls and emails – communication between parents and teachers.
- SMS – only used for special event alerts and for student absences.
- Direqt messages through our parent portal SEQTA - Engage which allows parents to access their child's reports, assessments, grades and attendance records.
- Newsletter – published in Weeks 3, 6 and 10 each term.
- Letters – used as a formal means to communicate information.
- Parent-Student-Teacher Interviews – two scheduled per year in the College Calendar, uses the online booking system known as Edval.
- One-on-one meetings – arranged via appointment only.

About the College Newsletter

The newletter contains informative and current information from the Principal, Deputy Principals, Student Ministry, various Learning Areas, Community Relations, Academic Excellence, Pastoral Care and more. It is published in Weeks 3, 6 and 10 each term and is emailed to all parents, staff and students and can be viewed on the College website.

What is SEQTA - Engage?

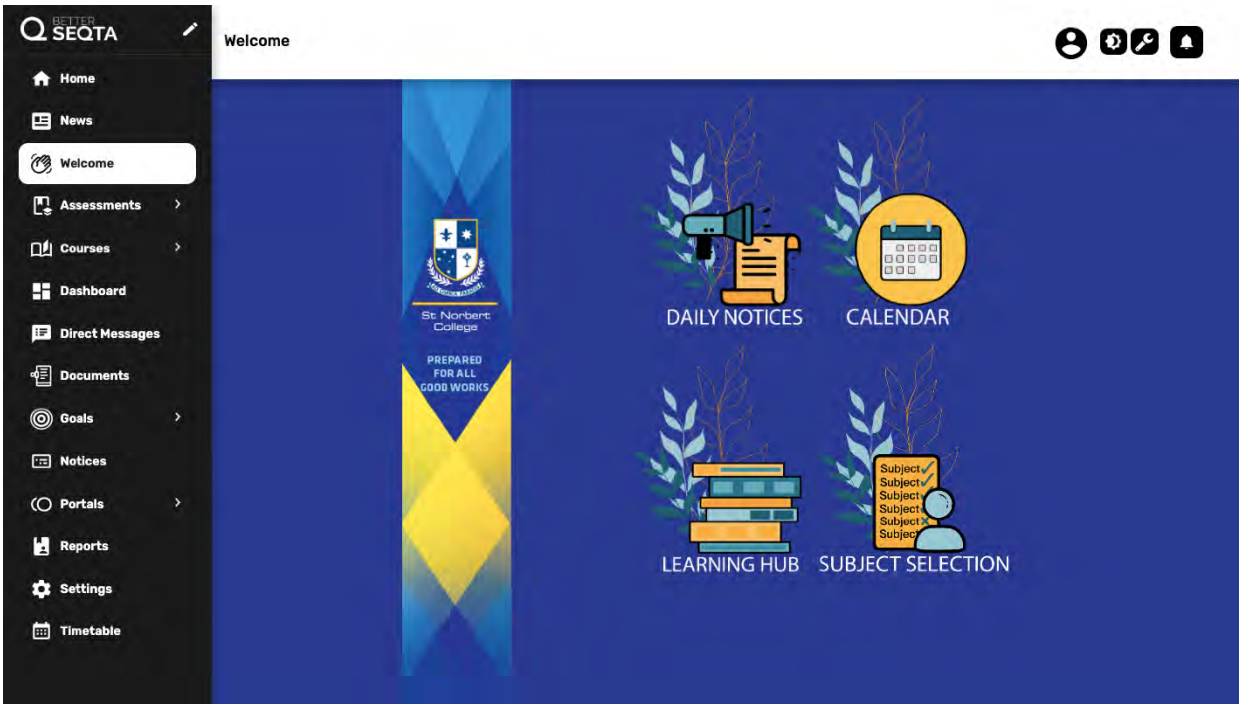
SEQTA - Engage is an online database designed for parents. It contains many items of importance including program and assessment outlines, resource materials and other significant College documents such as reports. Assessment scores for specific tasks are also made available to parents.

This tool is designed so that you can check your son's or daughter's progress on a daily or weekly basis without having to wait for the next College report to be sent to you. If you notice that your son or daughter is falling behind in a particular subject, you can encourage them to seek additional help or support from their teachers or make contact with that teacher.

You can access SEQTA - Engage by going online to https://parent.norbert.wa.edu.au and by entering your unique username and password. This helps to protect the confidentiality of all the data. No parent has access to any information belonging to a student that is not their child.

The information on this page will give you a visual explanation on how to use a few of the features of SEQTA - Engage.

Once you have successfully logged on you will see the welcome page for SEQTA - Engage like the example below. On the left hand side is your menu, which allows you to see information about your child's courses and assessments.



A few useful menu options, which have been highlighted in the image above, are:

1. **Assessments**
   Here you will see any upcoming assessments that your child has.

2. **Courses**
   A list of all the courses your child is studying. Select a subject to see any weekly work, useful links or if the homework section has been used for this particular week/lesson.

3. **Documents**
   A link to many of the important College documents including the Family Calendar.

4. **Timetable**
   A copy of your child's timetable including which teachers he/she has for each subject.

5. **Notices (Direqt Message)**
   You will be notified when a teacher sends you a message, an assessment has been marked or some other event which requires your attention has occurred.

6. **Log Out**

Emails, letters, phone calls, SEQTA Direqt Messages

Teachers may use email, letters, phone calls or Direqt Messages through SEQTA - Engage to communicate with parents regarding student progress.

Appointments

From time to time, parents may wish to discuss some aspect of College life with the Principal, Deputy Principals, Heads of House, Head of Year 7, Heads of Learning Area, Learning Support Coordinator or teachers. This can be arranged by telephoning the College for an appointment.

Reports

Formal reports are sent to parents at the end of each semester via SEQTA - Engage. An Interim Report is issued in Term 1 for all students.

Parent-Student-Teacher Interviews

Parent-Student-Teacher interviews are held in the second and third terms for students of all year levels. These interviews provide an opportunity for direct communication concerning student progress and study habits. Dates of Parent-Student-Teacher interviews are listed in the College Calendar and are published in the College Newsletter and on the College website. Parents book interviews via the online booking system, Edval.

PART 2 – ORGANISATIONAL DETAILS

2.1 COLLEGE ADVISORY BOARD

The College Advisory Board exists to advise, guide and assist the Norbertine Canons and the Principal in the conduct and operation of the College in the areas of finance and capital development.

The St Norbert College Advisory Board consists of a representative group of people from the College and wider community who are interested in the wellbeing of St Norbert College.

It is acknowledged that the Principal and staff are the ones who have the responsibility to make decisions in accordance with Catholic Education Commission guidelines on matters such as financial planning, facilities, curriculum, discipline and methods of instruction and learning.

2.2 PARENT COMMITTEE

The Parent Committee enables parents of current students to assist the College in fulfilling the educational responsibilities, by providing support to develop the College community in the context of the College Mission Statement and Norbertine ethos.

The Parent Committee provides opportunities for parent participation in the life of the College with a specific focus on the Community Mass, Parent seminars on relevant topics around parenting and adolescence, and social events for parents. In addition, the Parent Committee may assist members of the College community through, 'Norbie Care' and contributing towards the provision of enrollment and facilities.

Parents are welcome to nominate to join the Parent Committee with meetings typically held on Wednesday evenings one a term at the College, commencing at 6.00pm. There is typically a maximum of two meetings per term and these are advertised in advance through the College's communication channels.

2.3 CONTACT LIST

All staff members can be contacted by emailing snc@norbert.wa.edu.au and marking it to the attention of the relevant teacher if known. The College telephone number is 08 9350 5433.

College Leadership	
Prior	Fr Peter J Stiglich
Principal	Sharon Rainford
Deputy Principal	Paul Murphy
Deputy Principal	Carrol Abel
Deputy Principal	Roger D'Almeida
Business Manager	Neil Grime
Pastoral Care Team	
Xanten	Aaron D'Souza
Prémontré	Melda Lim
Magdeburg	Patrick Ah Fong
Tongerlo	Leon Rogers
Kilnacrott	Karen MaGee
Head of Year 7	Tracey La Vanda
College Psychologist	David Yeoh
College Counsellor	Kristin Chan
Heads of Learning Areas	
Religious Education	Cecilia Loh
Arts	Karen Cassidy
English and Languages	Corrina Markich
Health and Physical Education	Melanie Robinson
Humanities and Social Sciences	Bronson Gherardi
Mathematics	Colette Miranda
Science	Donna Bunyan
Technologies	Samantha Mark
Careers and Transition	Karen Gonsalves
Directors and Co-ordinators	
Director of Vocational Education	Monica Stirling
Information, Communication and Technology	Colin Tyler
Learning Hub	Merryl Byfield
Sport	Sam Mancini
Specialised Basketball Program	Raya Thompson
Specalised Football Program	Jacob Aquino
Campus Ministry	Margaret Kyd
Administration	
Principal's Secretary	Angela Hughes
Deputy Principals' Secretary	Janine Bishop
Enrolments Officer	Alison Roberts
Student Services	Katrina Lucas
Receptionist / Attendance Officer	Chelsea Gray
Business Manager's Assistant	Trish Lehane
Finance Officer (Fees)	Lucinda Smith
Music Secretary	Tania Harvey
Cafeteria Manager	Cindy McIntyre
Uniform Shop Manager	Delphine Shires
Community Relations and Marketing Officer	Jan Malski
Workplace Learning	Trevor Saunders

Contact Guide for Parents

Pastoral Matters

One of the following, depending on the nature and gravity of the matter

- Homeroom Teacher
- Head of House
- Head of Year 7
- Counselling (College Counsellor or College Psychologist)
- Deputy Principal

Academic Matters

Progress in a particular subject	Subject Teacher
Learning issues in a particular subject	Head of Learning Area
General Academic Progress	Deputy Principals
Transfer between courses within a Learning Area e.g. from ATAR English to General English e.g. from Year 10 Extension Maths to Mainstream Maths	Head of Learning Area
Subject Selection/Changes	Deputy Principals/Head of Careers and Transition
VET, Workplace Learning	Director of Vocational Education
Music Tuition • Student timetables/fees • Other	 Music Secretary Head of Learning Area – Arts

General

General Enquiries, Student absences and attendance	Receptionist/Attendance Officer absentee@norbert.wa.edu.au
School Fees (Payment, queries)	Finance Officer (Fees) fees@norbert.wa.edu.au
Uniform Shop	Uniform Shop Manager stnorbertuniforms@jfe.net.au
New Enrolments	Principal's Secretary
Cafeteria Assistance	Cafeteria Manager canteen@norbert.wa.edu.au
Community Relations and Newsletters	Community Relations Officer
Student Ministry and Service Learning	Campus Ministry Coordinator

2.4 DUTY OF CARE

School commences at 8.50am and concludes at 3.20pm. No responsibility can be taken for students who arrive prior to 8.25am or remain on the College property after 3.50pm unless students are participating in an official school sports program or other official school business e.g. Study Club.

2.5 ATTENDANCE

The Education Act requires that all students must attend school. All students are expected to attend school unless they have significant reasons for being absent.

Parents must contact the College prior to 8.50am on 9350 5433 or send a Direqt Message via SEQTA or via email at absentee@norbert.wa.edu.au, to advise if their child is absent. It is a legal requirement that a note must be forwarded to the Homeroom Teacher with the student upon their return to school explaining the reason for the absence. If the absence is more than two days, a medical certificate is required.

Student attendance is carefully monitored through a variety of measures. When a student is recorded as absent during Homeroom, and no parent notification has been received, an SMS is sent to verify that the absence is genuine. Students who do not have a valid reason for being absent are followed up upon their return to school. The College operates a Period-Based Attendance. Staff members are required to notify the Attendance Officer if any variations to the list occur. Such absences are also followed up.

Information on the number of days absent is shown on both Interim and Semester Reports and provided to the Australian Government Department of Education, Skills and Employment (AGDOE) and the Department of Education Services (DES).

Attendance at all special College activity days is compulsory e.g. House Carnivals, Camps and Retreats.

2.6 ABSENCE FROM SCHOOL

Where an absence is known in advance; it is expected that the parent/carer would notify the school in writing prior to the absence. If the absence is to be for a lengthy period of time then the Deputy Principal must be contacted in writing and advised of the proposed absence and the reason for the absence should be provided.

Absence due to Family Holidays or Unapproved Extended Student Leave

The College strongly discourages families from taking holidays or extended leave during school time. If absolutely necessary, parents must inform the Principal or Deputy Principals in writing, well in advance, stating the reasons and dates of the anticipated absence.

Students who are absent from school due to family holidays may not receive the support of teaching staff, may not be able to meet the subject completion requirements and, in the case of Year 12, place at risk, their ability to graduate from St Norbert College.

Absence from an Assessment Task

Students who miss a test or are absent on the date an assessment task is due must ring the College (as required for all absences) on the morning of the test and bring a written note from parent(s) or a Medical Certificate to the teacher on the day the student returns to school, stating a valid reason for the absence.

Attendance at Examinations and Tests

To ensure fairness, students are expected to attend examinations (and tests) as scheduled. If a student is sick, a Medical Certificate is required, and an alternative arrangement may be made.

Examination weeks are published in the Calendar, on SEQTA - Learn and SEQTA - Engage. Participation in family holidays at these times is not an acceptable reason for missing an examination.

Students who miss a test or exam with a documented and valid reasons, may be permitted to sit the test, provided the test or exam has not yet been returned to students.

Students who are absent for a prolonged period for valid, documented reasons may, at the teacher's discretion and after consultation with the Head of Learning Area:

- Sit an alternative test upon return to school; or
- Be marked absent without marks penalty. For Years 11 and 12 the student may be required to fulfil additional Subject Completion Requirements.

2.7 STUDENT ILLNESS AND MEDICATION

If a student is unwell or injured, they are required to present to Student Services for assessment and the administration of First Aid. Student Services will contact parents (or the emergency contact) if a student is ill or injured. It is expected that a parent will arrange care for the child for the remainder of the day. Students are not permitted to directly telephone parents and arrange to be taken home. This must be co-ordinated through Student Services. The parent or person who the parent has authorised to pick up the ill or injured child is required to enter Reception.

It is important that contact telephone numbers are kept updated and parents are requested to inform the College of any changes including the name and number of an emergency contact.

Student Services does not supply prescribed or over-the-counter medications (e.g. paracetamol, antihistamine). For prescribed conditions (e.g. ADHD, Anaphylaxis, Diabetes, Asthma), parents/carers must provide Student Services with the prescription in writing by a medical practitioner along with the medication in its original container, bearing the original label with the name of the student. Any changes to a prescription must be provided to Student Services in writing by a medical practitioner.

2.8 SCHOOL TRANSPORT

St Norbert College is located on the Armadale/Thornlie Transperth Train Line, with Queens Park Station just walking distance from the College.

St Norbert College has five bus services operated by Horizons West, servicing these suburbs: Belmont, Bentley, Canning Vale, Carlisle, Cloverdale, Forrestfield, High Wycombe, Huntingdale, Kewdale, Langford, Lathlain, Parkwood, Redcliffe, Riverton, Rivervale, St James, Thornlie, Willetton and Wilson.

Students purchase tickets in advance through Horizons West's e-ticketing system, Swype. Each journey costs $1.50 and passengers tag on and off the bus using their Swype card. For more information about creating a Swype account, bus-stop locations, and pick-up and drop-off times, please visit our Bus Service page.

Behaviour at train stations or bus stops and in buses or on trains needs to be of a high standard and according to College Rules and Expectations. Students must be always respectful and courteous.

2.9 COLLEGE FEES

The College will forward an annual fee account in February. Credit Card, Direct Debit and BPAY facilities are available for the payment of fees. Families who would like to discuss alternative fee arrangements can contact the Finance Officer by email fees@norbert.wa.edu.au. In cases of financial hardship parents should approach the Business Manager to discuss fees.

A discounted fee structure may be available for families with a Health Care Card or Pensioner Concession Card.

Where parents have ignored all reasonable attempts to negotiate a fee repayment strategy, legal action may be initiated.

Your attention is also drawn to a requirement of College policy for a term's notice of withdrawal of a student from the College.

2.10 INSURANCE

It is strongly recommended that parents check their health and general insurance policies to ensure adequate medical, personal property and liability insurance cover for their children. The college cannot accept responsibility for medical expenses arising from accident or illness, loss of or damage to personal effects and property or liability incurred by students for bodily injury or property damage.

Student Accident Insurance

The college provides a comprehensive accident insurance package for our students. The benefits payable under the policy have been designed to protect families from a catastrophic situation and assist them to cope with the inevitable financial impact should a student be seriously injured.

St Norbert College students are covered worldwide, 24 hours a day, every day of the year. The cover is not restricted to school activities but will lapse when the student permanently leaves the college. Please note that this policy does not cover medical expenses. Under current legislation, these expenses are met by Medicare and your private health insurer. The cover also has no impact on potential public liability; third party vehicle or negligence claims that might be made on behalf of a student. The cover would be in addition to any such claim.

2.11 Learning Hub

The Learning Hub is a vibrant, innovative learning space. We provide a wide range of information, resources and services chosen to reflect and support the needs, interests, and diversity of our students and staff. The Learning Hub offers a welcoming and supportive physical environment, with a variety of comfortable spaces that enable students to pursue their learning and inquiry individually, in small groups, and in larger teams.

Curriculum Support

In supporting the College Mission to foster 'the growth of each student as a whole person', the Learning Hub manages a 24/7 virtual library that offers staff and students access to relevant resources and learning opportunities on campus or at home. These include:

- AccessIt Library Catalogue - The portal to all Learning Hub resources.
- Clickview Video Library - Online streaming of educational videos.
- ePlatform – ebooks and audiobooks
- PaperCut – for printing
- Turnitin
- Online Referencing Generator
- Newspapers – Online copies of The WestAustralian, Sunday Times + regional papers

Opening Hours

Monday – Thursday	8.00am – 4.00pm
Friday	8.00am – 3.30pm

The Learning Hub is open all day, aside from the first 10 minutes of Recess and Lunch.

Reading Culture

The Learning Hub collaborates with the English Learning Area to encourage reading and promote its value and benefits.

Learning Hub/SmartRider Card

Students are issued with a Transperth SmartRider card which doubles as their College Learning Hub card. This card is required for borrowing items and for photocopying and scanning documents.

2.12 CAREERS OFFICE

The Careers and Vocational Education Office is the central point for students wanting information on careers, subjects, workplace learning and vocational certificates. This information includes courses available at Universities, Private Training providers, TAFEs, pre-apprenticeships, apprenticeships, industry profiles, job search strategies and employment opportunities.

Career Expos and Information Sessions are provided for students to help smooth the transition from school to the next phase of their lives. This includes help with the applications for University, Vocational Training Courses and employment. Information updates are given to the students on a regular basis through email and the College newsletter.

2.13 CAREER GUIDANCE

Career counselling is available to all students, particularly those in Years 10, 11 and 12. Students and parents can make appointments before/after school or throughout the day. The Head of Learning – Careers & Transition co-ordinates the curriculum offering whilst the Director of Vocational Education co-ordinates all of the Vocational Education and Training programs, including School-Based Traineeships, ASBTs (for Indigenous Students), School-Based Apprenticeships, Pre-apprenticeships and Private Training Programs. The Careers Office also facilitates the WorkPrep Workplace Learning Program, distributes or makes available a wide range of material on careers, and brings into the College many representatives from career agencies.

Vocational counselling forms a vital part of the College subject selection procedures. Parent/Student information evenings are held for all students and details of requirements for secondary graduation, tertiary entrance and vocational training admissions are outlined in detail. When students discuss their program of study with a member of the College Leadership Team a key aspect of the counselling session concerns the student's career goals.

This interviewing, counselling and negotiating with students on the selection of school subjects enables them to be aware of pre-requisites for further study, and to make informed decisions regarding their career aspirations.

Workplace Learning is a structured out-of-school learning program that provides Vocational Pathway students in Years 11 and 12 with the opportunity to develop work skills in an actual workplace, while continuing their secondary education. The program combines classroom-based learning with one day per week in a workplace of their choice.

2.14 STUDENT MINISTRY

By using the head/heart/hands model of Christian Ministry, the Student Ministry program is a highly effective agent for evangelisation at St Norbert College. The core objective of the program is to be instrumental in promoting, fostering and developing Christian faith and life at St Norbert College. The following are undertakings of the Student Ministry Centre:

- **Retreats:** Each Year group participates in a one-day Reflection/Retreat Day each year. In Years 11 and 12 students are invited to attend the Kairos retreat, which is a three-night, four-day live-in Retreat experience.

- **Christian Service Learning:** Students from Years 7 to 10 participate in a compulsory service learning program each year with a particular focus. In Years 11 and 12 students are invited and encouraged to complete service learning hours within the community. The focus for each Year group is as follows:

  Year 7: Service to Norbie Care

Year 8: Serving at Home
Year 9: Serving at School
Year 10: 'Prepared for all good works' – Service to the Community – not-for-profit agencies
Years 11 and 12: 'A call to serve' – voluntary service program

- **Almsgiving**: Each term the students and staff fundraise for particular Catholic agencies and charities within our local, national and international communities. Students are also encouraged to donate to Christmas Appeals organised by Catholic agencies.

- **Liturgy:** Students participate in various liturgical celebrations throughout the year including Benediction, Masses, Prayer services and Liturgies.

- **Immersions:** Each year the College offers an Immersion experience to students either overseas or in Australia. These experiences provide the students an opportunity to immerse themselves in the culture of others and engage in service activities in a different setting.

2.15 COLLEGE COUNSELLOR

While the Pastoral Care and Curriculum programs within the College provide an excellent basis for the development of each student, there are instances where extra support is required. The College employs a Counsellor to cater for these situations. The Counsellor can assist staff, students and parents with any aspect of a student's educational, emotional and social development. Some examples of involvement include assistance with emotional and social issues through stress management, conflict resolution, social skills and behavioural programs, as well as psycho-social assessment and subsequent involvement in strategies to improve learning and motivation.

2.16 COLLEGE PSYCHOLOGIST

The College Psychologist is available to help service the College community by providing educational assessments for learning difficulties, special education or gifted children. These assessments assist teachers and parents to identify and clarify a student's level of learning so as to provide for students' individual learning needs. The College Psychologist also provides strategies to help teachers and parents implement best practice in learning, educational and behavioural concerns of students.

The Counsellor and Psychologist offer a confidential service and are able to facilitate referral to agencies within the wider community if necessary.

2.17 LEARNING SUPPORT CO-ORDINATOR

The Learning Support Co-ordinator attends to the needs of students that require additional support with their learning, and provides guidance and support in the development and design of education plans. The Learning Support Co-ordinator leads the design and development of Individual Education Plans (IEP's), Equitable Access Adjustment Plans, consults with a range of staff where required, and communicates with parents to enable students to maximise their learning and academic achievement.

2.18 CAFÉ 135 @ TREASURE

The College provides Café facilities for College students and staff. The Café is open before school, and at recess and lunch times. Students should order their recess and lunch before school. The Café staff will be in attendance to help students with their order.

St Norbert College, in consultation with the school community, has developed a school-based 'Healthy Food and Drink Choices' policy. Menus are located at the Café and on the College website.

The Café promotes a wide range of healthy and nutritious food and drinks and follows the minimum standard required to ensure that menus follow the 60% 'green' and 40% 'amber' food and drinks, according to the traffic light system in Appendix C of the Department of Education and Training Healthy Food and Drink Policy.

Parents are welcome to help in the Café as volunteers. Please contact the College to express your interest or complete the Parental Involvement Form issued at the beginning of each year.

2.19 COLLEGE UNIFORM SHOP

The College Uniform Shop provides all College Uniform requirements.

The College Uniform Shop is open on:

Monday- Thursday	1.00pm – 4.30pm

2.20 VISITORS TO THE COLLEGE

All visitors including family members visiting the College during school hours are asked to report to the Main Reception in the Administration building and are required to 'Sign in'.

2.21 STUDENT LEADERSHIP

St Norbert College endeavours to develop excellent Student Leaders. Through the College Leadership structure, students are given many opportunities to demonstrate and develop their leadership skills.

Structure

The College Captains include three Year 12 representatives from each House, and a representative for Student Ministry, Media, Arts, Sport and the Student Representative Council. Each House also has a House Chairperson who is responsible for House Committees. The Student Representative Council is a body of students from Years 7-12 who are the 'Voice of the students'.

Tasks and responsibilities include:

- College Events (e.g. Open Days, assemblies, carnivals)
- Community Events (e.g. ANZAC Day Ceremonies, Youth Leadership programs)
- The promotion and support of the College by exhibiting outstanding role modelling in presentation, communication, community service, work ethic and promoting College values.

2.22 COLLEGE DIARY

Each student has a College Diary in which homework, study programs, events and co-curricular information are to be recorded for parental perusal.

Parents are encouraged to view each night's homework. It should be noted that homework entails not only set written work, but revision, wider reading and test preparation.

The College Diary also contains useful resources on Study Skills, Wellbeing, Goal Setting and College Guidelines.

2.23 MOBILE ELECTRONIC DEVICES

Mobile Electronic Devices, such as iPods and mobile phones are not permitted to be used by students from the time they arrive on College grounds to 3.20pm. There is an expectation that these devices are to be turned off and secured in lockers when students arrive at school. If students are caught using them, they will be confiscated and must be collected from Student Services at the end of the day. A Rostered Detention will be issued by the Head of House.

2.24 LOCKERS

Each student is provided with one locker. It is the students' responsibility to keep money, mobile phones, valuables, school books, stationery, school bag and blazer (when not in use) in the locker and to keep the locker securely locked at all times. All new students will be provided with a combination lock at the start of the year. Students MUST not disclose their combination to any other student. Students should not share lockers unless they have been given specific permission by their Head of House or Deputy Principals.

Locker use Monday to Friday:

- before Homeroom,
- during recess,
- at the beginning and end of the lunch break,
- after school.

Students are expected to go to their lockers to secure their school bags and valuables upon arrival at school. This will be enforced from 8.25am each morning. Students should not access lockers during or between classes.

Lockers remain the property of the College and can be searched at any time. The College does not accept any responsibility for items stolen from lockers.

2.25 LOST PROPERTY

No responsibility is taken by the College for any lost articles. Students and parents are most welcome to check for lost items at Student Services or in the Fr Peter O'Reilly Centre. The College makes every effort to have lost items returned, but unmarked, unclaimed items left at the end of each term will be washed and donated to charity.

Parents are strongly encouraged to ensure that all belongings are clearly marked with the Student's FULL NAME.

2.26 PHOTOGRAPH PUBLICATION NOTICE

As part of the school's publicity activities, an occasion may arise where the school, Catholic Education WA (CEWA) or local media will need to take photographs and/or video footage of students for publication.

St Norbert College regularly uses images of our students, photographed at assemblies and other events held either on our grounds or at external sites.

These photographs appear in various publications including the College Newsletter, the Annual 'Koinonia', on our website and on our social media pages including Facebook, Instagram and Twitter.

- Photos at Interschool events should not include photos of other children unless permission has been granted by the school/child's parents.

- Official College photographs are retained and names of students are included for archive purposes.

PHOTOGRAPHY PERMISSION

In promoting the 'Good Works' of our students, we take photos which are displayed for promotional reasons or provided to our local papers for stories of interest.

If any **parents do not wish their child/children** to be photographed, they must state this in writing to the Principal.

2.27 COLLEGE ACTIVITIES

The College aims to assist the development of all students emotionally, socially, intellectually, physically and spiritually. In striving to achieve its mission, the provision and support of many co-curricular activities is fostered within the school program.

Part of the specific objectives for achieving the College's mission is to encourage each student to participate in at least one co-curricular activity each year. In this, a talent or an interest may be developed. The involvement in a group within the College assists in strengthening one's identity and belonging to St Norbert College. Some activities currently offered within the school program are listed below.

STUDENT MINISTRY

- Kairos for Years 11 and 12
- Kimberley/Overseas Immersion
- Retreats for Years 7 to 12
- Knitting Club
- Norbie Care

CAMPS

- Year 9 Camp – Freden Journey with Pre-Camp and Post-Camp activities

SPORT

- ACC, SSWA, Independent Interschool Carnivals and Sport
- Volleyball
- Basketball
- Soccer
- Netball
- AFL
- Tough Rugby
- Specialised Football Program
- Specialised Basketball Program
- Inclusive Sports Program
- House Sport
- Canons Swim Squad
- Canons Athletic Training
- Dance Program

CULTURAL

- Music
- Drama Club
- Dance Club
- College Production
- Creative and Performing Arts Exhibition

ACADEMIC

- Australian Mathematics Challenge
- Have Sum Fun Mathematics Competition
- Study Club
- Maths and English Workshops
- Tournament of Minds
- Academic Excellence Program
- Australian Brain Bee
- Tritration Competition
- History and Geography Competitions

SUSTAINABILITY

- Climate Canons

2.28 HOUSE SYSTEM - VERTICAL HOMEROOMS

The Pastoral Care Program in the College is based on vertical Homerooms within a House structure, which was introduced in 1987. Under this organisation, each Homeroom consists of approximately 25 students from Years 7 to 12. There are seven Homerooms in each House and it is envisaged that the Homeroom teachers will remain with the same Homeroom from one year to the next, giving the students continuity and stability that allows Homeroom teachers to oversee a student's program of study over six years. The vertical Homeroom system provides students with the opportunity to develop their leadership skills. Finally, the vertical Homeroom system encourages a sense of belonging by each student to a relatively small group, creating a feeling of family and community.

To assist in the co-ordination of all aspects of Homeroom, the 35 Homerooms are organised into five Houses, each with an appointed Head of House. Each House is named after a place of considerable significance to the Norbertine Order. Many aspects of College life operate under the House system.

It is recognised that the enduring House system provides a strong pastoral care structure for the College.

The House names are:

XANTEN

Xanten, (near the Dutch-German border), was the place of St Norbert's (of Gennep) birth in 1080. His early life before his conversion was spent in this area. As such it holds a treasured place in Norbertine history. Xanten is also familiar as the name of our College Theatre and Performing Arts building.

PRÉMONTRÉ

Prémontré is the valley near Laon in France (approximately 30 kms), where St Norbert established his first community of canons and canonesses. It was from here that the Norbertine spirit spread through Europe.

While there is no longer a Norbertine community at Prémontré, it is the beginning of Norbertine history. This House name would be familiar to staff and students as it is also the name of our College Library.

MAGDEBURG

After some years at Prémontré, St Norbert was made Archbishop of the German city, Magdeburg, and Primate (head-Churchman) of Germany. In 1126, he also established a Norbertine community of Magdeburg which had a high reputation for missionary preaching among the pagan people known as the 'Wens'. St Norbert was buried in Magdeburg, but at the time of the Reformation, his body was taken to the Abbey of Strahov in Prague where it remains.

TONGERLO

The town of Tongerlo, in Belgium, has a Norbertine Abbey which is the 'grandmother' of the community here at Queens Park. Canons from Tongerlo Abbey established a community in Ireland, which in turn made the foundation in Western Australia. Tongerlo was established during the lifetime of St Norbert, so it has a strong tradition over 850 years old. Norbertines from Tongerlo have spread the spirit of St Norbert to Canada, the USA, Chile, Zaire, Ireland and England.

KILNACROTT

Kilnacrott is a Gaelic (Irish) word meaning 'church on a hill'. It is the place in County Cavan, Eire, where Tongerlo Abbey established a community of canons in 1924. The Holy Trinity Abbey Kilnacrott founded the Norbertine Community in Western Australia in 1959 when three Irish Norbertines, Fr Peter O'Reilly, Fr Stephen Cooney, and Fr John Reynolds arrived.

PART 3 – OUR PROCEDURES and GUIDELINES

St Norbert College

3.1a CODE OF CONDUCT

Purpose

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

Application

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

Conduct Statements:

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

A comprehensive version of this document can be found on the College website.

St Norbert College

STUDENT CHARTER / CODE OF CONDUCT

Created by students for students

For us to thrive at St Norbert College, we want to feel safe, included, respectful of myself and others, and part of a positive College community.

We want to feel	To achieve this, in class we will:	To achieve this, around school grounds we will	To achieve this, when using technology at school and online we will:
Safe	• Ensure all students feel comfortable to ask/answer questions and their opinions without judgement. • Use appropriate language and behaviours. • Encourage positive participation in class	• Remove yourself from situations where others are acting inappropriately • Surround yourself with others who make you feel cared for. • Stay in areas of supervision, to avoid unsafe situations.	• Keep passwords secure • Use college networks for educational purposes only. • Use only secure and IT-approved applications and websites. • Limit the sharing of situations, particularly unreliable information.
Included	• Communicate in a positive manner • Be respectful of cultural diversity • Promote active participation and inclusivity in group work	• Encourage others to sit and eat lunch with you • Allow others to participate in your activities, even if you do not normally speak to them • Ensure everyone has a friend they can talk to, if not, be that friend • Congratulate and celebrate individual and group success	• Offer others the choice to join games in the library
Respectful of myself and others	• Respect others in class • Value others personal space • Follow the instructions of teachers	• Value and respect others, as you respect a close friend • Treat the college facilities & grounds with care and leave the facilities & grounds clean and ready for others to use.	• Treat others online as you would in person, with respect. • Post only content that an adult would approve • Do not share information about others without their consent.
Part of a positive community	• Respect everyone's opinion • Acknowledge the effort of others and encourage positive participation • Respect classroom equipment and property	• Treat everyone with dignity and respect • Always demonstrate kindness and compassion towards others	• Encourage face-to-face interactions over technology • Respect everyone's property and privacy

When someone is not experiencing the feelings, we aspire to or is in conflict, we will:

- Check on and listen when you notice someone is not doing well at school and inform an adult.
- Stand up for someone who is being bullied and report to an adult.
- Be a leader and a role model by reminding others to act appropriately especially in situations that could lead to further problems.
- Remove yourself from situations where others are acting inappropriately and report to a teacher.
- Give yourself 'permission' to disengage from websites and group chats that are disrespectful.

St Norbert College

3.2 ASSESSMENT PROCEDURES

Rationale

This Assessment policy is provided to all students at St Norbert College and is based on School Curriculum and Standards Authority requirements. Where students are enrolled in WACE, VET or State Training Provider programs, they must abide by the relevant authorities' requirements.

Procedures

1.0 RESPONSIBILITIES

1.1 Student Responsibilities

It is the student's responsibility to:

- Complete all set tasks by the due date;
- Retain all assessment tasks and to make them available whenever required;
- Attend class (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not passing) and maintain good conduct and progress; and
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

Students are required to:

- Submit all out-of-class assessment tasks for marking on the due date; and
- Attempt all in-class assessment tasks on the scheduled date to the best of their ability.

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Learning Area/Teacher-in-Charge

1.2 Teacher Responsibilities

It is the teacher's responsibility to:

- Develop questions, items and/or activities that:
    - assess a specific selection of the syllabus content;
    - provide students with the opportunity to demonstrate the full range of achievement; and
    - do not discriminate on grounds such as gender, ability or ethnicity.
- Provide students with an ASSESSMENT SCHEDULE that includes due dates and weighting for assessments.
- Provide students with clear instructions about the completion of the task.
- Provide students with appropriate time to complete the task.
- Develop a marking key that is based on the anticipated range of student responses to the task.

- To ensure fairness to all students when using an assessment task which cannot be assumed to be unseen by students in a particular class at a school, schools typically:
    - collect and retain assessment tasks and all student responses to the task until all of the classes/schools have administered the task;
    - modify assessment tasks before re-using them in the future;
    - do not inform students of the source of any assessment task which is set externally and/or published
    - develop parallel assessment tasks for use by different classes; and
    - Inform parents if a student has failed an assessment.
- Mark and provide feedback to students within a reasonable amount of time, typically no more than two weeks.
- Record results on SEQTA.

2.0 ASSESSMENTS AND GRADING

2.1 Middle School

COLLEGE and STATE GRADES
Each Semester a College grade and a mark is assigned for each subject and where appropriate an examination mark is also assigned.

In Western Australia, the School Curriculum and Standards Authority (SCSA) reporting policy requires that student achievement in these learning areas be reported on a five-point scale,

Letter Grade	Achievement descriptor
A	The student demonstrates **excellent** achievement of what is expected for this year level.
B	The student demonstrates **high** achievement of what is expected for this year level.
C	The student demonstrates **satisfactory** achievement of what is expected for this year level.
D	The student demonstrates **limited** achievement of what is expected for this year level.
E	The student demonstrates **very low** achievement of what is expected for this year level.

These grades can be interpreted as the 'state-wide' or '*State Grade'* for the relevant course. The grades are derived by reference to SCSA 'Judging Standards' guidelines that are used to moderate assessment grades in all schools across the State.

Consistent with national reporting requirements, St Norbert College has chosen to provide information that describes student achievement in comparison with others in their peer group in this College.

MODIFIED CURRICULUM

Examples of modified curriculum include documented Individual Education Plans (IEPs). Before being implemented, these plans, and their reporting implications, are consulted between the school, the students and their parents/carers. Students on IEP's receive a report against IEP goals, rather than a grade.

2.2 Senior School

A grade and a mark are assigned for each Course Unit completed (i.e. if the student completes the College's structured education and assessment program within the given time frame). Where appropriate a separate mark for examination, practical and written assessment tasks is also assigned.

Examinations for Year 11 and 12 ATAR Courses are held in Semester 1 and 2 classes. Typically, the final Year 12 College Examinations are held during the Term 3 holidays.

In addition to assignments, tests and examinations (ATAR Courses only), all students enrolled in a Year 12 General or Foundation course are required to complete an Externally Set Task (EST) for that course.

The EST is administered in Term 2 in a period prescribed by the School Curriculum and Standards Authority (SCSA). The design brief for the EST is provided in the Year 12 syllabus and the Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the task will be based.

3.0 NON- SUBMISSION/COMPLETION OF AN ASSESSMENT TASK

3.1 Attendance

The College expects students to complete all assessment tasks including in-class assessments, out-of-class assessments and examinations. Where a valid reason is provided to the College, measures will be taken to provide the student with an additional opportunity to complete the assessment or, failing that, provide them with a standardised result. In situations where a valid reason is either not provided to the College or not accepted by the College, the failure to attend a scheduled in-class assessment task or submit an out-of-class assessment task on time may result in the student receiving a mark penalty. This could mean that the student is awarded an E grade on the student's Report, and on the Statement of Results issued by both the College and the School Curriculum and Standards Authority which may in turn affect their achievement of a WACE.

3.2 Penalties

For any late out-of-class assessment task, where the student **does not** provide a reason, which is acceptable to the College, the following penalties apply:

- 10% reduction in the mark for each day not submitted. Weekends count as 20%.
- The reduction is based on 10% of what the task is worth not what the student achieves. This may lead to a **score of zero** being given after five days.
- The issuing of a Homework infringement from the subject teacher.
- The issuing of a Rostered Detention from the Head of Learning Area for that subject.

For any missed in-class assessment task where the student **does not** provide a reason, which is acceptable to the College, the following penalties may be applied:

- **A mark of zero.**
- **A College sanction** such as the issuing of a Rostered Detention from the Head of Learning Area for that subject.

3.3 Assessment Catch-Up

The College places a high value and priority on the completion of all assessment tasks in order to maximise student achievement and success. By maintaining the flow' of the curriculum, the College enables the effective teaching and learning for students, including the completion of marking, evaluation and feedback regarding student progress.

The College expects all students to complete assessment tasks to also support their learning and progress.

To achieve these goals, the College schedules regular Assessment Catch-Up sessions after and before school throughout each term. These times are publicised to students at the start of each term.

Where possible, students are encouraged to complete in-class assessment tasks they have missed within five (5) days of their absence, to enable the assessment to be included as part of their final result.

Where an absence from an assessment has occurred, the following procedures will be applied:

- The subject teacher will inform the student and parent/carer of the missed assessment and the next scheduled date of the Assessment Catch-Up session.
- The subject teacher will place a copy of the missed assessment at Student Services for the supervising teacher – all required instructions will be included on the Assessment Catch-Up Cover Sheet and attached to the front of the Assessment Task.
- The completed assessment will be returned to the subject teacher for marking and evaluation. (No academic penalty will be applied).

Catch-Up sessions:

  - Before school Thursdays, 7:30am
  - Immediately after school Tuesdays, Wednesdays, and Fridays
- Missed in-class assessments should be completed within **5 school days** from absence.
- Teachers will notify students/parents of missed tasks and completed tasks are returned to the teacher for marking (no penalty).

If a missed in-class task is not completed in catch-up session within **5 school days,** the matter will be referred to the Head Of Learning Area or Deputy Principal. Continued non-completion may affect marks, grades, or lead to further academic penalties.

3.4 Unacceptable Reasons For Non-Submission Or Non-Completion

It is important to note the following situations are deemed as invalid reasons for a student missing a scheduled assessment or Assessment Catch-Up:

- Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task or non-completion of an Assessment Catch-Up (e.g. sitting a driver's licence test, preparation for the school ball).

- Existing work commitments, sport or training sessions are not considered a valid reason for non-completion or non-submission of an assessment task or non-completion of an Assessment Catch-Up.
- Failure of IT (laptop, desktop, USB or printer) may not be considered a valid reason, especially in relation to tasks that have been set for completion over an extended period of time.

3.5 Absence due to removal from regular scheduled lessons (e.g. Suspension)

If a student has been removed from their regular timetabled lessons as a consequence of not meeting College expectations, they are still required to complete all assessment tasks. For a student that is internally suspended, every effort will be made to complete classroom-based assessment tasks during the normal scheduled lesson time, and the Subject Teacher will liaise with the Head of House and relevant Deputy Principal to ensure completion. If the assessment cannot be completed during the scheduled lesson time, the student is required to attend the next available Assessment Catch Up session, commencing at 3.30pm.

If a student has been externally suspended, they are expected to complete any missed assessments at the next available Assessment Catch Up session. In the event that the student has two or more missed assessments, the Subject Teacher will liaise with the relevant Deputy Principal and consider options for the student to complete some assessments during regular lesson times.

3.6 Application for an Extension

Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity **before** the due date. When seeking an extension, an application form must be completed and lodged at least 48 hours before the due date. The **Application for an Assessment Extension** forms are available on SEQTA and from Student Services and requires parent or guardian signature.

The penalty for non-submission or non-completion will be waived if the student provides an acceptable reason to the College to explain their failure to complete the assessment task by the due date. For example:

- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled. In such cases the parent/guardian must:
    - Contact the College before 9.00am on the day outlining the reasons for non-submission or non-completion; **and**
    - Provide a medical certificate, a letter of explanation or an email immediately the student returns.

Where the student provides a reason acceptable to the College for the non-submission or non-completion of an assessment task the teacher will select the most appropriate of the following options:

- Allow students to complete the assessment at the Assessment Catch-Up session over the following week (In-class assessments only – Preferred option), or
- Provide a revised due date for the original assessment task (Out-of-class assessments – Preferred option)
- Decide on an alternate assessment task if the teacher feels that validity of the original assessment task has been compromised by the delay in submission.

Students who fail to complete the assessment under the revised conditions (listed above) will be awarded a mark of zero and a College sanction such as a Rostered Detention.

3.7 Application for an Exemption

In some exceptional cases, students are unable to complete or catch-up on missed assessments in a suitable time frame. In these unique situations, students can submit an **Application for an Assessment Exemption** form for the College to consider. If approved, this would mean that the student does **NOT** need to complete the missing assessment and will instead be awarded a standardised score through SEQTA. These will only be approved in exceptional circumstances such as:

- Where a sickness, injury or significant personal circumstances result in the student unable to attend school or complete home tasks for an extended period of time part.
- Where a College approved absence has resulted in the student being away from school for an extended period of time part.

The application of the SEQTA standardised score is to be done just prior to the commencement of the reporting period. All final marks are to be rounded to the nearest whole number. In order for a standardised score to be applied, the student must submit an *Application for an Assessment Exemption* or potentially risk being awarded a mark of zero for the assessment.

4.0 CHANGES OF COURSE UNITS IN SENIOR SCHOOL

When a student commences a course unit late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the appropriate Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the new course unit.

The recommended deadlines for changes are:

- Friday of Week 2 of Term 1 for all Semester 1 units
- Friday of Week 10 of Term 2 for all Semester 2 units.

When a student transfers to a different unit in the same course, or a unit in a similar course or a similar subject, the marks from any assessment tasks that assess the syllabus will be used. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary, the teacher will develop a personalised education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

5.0 CHANGE OF ELECTIVES IN MIDDLE SCHOOL – YEARS 8-10

When a student commences an Elective course unit late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the appropriate Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the new Elective course unit.

The deadlines for changes are:

- Friday of Week 4 of Term 1 for all Semester 1 units – Year 8 to 10
- Friday of Week 2 of Term 3 for all Semester 2 units – Year 8 ONLY

As Electives in Year 9 and 10 are year-long, changes to Electives in Semester 2 will only be permitted at the advice and the approval of the teacher. E.g. Specialised Basketball.

Any changes to Year 8 electives must enable students to fulfil the reporting requirements as mandated by the School Curriculum and Standards Authority. Students in Year 7 do a mixture of compulsory electives in accordance with the reporting requirements of the School Curriculum and Standards Authority and so are unable to change their electives.

6.0 TRANSFER OF YEAR 11 OR 12 STUDENTS FROM ANOTHER SCHOOL

It is the responsibility of any student who transfers into a class from the same course or subject at another school, to provide the College with the details of all completed assessment tasks. A Deputy Principal will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks/ratings awarded for these tasks.

The Head of Learning Area/Teacher- in-Charge will:

- determine how the marks from assessment tasks at the previous school will be used. Where necessary, these marks will be statistically adjusted to ensure that they are on the same scale as those at St Norbert College
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

7.0 ACCESS TO SENIOR SCHOOL ASSESSMENT DOCUMENTATION AND MARKED ASSESSMENT TASKS

It is the individual student's responsibility to retain their marked assessment tasks or copies of them. The marked assessment tasks must be retained at least until the school's grades are approved by the School Curriculum and Standards Authority in December for Year 12 students and March of the following year for all other students. These marked assessment tasks must be submitted to the school on request.
The teachers' assessment outlines and records must be retained by the school at least until the school's grades are approved by the School Curriculum and Standards Authority in December for Year 12 students and March of the following year for all other students. Assessment records, including teachers' marks books, need to be retained in accordance with the State Records Act 2000.

8.0 CHEATING, COLLUSION AND PLAGIARISM

All work in each individual assessment task must be the work of the student.
Students are not permitted to submit for marking/rating, as original, any work, which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning Area/Teacher- in-Charge. As part of this process, the student will be provided with the right of reply.

Where a student permits others to copy their work they will also be penalised.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply:

- **a mark of zero** for the whole assessment task
  or
- **a mark of zero** for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised
  or
- for a VET assessment a "Not Yet Competent" mark for the who assessment submission

The parent/carer will be informed of the penalty and any further disciplinary action e.g. Rostered Detention.

9.0 CONDUCT AND BEHAVIOUR DURING ASSESSMENTS

Only materials approved by the subject teacher should be brought into the room where an assessment is being conducted.

During an assessment no communication by word or otherwise between students is allowed unless such communication forms part of the assessment task. Students wishing to communicate with the teacher or a supervisor should raise their hand to attract attention. They must leave the assessment room in silence and in an orderly fashion when directed by the teacher or supervisor.

Students are required to observe all the usual uniform and grooming rules at St Norbert College. The College Administration has the right to deny access to the assessment room to any student who does not meet these requirements.

If the assessment is a written one then students must not leave their desks until all papers in the room have been collected.

10.0 EXAMINATIONS

10.1 Breaches of Test or Examination Conditions

It is the responsibility of all students to ensure that they understand all instructions relating to the test or examination. Specific instructions relating to Senior School Examinations are contained in

the ***Examination Procedures*** booklet issued to all Senior Students prior to the commencement of examinations.

Breaches of Examination conditions will be reported in writing by the teacher or supervisor to the Head of Learning Area or relevant Deputy Principal (or another member of the College Leadership Team) as soon as possible after the breach has occurred.

Examples of Examination Breaches and Penalties:

- **COPYING FROM ANOTHER STUDENT'S WORK**
  Cancellation of that subject paper. Zero mark recorded and student removed from the examination room.
- **COLLUSION BETWEEN STUDENTS**
  Cancellation of that subject paper. Zero mark recorded and removal from the Examination room for each of those involved, together with an inspection of prior papers in any common examination for evidence of collusion.
- **POSSESSION OF UNAUTHORISED MATERIALS**
  Cancellation of the whole or parts of a candidate's paper and equivalent marks deducted where unauthorised materials are considered to be relevant to the subject being examined (whether or not actual use is established). This includes non-approved calculators, phones or smart watches.
- **MARKING ON AUTHORISED MATERIALS**
  Cancellation of the whole or parts of a student's paper and equivalent marks deducted where markings in tables, data books, etc. are considered to be relevant to the subject being examined (whether nor not actual use is established).
- **REMOVAL OF EXAMINATION MATERIALS**
  Unauthorised removal of examination materials from the examination room will result in cancellation of the part (s) removed and equivalent marks deducted.
- **EXAMINATION ROOM BEHAVIOUR**
  Blatant disregard of examination room regulations will result in the removal of the student from the examination room and will result in cancellation of whole or parts of a candidate's paper and equivalent marks deducted.
- **FAILURE TO FOLLOW EXAMINATION INSTRUCTIONS**
  Cancellation of the whole or parts of a student's paper and equivalent marks deducted where his/her failure to follow examination instructions is considered to have given the student an advantage over the other students.

10.2 Right of Appeal of Examination Results

All students have the right to appeal their examination result on the following grounds:

- a breach of examination conditions did not occur;
- the College procedures used to determine if a breach occurred were not proper; and
- the appeal is lodged with the College Principal within five calendar days of the despatch date of the penalty notification.

10.3 Sickness/Misadventure during Examinations

Consideration may be given to students suffering from a temporary sickness, non-permanent disability or events which they believe may have affected their performance in the examination(s). The sickness / misadventure procedures apply only to disadvantage suffered close

to or during the Examination Week. Long term illness and language difficulty cannot be given consideration.

A student suffering from a temporary illness at the time of his/her scheduled examination may have the examination re-scheduled only if a medical certificate is provided to the relevant Deputy Principal.

10.4 Attendance at Examinations

Under normal circumstances students will not be permitted to sit Examinations early or after the nominated time. Approval for varying the time of an exam must be obtained from the relevant Deputy Principal prior to the start of the examination period. Approval will not be given to students who miss exams for holidays.

If a student is unable to sit an examination for valid reasons, then an **Application for an Assessment Exemption** form must be completed and submitted to the subject teacher as soon as possible.

10.5 Special Considerations for Examinations

The School Curriculum and Standards Authority recommends that schools implement at school level only special arrangements consistent with those provided by the School Curriculum and Standards Authority for the external examinations.

Students therefore must follow the same process when seeking special consideration for examinations. Year 12 students are required to complete the School Curriculum and Standards Authority's ***Application for Special Examination Arrangements*** form available from the relevant Deputy Principal by the end of Term 1. Each application will be considered on its merit and the student will be notified of the result of their application before the commencement of the Semester 1 examinations.

For further information on the special considerations for available to students for WACE Exams should go to:

https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions

Students in Years 7 to 11 who are identified as requiring special considerations due to dyslexia, ADHD, hearing or sight impairments are issued with a Special Arrangements for Assessments and Examinations (Purple Card) at the start of the year by the Learning Support Co-ordinator. It is then the student's responsibility to communicate with their teachers and the relevant Deputy Principal as to which special conditions they will use. This must be done at least 2 weeks prior to the examination period.

All issues related to the sitting of exams are to be directed to the relevant Deputy Principal by phoning the College on 9350 5433.

11.0 REVIEWING MARKS AND GRADES

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course unit or subject they should, in the first instance, discuss the issue with the teacher.

If a marking or grading issue cannot be resolved through discussion with the teacher then the student or parent/guardian should approach the Head of Learning Area/Teacher-in-Charge of the course or subject.

If a marking or grading issue cannot be resolved through discussion with the Head of Learning Area/Teacher-in-Charge, then the student or parent/guardian should approach the appropriate Deputy Principal. Where an issue relates to Certificate courses, the appropriate Deputy Principal will consult with the Director of VET, and if necessary the Registered Training Organisation responsible for the certificate.

Following the issuing of **final grades** and **scores in any Course of Study,** the student or parent/guardian can request, using the **Appeal form** available from the appropriate Deputy Principal, that St Norbert College conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- The assessment outline for the course unit or subject does not meet School Curriculum and Standards Authority requirements – only applicable to those students taking Course of Study units.
- The assessment procedures used in the class do not conform with the College's Assessment Policy.
- Procedural errors have occurred in the determination of the mark and/or grade.
- Computational errors have occurred in the determination of the mark and/or grade.

The appropriate Deputy Principal, will conduct the review. The reviewer will meet with the parent, student and the teacher and prepare a written report. This report will be provided to the student and parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) in Year 11 or 12 may appeal to School Curriculum and Standards Authority. Further details about closing dates and the process for appealing to the School Curriculum and Standards Authority can be obtained from their web site.

St Norbert College

3.3 ATTENDANCE PROCEDURES

Rationale

The School Education Act (1999) requires compulsory aged students to participate in the education program of a school. Education risk is defined as attendance falling below 90%.

All students are expected to attend school unless they have significant reasons for being absent.

All students need to arrive at an appropriate time in order to prepare themselves properly for the work they have to do during the day.

Responsibility

Parents are expected to plan to have their children arrive at the College by 8.30am. It is the responsibility of any student who arrives at the College before 8.25am to wait in the Year 8 Area until 8.25am when they move to their designated Year group areas.

Where an absence is known in advance, it is the responsibility of the Parent/Carer to notify the College prior to the absence. If the absence is to be for a lengthy period of time, then the relevant Deputy Principal must be informed.
Parents must contact the College prior to 8.50am on 9350 5433 or send a Direqt Message via SEQTA or via email at absentee@norbert.wa.edu.au, to advise if their child is absent. It is a legal requirement that a note must be forwarded to the Homeroom Teacher with the student upon their return to school explaining the reason for the absence. If the absence is more than two days, a medical certificate is required.

Student attendance is carefully monitored through a variety of measures. When a student is recorded as absent during Homeroom and Period 1 without notification, a SMS is sent to parents/carers by the College Receptionist to verify that the absence is genuine. Staff members are also required to notify the office if any variations to student attendance occur during the day. Such absences are also followed up by Student Services.

It is the responsibility of the student to bring a signed note to the College upon their return from an undocumented absence. Students who do not have a valid reason for being absent are followed up initially by the Homeroom teacher and then by a letter sent home if no note is received. Homeroom teachers are required to forward any absentee notes to Student Services via the Homeroom folder.

It is the responsibility of the College to show information on the number of days absent on both Interim and Semester Reports, and that it is provided to Australian Government Department of Education, Skills and Employment (AGDOE) and the Department of Education Services (DES).

Absences

Absence due to Family Holidays or Unapproved Extended Student Leave
The College strongly discourages families from taking holidays or extended leave during school time. If absolutely necessary, parents must inform the Principal or Deputy Principals in writing, well in advance, stating the reasons and dates of the anticipated absence.

Students who are absent from school due to family holidays may not receive the support of teaching staff, may not be able to meet the subject completion requirements and, in the case of Year 12, place at risk, their ability to graduate from St Norbert College.

Absence from an Assessment Task

Students who miss a test or are absent on the date an assessment task is due must ring the College (as required for all absences) on the morning of the test and bring a written note from parent(s) or a Medical Certificate to the teacher on the day the student returns to school, stating a valid reason for the absence.

Attendance at Examinations and Tests

To ensure fairness, students are expected to attend and complete assessments (I.e., examinations and tests) when these are scheduled. If a student is sick or unwell, a medical certificate is required. An alternative arrangement may be made and is dependent on the circumstances of the absence from the assessment.

Examination timetables are published in the College Calendar as well as SEQTA-Learn and SEQTA-Engage. Holidays that are arranged during scheduled examinations may not be considered as an acceptable reason for being absent from an assessment.

A student who is absent from a test or examination must provide a valid medical certificate if they wish to seek permission to sit the assessment at an alternative day or time. The scheduling of an alternative assessment is dependent on the time available and the return of assessments to all students.

A student who is absent for an extended period of time due to illness, injury or unforeseen circumstances may apply for the following special considerations:

- Complete an alternative assessment upon return to the College.
- Be recorded as absent without academic penalty – for a student in Years 11 or 12 they may be required to fulfil additional requirements for subject completion.

The final decision on eligibility for an alternative assessment will be at the discretion of the Subject Teacher and in consultation with the relevant Head of Learning Area.

Late Arrival

Students should arrive at Homeroom by 8.50am. Students who arrive after 8.50am are sent to Student Services and are recorded as being 'Late to School' and a summary of this data appears on the Interim and Semester Reports.

All students are required to bring a note to explain any absence or late arrival.

Students who arrive late without a note or satisfactory explanation will:

- On the first occasion receive a verbal warning from their Homeroom teacher
- On the second occasion be issued with a litter duty by their Homeroom teacher
- On the third occasion be issued with a lunchtime detention by their Homeroom teacher
- On the fourth occasion be referred to their Head of House for a rostered detention.

Parents/Carers are notified by Student Services if a student arrives after 8:50am without a valid reason.

Strategies to improve attendance

Strategies implemented at St Norbert College endeavour to prevent attendance issues or problems but also implement strategies for students that have difficulty with regular attendance.

- The College has implemented whole-school classroom management and instructional skills to promote learning programs to enable effective teaching and learning including differentiated learning that is cognisant of the skills and abilities of each student.
- The College will work to ensure that teachers and staff are welcoming to students and are genuinely interested in their well-being.
- The College will work to ensure that the College Reception and Student Services are welcoming to students and families.
- The College has developed student ownership and pride in the College as part of a House System.
- The College has a Harassment/Bullying Policy which assists students in identifying bullying and responding appropriately.
- In order to identify attendance concerns, effective monitoring systems and processes are implemented. Period Based Attendance allows teachers instant data as to student absences. Attendance data is sent by Reception and analysed daily by Heads of House to determine patterns or concerns. Homeroom teachers are to notify Heads of House if they are concerned about absences. Heads of House and Deputy Principals contact parents/carers when a student's attendance drops below 90%.
- The Pastoral Care Team meets regularly to monitor attendance issues and develop strategies and intervention plans.
- Students are not permitted to leave the College unless accompanied by a parent/carer. If a student is required to leave the College unaccompanied, (e.g. catch a train or bus) a call by Student Services, or the Deputy Principal, is made to the parent to verify.
- When attendance issues begin to surface, immediate contact is to be made with the family by the Head of House, Deputy Principal or Counsellor/Psychologist.
- Attendance interviews with the family focuses on finding positive solutions, emphasising the family capacity to impact upon a change in attendance patterns.
- The College establishes a key contact at school (e.g. Head of House or Counsellor/Psychologist) for family members to work with.
- Parents are made aware of their obligations relating to student attendance.
- Student and parents are advised that the College may need to report prolonged or regular absence (below 80%) to Department of Education Services (DES).
- The College may provide a staff mentor (who in some cases may/may not be the Homeroom teacher) when appropriate to improve attendance.
- The College works with Hospital services for those students who have extended absences due to illness. The College provides these students with work and work programs. Students are also monitored on their return and in some cases a transition program is implemented.
- Heads of House will interview students who have had extended or regular absences to identify any issues and may refer the issue to the College Counsellor, College Psychologist or Deputy Principal.
- The College identifies students that are wanting to pursue an apprenticeship or want to leave school for work. With these students, the College offers career help and guidance. The Head of Careers & VET provides opportunities to pursue work experience which often leads to continued employment and/or an apprenticeship. Attendance improves as the student is motivated to come to school because they have a recognised outcome and/or goal.

St Norbert College

3.4 HOMEWORK GUIDELINES

Rationale

Homework encourages students to build their foundation for academic success and assists students to develop a greater understanding of their subjects. Homework can promote the development of learning skills.

Aims and Responsibilities

Aims of Homework

- Homework may constitute work that is assigned to assist students with improved retention of knowledge, content and understanding of concepts.
- Homework may provide an opportunity to develop critical thinking, problem solving and information processing skills.
- Homework may allow students to develop their skills for self-discipline, organisation, commitment, risk taking, goal setting and perseverance.

Homework is the joint responsibility of students, parents and teachers.

Homework Responsibilities of Students

Students should aim to achieve the following:

1. Develop a visible and timely homework and revision plan that utilises resources for goal setting and planning.
2. Record all homework in the College Diary.
3. Attend to their homework in a quiet area with suitable lighting and free from distraction.
4. Complete all homework tasks to the best of their ability.
5. Adhere to all due dates and deadlines.
6. Seek assistance from their teachers to ensure understanding of the required course curriculum.
7. Seek assistance from others for guidance and support, and ensure that all work completed is original and free from plagiarism.

Homework Responsibilities of Parents

Parents are encouraged to:

- Show interest and support for assigned homework.
- Support the provision of homework completion in a quiet area with suitable lighting and free from distraction.
- Ensure that homework is completed within the expected timeframe and by the due date.
- Monitor the progress towards completion of homework through the College Diary, particularly for students in Years 7 – 10.
- Promote expectations of student work that seek improvement through realistic and achievable standards.
- Actively supervise homework
- Maintain contact with the subject teacher(s) through the College Diary, telephone or Direqt Message (SEQTA) as concerns arise.

Homework Responsibilities of Teachers

Teachers should aim to:

1. Provide clear and explicit instructions for the completion of homework.
2. Assign homework regularly as the need arises.
3. Set realistic timelines for the completion of tasks.
4. Consider the provision of assigned work for a range of students and provide opportunities to develop a variety of skills.
5. Provide the appropriate modifications to assigned tasks for students with learning difficulties.
6. Ensure all students have the opportunity to experience success with assigned tasks and aim to extend student capabilities.
7. Complete regular checks for the completion of homework and provide the appropriate feedback to students.
8. Maintain regular and frequent communication with parents as issues or problems arise with homework.
9. Ensure the marking and return of assessed homework is completed within a reasonable time frame.
10. Record and follow up the non-completion of homework on SEQTA.

Non-Completion of Homework

The teacher is responsible for monitoring the completion of homework and assessments provided to students. The following actions will be implemented by the subject teacher for incomplete homework and assessments:

First and second occurrence:

- Warning issued
- Record on SEQTA-parent/carer notification

Third occurrence:

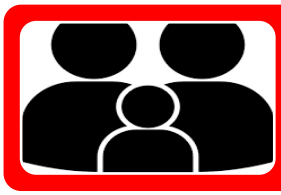
- Record on SEQTA-parent/carer notification
- Personal Detention

Fourth and subsequent occurrence within the Term:

- Record on SEQTA-parent/carer notification
- Referral to relevant Head of Learning for Year level
- Rostered Detention

Seventh and subsequent occurrence within the Term:

- Record on SEQTA-parent/carer notification
- Referral to Deputy Principal
- Rostered Detention and Loss of Good Standing



Thirteenth time homework/assessments are not completed in the Term:

- Referral to Deputy Principal
- Interview with PARENTS

The Subject Teacher will record the details in SEQTA *(Pastoral Care > Homework)* and the Head of Learning (HOLA) will monitor infringements on a weekly basis to note issues with regards to student completion of homework.

Student Support

For many Year 7 students, the experience of being assigned homework may be new or unfamiliar and therefore the student may have not yet developed the skills necessary for successful completion of homework. As a result, a Year 7 student will receive additional support or guidance to complete homework in Term 1, and will not be issued with sanctions for non-completion of homework.

Please note that the non-completion of homework for a Year 7 student will be recorded in SEQTA and the subject teacher may direct a student to attend a scheduled homework support/help classes to assist the development of the required skills as stated in the Homework Aims.

Study and Revision

Study

Studying is a skill learned through regular practice and the following guidelines are designed to assist students to develop good study habits.

Studying at School

Students are encouraged to develop 'study assist' through the following:

a) Readiness: Arrive to class with the required equipment to complete lesson activities.
b) Organisation: Prepare notebooks and textbooks and complete pre-reading when instructed.
c) Active listening: Develop the habit for note-taking of writing key words and phrases whilst listening to improve concentration.
d) Questioning: Ask relevant questions to increase knowledge and understanding.
e) Feedback: Seek advice and feedback from Subject Teachers to clarify content and concepts.

Homework and Study

Homework is a study technique that aims to assist a student in reviewing and extending their learning. This may include reviewing previous content from a lesson to consolidate understanding for assessment preparation. Homework may be scheduled by a Teacher or be initiated by a student. A significant body of research suggests that study and reviewing content creates a foundation for long-term academic success.

Guidelines for Homework and Study

The table is a recommended guide for students and should take into consideration the demands of each particular subject as well as a student's involvement in extra-curricular activities.

Year	Recommended time allocation for each subject in a week (minimum)	Recommended minutes per session (minimum)	Recommended sessions per week (minimum)	Recommended hours per week (minimum)
7	Focus on literacy and numeracy	45	7	5
8	1 hour per week (each subject)	45	8	6
9	1.5 hours per week (each subject)	45 – 60	9	9
10	2 hours per week (each subject)	45 – 60	11	11
11	2 – 3 hours per week (each subject)*	45 – 90	15	15
12	3 hours per week (each subject)*	45 – 90	18	15
				**Recommended for ATAR pathway students*

Students in Years 7 and 8 may consider starting with regular 25-minute homework or study sessions to build study habits and routines.

Use of the College Diary

The College Diary should assist with homework and study in the following ways:

- Record all homework, test dates and due dates for assignments.
- Be taken by all students to all classes.
- Be checked by subject teachers to ensure homework is entered in the diary.
- Reviewed and evaluated by the Homeroom Teacher regularly.
- Be a means of communication between parents and teachers.
- Be maintained in a neat and appropriate condition, free from graffiti, stickers, notes or inappropriate logos and images.

St Norbert College

3.5 SPECIAL LEARNING PROGRAMS

Rationale

St Norbert College is committed to the growth of the whole person within the ethos of the Norbertine tradition, and offers a rich and varied curriculum in recognition that students are at different points in their learning, and in some instance require particular programs to maximise their potential. These alternative programs range from those directed to meet individual needs, in enrichment classes and extension opportunities across subject areas.

Definitions

Nature and Scope

The Special Learning Programs at St Norbert College provide for those 'Students with Special Needs' i.e. students who require some adaptations to the regular school setting, curriculum, instructional style or access to additional service to enhance their learning and social development.

The term 'Students with Special Needs' includes:

- Students with disabilities,
- Students with learning difficulties and challenges, including a diagnosed condition,
- Students who may be identified as requiring academic extension.

Students with Disabilities

The Western Australian School Education Act, 2001 bases the definition of disability on that used in the Disability Discrimination Act (1992) and those contained within other relevant state government documentation. In the context of this document, in accordance with the Commonwealth Special Education Targeted Program definition for provision of funding and additional support for students with disabilities in Catholic schools, students with disabilities are those who have been **assessed by an accredited professional as having an intellectual, sensory, physical, social/emotional or multiple impairments, to a degree that significantly affects learning and development.**

Students with Learning Difficulties

Students defined as those with Learning Difficulties are students who:

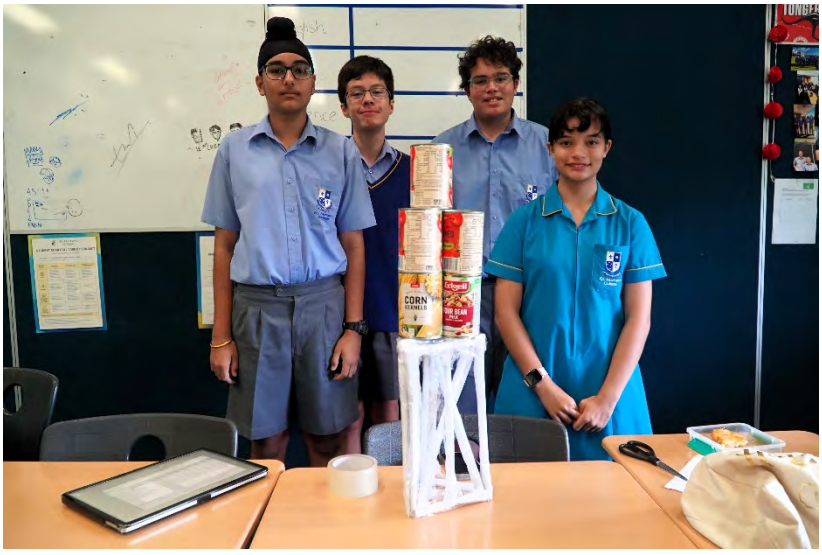
- Do not have an identified intellectual disability and whose reasoning appears commensurate with chronological age, yet who exhibit significant and on-going difficulties in key aspects or particular areas of academic learning compared to their peers
- Are achieving significantly below general expectation for their age and general ability and who require specific, differentiated provisions to achieve their potential

Academic Excellence Program

The Academic Excellence Program at St Norbert College provides an opportunity for students to extend their learning beyond the classroom, and be challenged through participation in learning challenges and academic competitions. The program provides opportunities for students to develop and enhance their creativity and problem-solving skills.

Students that engage in the program attend the weekly before-school program and have engaged with engineering challenges (Designing and building model bridges); multimedia advertising campaign challenges and preparation to participate in the Tournament of Minds competition.

The program for students in the Senior School is designed to support academic success through workshops, seminars and contacting various alumni to return as guest speakers.



St Norbert College

3.6 PASTORAL CARE

Rationale

Pastoral Care at St Norbert College is informed by and given its spirit by the school's place as part of the evangelical ministry of the Church[1]. It has the primary aim of enhancing the dignity of every person within the faith community. Pastoral Care is also concerned with the formation of the whole person[2] by maximising intellectual, physical, emotional, social and spiritual development, enabling a person to become inner-directed and a contributing member of God's creation[3].

In order to achieve these aims, Pastoral Care at St Norbert College is integrated into every aspect of an integrated school structure that includes faith, community, service, curriculum and organisational structures. A religious or spiritual dimension infuses all these aspects[4] as the "Catholic school is in essence the face of Christ in the community"[5].

Procedures

Aims and Objectives of Pastoral Care

To promote the development of a faith community by:

- Providing an environment that is safe, supportive and nurturing in order for productive teaching and learning to occur.
- Encouraging all to live a life of goodness based on the life of Jesus and gospel values which include acceptance, forgiveness, love, service, freedom and respect.
- Providing opportunities for all in the community to engage in expressions of personal faith. These may include participation in the sacraments, liturgy, prayer and meditation.
- Ensuring that Church and Norbertine tradition (through the inspiration of St Norbert and St Augustine) forms the basis of faith development through all aspects of school life; in particular feast days, St Norbert Day and other significant Church or Norbertine events.
- Ensuring that the College Motto, Mission Statement and College Values underpin the formation of a Christian Community to give a clear sense of direction.
- Developing fellowship, sense of pride, belonging, strong interpersonal relationship and acceptance of cultural differences based on Gospel principles.
- Involving everyone in the development of community including Norbertines, students, parents, past students and all staff.

The provision of opportunities for staff and students to give service to the Church and humanity as an essential aspect of practice in the school. Service should involve the development of an appreciation of the needs of others particularly the less fortunate by practically assisting those that suffer[6]. Service should also

[1] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools* (Catholic Education Office 2007)
[2] Adapted from The Congregation for Catholic Education (for Seminaries and Educational Institutions), *The Catholic School on The Threshold of the Third Millennium*. (NSW: St Pauls, 1998)9
[3] Adapted from *Framework for the Development of Pastoral Care in Catholic School*s (Catholic Education Office of Western Australia)
[4] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools*
[5] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools*
[6] Adapted from *The Catholic School on The Threshold of the Third Millennium*, 15 & 16

be encouraged through contribution to the local Church, Parish and Secular Community in order to improve Australian society and for people to live as exemplary citizens.

A variety of student needs and abilities are catered for at St Norbert College. Appropriate assessment, evaluation and reporting tools and methods are used. Principles of Catholic social justice teaching informs the curriculum and includes such aspects as understanding concepts, acquisition of knowledge, developing life skills, exploration of beliefs and values and discovery of truth. Understanding of the prevailing secular culture, importance of sound communication strategies and parental involvement are critical components of curriculum at St Norbert College[7]. The provision of a leadership structure that is open and supportive of all in the community with a focus on service and availability, and just allocation of resources and the development of rules and standards are essential considerations in the provision of Pastoral Care at the College.

Pastoral Care Roles

The pastoral care and development of students at St Norbert College is *the responsibility of all staff within the College*. Some staff members have more specific pastoral care roles.

Homeroom Teacher

The Homeroom Teacher is the first person in the pastoral care network and is responsible for the pastoral care of the students in the Homeroom group. The Homeroom Teacher is the first contact for these students. He/she is the person to whom students of the Homeroom group relate, and who fosters a sense of belonging within that group. The Homeroom Teacher is responsible for reporting to the parents on the general progress of the students and for organising parent-teacher meetings when required. The Homeroom Teacher works in close consultation with the Head of House and the student's subject teachers. As part of a team, the Homeroom Teacher contributes to fostering the growth of the students as whole persons.

Subject Teacher

The Subject Teacher has the responsibility to establish a trusting relationship with students in their classes. Effective Subject Teachers recognise that each student is a child of God, of inestimable worth and deserving of the greatest respect. They also recognise the weakness of human nature and that no two students are exactly alike. The Subject Teacher has the responsibility for the delivery of effective programs of work, under the direction of the Head of Learning Area, and liaises with the student's Homeroom Teacher in matters relating to that student's progress.

Head of Learning Area

The Head of Learning Area is responsible for the development, implementation and review of all courses of study within the Learning Area. The Head of Learning Area is responsible for monitoring the progress of all students in these courses and for providing adequate advice and support to the subject teachers. The Head of Learning Area has a particular responsibility to assist teachers in the Learning Area with the management of student behaviour. The Head of Learning Area works closely with the Principal and Deputy Principals.

THE PASTORAL CARE TEAM

Head of House/Head of Year 7

The Head of House holds an important position of Leadership within the House. The Head of House is responsible for Pastoral Care and behaviour management of students in the House. Heads of House work proactively to promote Positive Education which includes the promotion of positive emotions, character strengths, engagement, relationships and mental health. A Peer Support Program and Wellbeing Wednesdays are co-ordinated by the Heads of House to contribute to the wellbeing of all students. The Head of House is also responsible for the organisation of House activities and fostering of House Spirit. The Heads of House works closely with the Head of Year 7 and the Deputy Principals to foster positive

[7] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools* and the Congregation for Catholic Education, *The Catholic School* L'Osservatore Romano, (14 July, 1977) 41.

experiences for students within the House. Similarly, the Head of Year 7 is responsible for the academic and pastoral support of all Year 7 students.

College Psychologist

The College Psychologist services the College community by providing educational assessments and counselling. Assessments assist teachers and parents to identify and clarify a student's level of learning so as to provide for students' individual needs. The College Psychologist also provides strategies to help parents and teachers implement best practice in learning and education. The College Psychologist works closely with the Pastoral Care Team, Education Support Co-ordinator and Heads of Learning.

College Counsellor

The College Counsellor is responsible for the planning and conduct of those aspects of pastoral care which meet the personal needs of individual students and their families.

The Deputy Principals

St Norbert College has three Deputy Principals that oversees the overall development and progress of students in selected Year Groups. The Year Group distributions are as follows:

- Deputy (in charge) Year 7 and 10
- Deputy (in charge) Year 8 and 11
- Deputy (in charge) Year 9 and 12

The Deputy Principals have overall responsibility for the pastoral welfare of students. The Deputy Principals work closely with Heads of House, the Head of Year 7 and Heads of Learning Area to ensure that the provision of student welfare is of a high standard. The Deputy Principals are responsible for the development and implementation of policies and procedures to promote the positive behaviour of students and provide appropriate advice for teachers, students and parents. The Deputy Principals monitor the safety and well-being of students in the College context and contribute to the development and implementation of policies and procedures to address and enhance student welfare.

Principal

The Principal has the direct responsibility to ensure that pastoral care permeates all areas of College life, responding to the individual needs of all members of the community. In identifying these needs, the Principal works closely with the Deputy Principals and through them with Heads of Learning Areas and Heads of House/Head of Year 7.

The Prior

The Prior has the responsibility to promote the spiritual and specifically Norbertine values which underlies the Pastoral Care endeavours of the College. He is advised by, and assists the Principal in ensuring that the Pastoral Care Policy permeates all aspects of College life. He actively promotes the implementation of the Policy through maintaining a close co-operation with the College Principal.

REFERENCES

[1] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools* (Catholic Education Office 2007)
[2] Adapted from The Congregation for Catholic Education (for Seminaries and Educational Institutions), *The Catholic School on The Threshold of the Third Millennium*. (NSW: St Pauls, 1998)9 [3] Adapted from *Framework for the Development of Pastoral Care in Catholic School*s (Catholic Education Office of Western Australia) [4] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools* [5] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools* [6]Adapted from *The Catholic School on The Threshold of the Third Millennium*, 15 & 16
[7] Adapted from *Framework for the Development of Pastoral Care in Catholic Schools* and the Congregation for Catholic Education, *The Catholic School* L'Osservatore Romano, (14 July, 1977) 41.

St Norbert College

3.7 BULLYING, HARRASSMENT, AGGRESSION AND VIOLENCE GUIDELINES

(Summarised version)

Rationale

St Norbert College:

- affirms the rights of all members of the St Norbert College community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accepts responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourages the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively supports young people to develop understanding and skills to keep themselves and others safe
- commits to developing a safe school community through a whole-school and evidence- based approach

Definitions

Bullying is when, over a period of time, an individual or a group intentionally harm a person, who finds it hard to stop this behaviour from continuing. Additionally, bullying can be characterised as: causing distress, not only at the time of the attack but also by the threat of future attacks; and, an imbalance of power (that is inappropriate and where there is an intention to hurt).

Its nature may be:

- **verbal -** name-calling, put-downs, threats (spoken, written, electronic or online which may also apply to the following points)
- **physical -** hitting, tripping, punching, throwing objects, stealing, spitting
- **social** - ignoring, hiding, ostracizing
- **psychological** - stalking, threatening looks, spreading rumours, damaging possessions

Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. (Adapted from Catholic Education Commission of Western Australia Policy, Harassment in School, 1998). Harassment can be seen as one form of bullying.

Bullying and harassment are often thought of separately, however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status. (Bullying. No Way! website cited in the National Safe Schools Framework, 2003).

Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind. (Rigby, cited in the NSSF, 2003).

Procedures

1 The St Norbert College policy on bullying, harassment, aggression and violence, is based on a comprehensive risk and needs assessment.

1.1 St Norbert College does not tolerate bullying, harassment, aggression and violence and encourages all members of the school community to take a pro-active stance that promotes safety and wellbeing

1.2 Behaviours that are considered to be bullying, harassment, aggression and violence include but are not limited to:

- Name-calling, teasing
- Hitting, punching or kicking
- Threatening
- Sending hurtful notes, via text messages, via social media
- Deliberately ignoring or excluding
- Rumour
- Interfering with the property of others
- Unwanted sexual innuendo and harassment

1.3 Cyber bullying is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

1.4 All members of the community are entitled to be treated with the respect and dignity of persons created in the image of Christ. Therefore:

- A high standard of co-operation courtesy, language and behaviour is expected from students both within the College and when representing the College.
- Students should politely follow directions given by staff members.
- Students and staff are to be free from all forms of bullying, harassment and intimidation.

1.5 Responsibilities of students, parents and families, when bullying, harassment, aggression or violence is experienced or witnessed.

- **Students**
  - Be respectful towards other students, staff and member of the College community at all times
  - Abide by the St Norbert College Student Code of Conduct
  - Act with accordance with the College ICT and Social Media Policy
  - If a student *is being bullied or harassed*, the following strategies may be used:
    - Ignore the bullying/bully – show that you are not going to be upset by it
    - Stay away from the bully, or places where bullying occurs
    - Be with supportive friends
    - Use a sense of humour
    - Be assertive – stand up for yourself by telling the bully to stop
    - Tell a friend, or talk it over with an older student (e.g. Peer Mentor, a Captain)
    - Tell an adult that you are being bullied eg: parent, teacher, Homeroom Teacher, Head of House, Deputy Principal, College Psychologist/Counsellor. They will help you make a plan to deal with the Bullying

  - If a student *is aware of someone being bullied or harassed*, the following

strategies may be used to be an effective bystander:

- If possible, you could intervene as the bullying occurs by telling the bully to stop. This is very useful if you have influence with the bully
- Refuse to join in with the bullying
- Support students who are being bullied – just standing by them can be enough
- Tell a staff member if you are aware of bullying

- **Parents/Guardians**

  If your child reports being teased, intimidated or threatened (verbally, physically, electronically or psychologically), treat the concern seriously. Children's perspectives are very different from adults. What adults perceive as minor incidents may be very distressing for children. Encourage your child to talk about how he/she is feeling about the situation. Remind your child that nothing is so awful that they cannot talk about it with someone else and that they have a right to feel safe at all times.

  Contact your child's Head of House or the College Psychologist if you detect any indicators of concern including changes in behaviour or mood that your child may be exhibiting.

  Be assured that the College will support families and that the matter will be dealt with in a sensitive and caring manner.

Responses to bullying, harassment, aggression and violence at St Norbert College

Students and their parents/guardians are sometimes reluctant to pursue incidents, for fear that it will only make matters worse. A key part of St Norbert College's prevention and intervention strategy is to encourage reporting of incidents as well as providing assurance to students (and parents/guardians) who experience bullying, harassment, aggression and violence that such behaviour:

- is not tolerated within the College;
- Their concerns will be taken seriously; and
- The College has a clear strategy for dealing with bullying, harassment, aggression and violence.

<u>The following steps can be used by the Head of House:</u>

Step One – Interview with the student being bullied/harassed
Step Two – Interview all the people involved
Step Three – Discuss sanctions with Deputy Principal
Step Four – Contact parents
Step Five – Convene a meeting with the people involved (when appropriate)

Only used during the initial stages and are not appropriate for persistent or severe incidents of bullying, harassment or violence.

– Share responsibility
– Ask the group for their ideas
– Leave it up to them

Step Six – Meet them again
Step Seven – Further actions (if required)

The Head of House/Deputy Principal will ensure that a record of the reported incident is kept and that parents are informed of progress and resolution. Confidentiality to be maintained at all times.

Further information regarding the Bullying Harrassment Aggression And Violence Guidelines can be found in SEQTA Engage in the Documents section

St Norbert College

3.8 BEHAVIOUR MANAGEMENT GUIDELINES

(Summarised version)

Rationale

The Behaviour Management Policy of the College is based on the fundamental concept that effective learning and development is best achieved in an environment where students are cared for and are challenged to achieve their maximum potential through self-management and respect.

The Behaviour Management Policy at the College is formulated to be positive and pastorally orientated.

Scope

The purpose of the Behaviour Management Policy is to identify and articulate the College's expectations regarding student conduct, reflective of the 12 Code of Conduct Statements:

1. Act safely and competently.
2. Give priority to students' safety and wellbeing in all your behaviour and decision making.
3. Act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. Conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. Respect the dignity, culture, values and beliefs of each member of the school community.
6. Treat personal information about members of the school community as private and confidential.
7. Give impartial, honest and accurate information about the education, safety and wellbeing of students.
8. Support all members of the school community in making informed decisions about students.
9. Promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. Maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. Act reflectively and ethically.
12. Allow students to have a voice in their decision, safety and well-being.

St Norbert College seeks to provide students with the opportunity to manage and change their behaviour. The Behaviour Management Policy is founded on Respect and therefore "the use of any form of *child abuse*, *corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden.

These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

Four forms of ***child abuse*** are covered by Western Australian law:

1. **Physical** abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. **Sexual** abuse, in relation to a child, includes sexual behaviour in circumstances where:
   a. the child is the subject of bribery, coercion, a threat, exploitation or violence;
   b. the child has less power than another person involved in the behaviour; or
   c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. **Emotional** abuse includes:
   a. psychological abuse; and
   b. being exposed to an act of family and domestic violence.
4. **Neglect** includes failure by a child's parents to provide, arrange or allow the provision of:
   a. adequate care for the child; or
   b. effective medical, therapeutic or remedial treatment for the child.

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

Degrading punishment is any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007]."

College Rules and Expectations

The rules and expectations are linked to the College Mission statement that fosters the development of our students as whole persons who will live in faith with the Church and humanity.

Faith Community

St Norbert College is a faith community. Therefore:

- Students will support the formal Religious Education program.
- Students will participate appropriately in Reflection and Retreat days as required.
- Students will participate appropriately in Mass, Benediction and other religious services.

Respect and Dignity

All members of the community are entitled to be treated with the respect and dignity of persons created in the image of Christ. Therefore:

- A high standard of co-operation courtesy, language and behaviour is expected from students both within the College and when representing the College.
- Students should politely follow directions given by staff members.
- Students and staff are to be free from all forms of bullying, harassment and intimidation.

College Environment

All students are entitled to use and enjoy the College property. Therefore:

- All College property will be treated with respect.
- Students are to ensure that litter is placed in bins and that grounds are kept tidy
- Students are to enter classrooms only under the direction of staff.
- Food and drink is not to be consumed in classrooms (clear water bottles are the exception).
- Chewing gum is not permitted.

Individual Rights and Responsibilities

All students are entitled to the enjoyment of private property. Therefore:

- Students will bring only essential items of personal property to school.
- Students will ensure that personal possessions brought to school are consistent with the Christian values of the College and should be free of graffiti and inappropriate notes and pictures.
- All bags are to be left in lockers.
- Students are only permitted access to their own locker (before Homeroom, during recess and lunch and after school).

Learning as a Core Focus

All students are to be given the opportunity to fulfil their learning potential. Therefore:

- Students must attend all classes, have appropriate equipment with them and complete all designated classwork and homework.
- Students will carry a St Norbert College Diary to lessons and will use it in the appropriate manner.
- Students will ensure that their behaviour is conducive to the productive learning of themselves and other students.
- Students are expected to be punctual to all lessons.
- Students are not to leave classes during class times unless permission is obtained from their teacher. If this occurs, students must carry their diary which has been signed by their teacher.

Positive Learning Environment

The College aims to provide a positive and healthy learning environment. Therefore:

- The use or possession of alcohol, tobacco, or illicit drugs is not permitted at the College or at any College function.
- Students are encouraged to respect each other's personal space and maintain an appropriate physical distance from one another in order that their health and safety are not compromised.
- The College Café promotes a wide range of healthy and nutritious food and drinks and as such, no takeaway food is to be delivered to students during the day unless organised by a teacher.
- Students are encouraged to participate in co-curricular activities and clubs.

All College Rules, Expectations and Policies apply to any organised College function even if these functions may be outside College hours. These include camps, retreats, socials, co-curricular activities and any official College activity.

Procedure

Structure and Management

Organisationally, the management of behaviour in the College is as follows:

1. Homeroom Teachers and Subject Teachers
2. Heads of House/Head of Year 7 and Heads of Learning Area
3. Deputy Principals
4. Principal

Whole School Approach

It is the responsibility of every teacher to enforce all the regulations of the school to all students of the school at all times. The failure of any teacher to carry out his or her share of this responsibility will result in a decrease in student regard for staff consistency and fairness. Conduct outside the classroom is the concern of all members of the staff and not only that of the Heads of House and Leadership Team. Proper preventative and/or corrective measures both in and out of the classroom are an essentially integral part of a teacher's task. This also improves collegiality and promotes the importance of a whole school approach.

Repeated instances of classroom misbehaviour should be referred to the appropriate **Head of House/Head of Learning Area or Head of Year 7** after staff have worked through Stage 1 and Stage 2 of the Student Learning and Behaviour Management Flowchart. The **Head of House/Head of Learning Area or Head of Year 7** will assist with appropriate strategies and impose sanctions where appropriate.

Heads of Learning Area are available for counselling of students. A student may be referred for reasons of poor study and performance related to the subject (e.g. homework, assignment work incomplete, etc), or for guidance in subject enrichment.

In addition, the **Head of Learning Area** is available to assist teachers in their Learning Area in classroom management.

Serious and repetitive instances of poor behaviour should be referred to the appropriate **Head of House or Head of Learning Area**.

The Deputy Principals are responsible for the positive tone and general behaviour of the College. They have the administrative responsibility and authority to initiate, co-ordinate and promote the attainment of College objectives in the area of behaviour management through the lens of the Pastoral Care of all students.

Recording of Behaviour, Strategies and Actions

All staff are required to record all behaviours, strategies, referrals and actions implemented on SEQTA.

Summary

In short, any strategies or sanction should ultimately have the interest of the total student body and the individual student at heart.

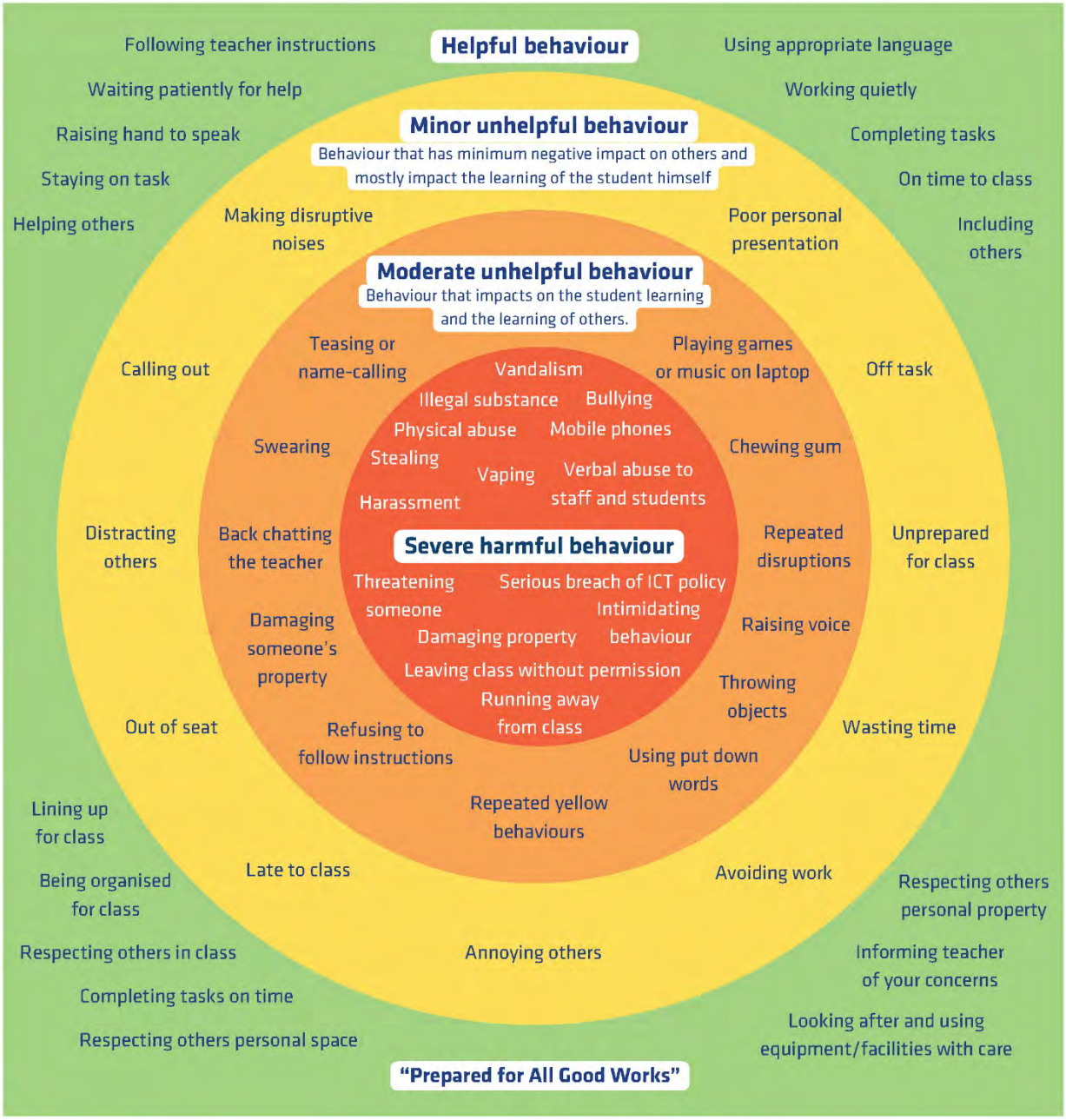
Our strategies and sanctions endeavour to be positive and pastorally orientated and incorporate the Christian values of dignity, respect and forgiveness.

Further information regarding the Behaviour Management Guidelines can be found in SEQTA Engage in the Documents section

St Norbert College

LEVELS OF BEHAVIOUR

For us to be engaged in our learning, we want to feel safe, included, respectful of myself and others in this class



St Norbert College

3.9 GOOD STANDING GUIDELINES

(Summarised version)

Rationale

This policy aims to assist students to take responsibility for their actions and achieve their full potential. 'Good Standing' recognises the importance of rewarding all students who maintain high standards of behaviour and commitment to all areas of the St Norbert College community.

Priority Areas

1. Behaviour

In keeping with the St Norbert College Behaviour Management Policy, students are expected to:

- Demonstrate a high standard of courtesy, co-operation and respect for all members of the College community and their property.
- Carry out all instructions given by a teacher in the course of all school operations.
- Support the maintenance of a positive, healthy learning environment.
- Adhere to the College expectations when using or communicating with others via electronic means.
- Adhere to College policies on mobile phone and ICT use.

2. Attendance

The College deems it is the student's responsibility to:

- Maintain an average attendance of at least 90% over a 10-week period.
- Be punctual to Homeroom and all classes.
- Maintain enrolment commitment to attend all College community events, e.g. Community Mass, Inter-house Swimming Carnival, St Norbert Day, Inter-house Athletics Carnival, Presentation Night.

3. Preparation and participation

It is the student's responsibility to participate in the educational program in a manner that will contribute to his/her educational progress in all areas of study. This includes:

- Appropriate use of the College Diary (e.g. Entering set homework and assessments, obtaining parent signatures regularly, keeping diary in good condition and free of graffiti).
- Active participation in all class activities (e.g. Engagement in lessons, asking questions, involvement in class discussions).
- Being prepared for all lessons with College Diary, laptop and all other required materials, as noted in the course outline.
- Completing the requirements of the Christian Service Learning Program.

4. Personal Presentation

Students are expected to adhere to the College Uniform and Personal Presentation Policy, as outlined in the College Diary at all times, including when travelling to and from school.

5. Academic Performance

The monitoring of student results by the Dean of Studies will identify students not working at their potential. This will occur through College Reports, reviews and concerns from Heads of Learning Areas.

In keeping with the College's Assessment Policy, it is the student's responsibility to:

- Complete all set tasks by the due date.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extensions or exemptions and other issues pertaining to assessments.
- Submit work that is original and not completed through cheating, collusion or plagiarism.

At all times, students should live the College Motto by being "Prepared for All Good Works".

Further information regarding the Good Standing Guidelines can be found in SEQTA Engage in the Documents section

St Norbert College

3.10 DRUG POLICY

Rationale

St Norbert College has a comprehensive drug policy that endeavours to:

- Illustrate clearly to the community the stand St Norbert College will take in support of the efforts made by families to raise their children in a well-informed and safe environment and by publishing guidelines and sanctions that are relevant to St Norbert College;
- Address measures of prevention, intervention and sanctions in regard to drug use; and
- Be consistent with State and Federal laws.

The school's primary business is education and a part of this process is to help students to gain and clarify information about social issues such as drug and alcohol abuse, and to assist them to develop skills required for immediate and future decision-making.

It is critical at this time when individuals are being required to make decisions about a whole range of behaviours which affect their personal health and well-being, that they learn how to make decisions on matters related to issues such as the use or abuse of tobacco, alcohol, prescribed drugs and illegal drugs.

It is important too, that St Norbert College provides opportunities for people to discuss social (including controversial) topics, in an educational climate without feeling that they will be misunderstood or reprimanded for their honesty in discussing their values or behaviours, provided that such discussions do not condone, encourage or facilitate any illegal activities. It is also important that St Norbert College should take a stand on values and make this clear to the students.

Intervention

The College acknowledges that, in the process of learning how to make decisions, some individuals will make errors of judgement. In such circumstances, the College can accept the person without condoning the behaviour, while making every effort to create an atmosphere of understanding which can be used as an opportunity for learning. Counselling services will be made available to students who need help with problems associated with drug use.

Procedure

This policy covers breaches at the College, at College functions, or while travelling to or from school or College events.

Cigarettes and Electronic Cigarettes

Students found smoking, in possession of cigarettes or E-cigarettes (e.g. vapes) or supplying these to other students will be liable to a range of sanctions dependent on the circumstances and whether or not it is a repeated offence.

Alcohol, Solvents, Licit Drugs

Students found drinking alcoholic beverages, in possession of alcohol, supplying alcohol to other students, or misusing solvents or licit drugs, will be liable to a range of sanctions dependent on the circumstances and whether or not it is a repeated offence.

Medically Prescribed Drugs

Students using prescribed medication (e.g. Attention Deficit Disorder tablets) have a responsibility to ensure that medication is used according to instructions provided by medical practitioners.

Medically prescribed drugs that are found to be used incorrectly or supplied to other students will be treated in the same manner as illicit drugs.

Sanctions include but are not limited to:

- Rostered Detention;
- Suspension-internal or external;
- Exclusion

Illicit Drugs

As a result of possession, consumption supplying, purchasing or selling of illicit drugs at the school or at a school function or in school uniform, the student will be suspended. The student will remain under suspension until an interview has been held between the College, parents and the student. Following the interview, the student may be readmitted or excluded from the College.

Counselling or referral to outside agencies will be recommended for all breaches of the Drug Policy. The police may be notified in any matters related to illicit drug use.

The exclusion of a student is not considered the final step. The College will endeavour to assist in:

- Re-enrolment in a suitable school;
- Recommending suitable counselling agencies for the student and their family.

This policy is guided by the CEWA Policy - Community: Student Safety, Wellbeing and Behaviour

St Norbert College

GENERATIVE AI USAGE FOR SCHOOL

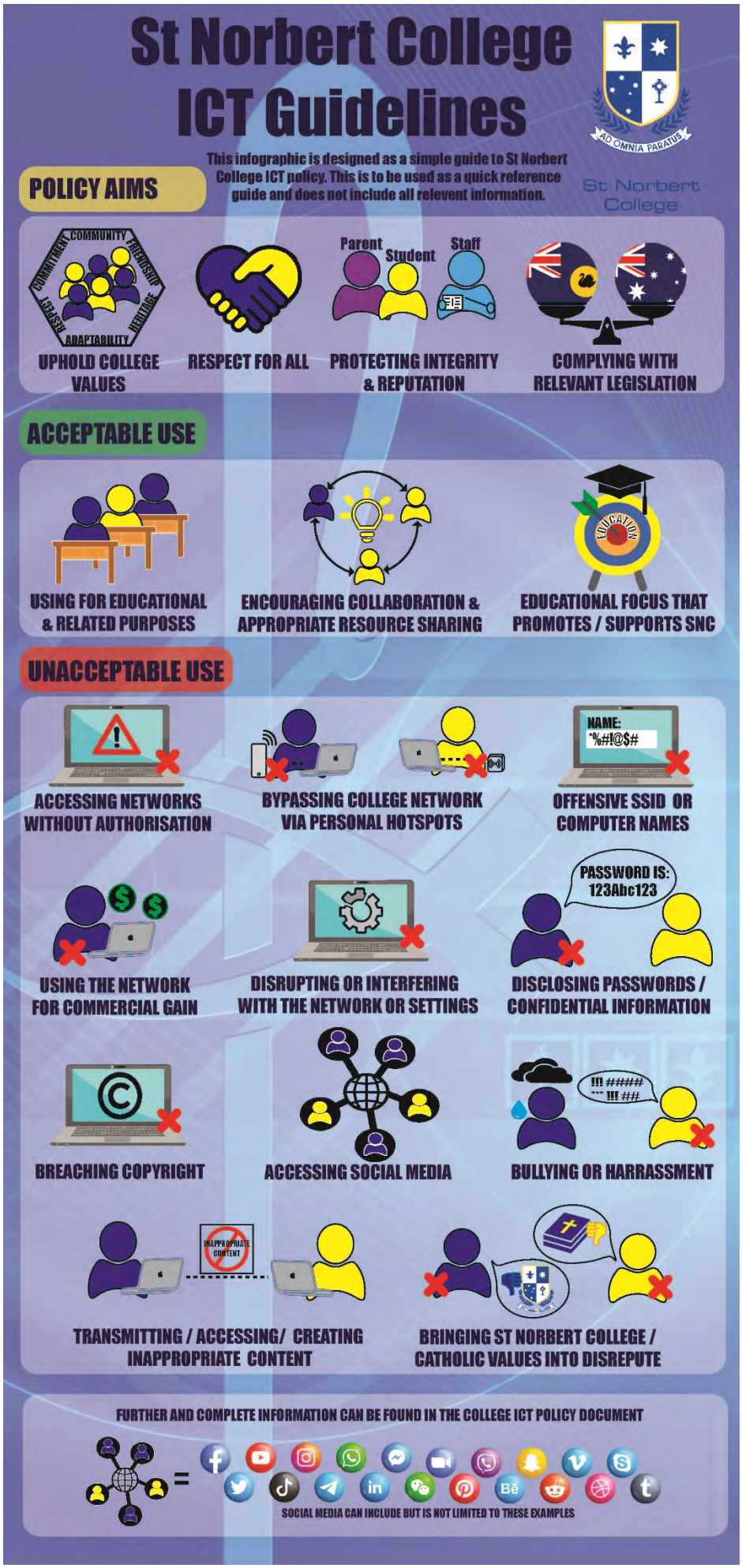
Ethical Use	Unethical Use
Concept Explanation Can simplify complex ideas and concepts for you. **Brainstorming** Create ideas or topics, different suggestions or points of view. **Resource Creation** Create your own flashcards, revision activities, analytical tools. **Idea Generation** Use it to generate ideas as a starting point. **Feedback and Evaluation** Gives instant feedback on your work to improve quality before submission. **Revision** Create activities to help with better understanding and recall. **Presentation Skills** Provide suggestions to improve presentation skills. **Locate Sources** Like Google and Wikipedia, use it to find sources to help with research. **Study Partner** Use it to quiz you on a topic.	**Plagiarism** Presenting generative AI generated writing or images as your own work. *This would be the same as copying and pasting from Google.* **Assignment Outsourcing** Using generative AI to create assignments, essays or other projects without your personal input. *This would be the same as a parent or tutor doing the task for you and you claiming it as your own work. It undermines the whole point of the assessment, and is considered dishonest.* **Misrepresenting Abilities** Using generative AI to complete tasks which are beyond your understanding and presenting the results as your own. *This would be the same as copying someone else's assessment or paragraph, and tweaking it slightly but still taking credit for it as your own work.* **Improper Reference Checking** Not checking the validity of the information that you claim to have sourced. Generative AI is very good at making up fake references which don't actually exist! *This would be the same as claiming you used a particular reference, but really you only used ChatGPT.*

Out of Class Assessments

Generative AI can only be used in assessment tasks as specified by your teacher. This will vary from task to task. Please refer to the assessment cover page which includes the permissible use of generative AI for that task.

Example Reference

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat


St Norbert College
ICT Guidelines
AD OMNIA PARATUS
This infographic is designed as a simple guide to St Norbert College ICT policy. This is to be used as a quick reference guide and does not include all relevent information.
St Norbert College
POLICY AIMS
COMMUNITY
PREVENTATIVE
HERITAGE
ADAPTABILITY
RESPECT
COMMITMENT
UPHOLD COLLEGE VALUES
RESPECT FOR ALL
Parent
Student
Staff
PROTECTING INTEGRITY & REPUTATION
COMPLYING WITH RELEVANT LEGISLATION
ACCEPTABLE USE
USING FOR EDUCATIONAL & RELATED PURPOSES
ENCOURAGING COLLABORATION & APPROPRIATE RESOURCE SHARING
EDUCATION
EDUCATIONAL FOCUS THAT PROMOTES / SUPPORTS SNC
UNACCEPTABLE USE
ACCESSING NETWORKS WITHOUT AUTHORISATION
BYPASSING COLLEGE NETWORK VIA PERSONAL HOTSPOTS
NAME:
*%#!@$#
OFFENSIVE SSID OR COMPUTER NAMES
USING THE NETWORK FOR COMMERCIAL GAIN
DISRUPTING OR INTERFERING WITH THE NETWORK OR SETTINGS
PASSWORD IS:
123Abc123
DISCLOSING PASSWORDS / CONFIDENTIAL INFORMATION
BREACHING COPYRIGHT
ACCESSING SOCIAL MEDIA
!!! #####
*** !!! ##
BULLYING OR HARRASSMENT
INAPPROPRIATE CONTENT
TRANSMITTING / ACCESSING/ CREATING INAPPROPRIATE CONTENT
BRINGING ST NORBERT COLLEGE / CATHOLIC VALUES INTO DISREPUTE
FURTHER AND COMPLETE INFORMATION CAN BE FOUND IN THE COLLEGE ICT POLICY DOCUMENT
=
SOCIAL MEDIA CAN INCLUDE BUT IS NOT LIMITED TO THESE EXAMPLES

St Norbert College

3.12 STUDENT MOBILE PHONE GUIDELINES

Rationale

This policy is based on the principles of mutual responsibility and respect of all parties involved in the use of mobile phones. It requires accountability on the part of the user for his or her actions. It is designed to assist in managing the safe and responsible use of mobile phones by students and involves parents as partners in assisting their children in the proper use of mobile phones. It is underpinned by an overall requirement for students to exercise care and use their mobile phones in a considerate manner and to be aware of situations in which others could be affected by their actions.

St Norbert College accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

All phone calls during school hours of an urgent nature should be made using the phone at Student Services. Parents are reminded that in cases of emergency, contact should be made to the College Reception (9350 5433) to ensure your child is reached quickly and assisted in any appropriate way.

This policy makes clear that the privilege to bring a mobile phone to school may be withdrawn if a student fails in his or her duty to behave responsibly and in accordance with the school's requirements.

Purpose

1.1 The ownership of mobile phones among young people requires that school administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly at schools. This Policy is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

1.2 St Norbert College has established the following Student Mobile Phone Policy so that it provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

1.3 The Student Mobile Phone Policy also applies to students during school excursions, camps, sport, examinations and all co-curricular activities.

Responsibility

2.1 It is the responsibility of students who bring mobile phones to school to abide by the guidelines outlined in this document.

2.2 The decision to provide a mobile phone to their children should be made by parents or guardians.

2.3 The College accepts no responsibility for replacing lost, stolen or damaged mobile phones.

2.4 It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (eg by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords should not be shared.

Acceptable Uses

3.1 Mobile phones should be switched off and placed in lockers upon arrival at the College and remain in the locker until the end of the school day.

3.2 Mobile phones may be permitted only in exceptional circumstances if the parent/guardian specifically requests it (eg. medical issues). Such requests will be handled on a case-by-case basis and should be directed to the appropriate Deputy Principal.

3.3 Students attending after school events (eg. socials, sporting fixtures off campus), may be allowed to have their mobile phone, but must follow directives of staff for their use.

3.4 Students may be allowed to have their mobile phones when attending excursions if it assists in teacher supervision and duty of care.

3.5 Teachers may on occasion give students permission to use their mobile phones in class for educational purposes. This usage is subject to the same regulation and supervision as laptops. Mobile phones would need to be returned to lockers by the end of the lesson.

3.6 Students using the Learning Hub after school, may have their mobile phones with them provided it is on silent mode.

Unacceptable Uses

4.1 Unless express permission is granted, mobile phones should not be used to make calls, send SMS messages, surf the internet, listen to music, take photos or use any other application during the school day and other educational activities, such as assemblies, sporting fixtures or excursions.

4.2 Using mobile phones to bully and threaten other students and/or staff is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.

4.3 It is forbidden for students to use their mobile phones to take videos and pictures of acts to denigrate and humiliate others and/or to distribute these in any form. It is unlawful to use mobile phones to photograph or film others without their consent or to harass, intimidate or offend others.

4.4 Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person. This includes using SMS messages, communication apps, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face disciplinary action as sanctioned by the Deputy Principal or Head of House. It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the College is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

4.5 Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

4.6 Mobile phones are not permitted in exams or assessments and students will face disciplinary action as sanctioned by the Leadership Team in accordance with the Assessment Policy.

Theft or Damage

5.1 It is recommended that students should mark their mobile phone clearly with their name.

5.2 Students who bring a mobile phone to school are required to leave them in their lockers upon arrival so as to reduce the risk of theft during school hours. Students who have a mobile phone are advised to keep them well concealed and to ensure that lockers are closed at all times. Student are not to share their locker combination with other students.

5.3 Mobile phones that are found in the school should be handed to Student Services.

5.4 The College accepts no responsibility for students who lose, damage or have their mobile phones stolen while at school or travelling to and from school.

5.5 Staff cannot accept any responsibility for a mobile phone during the period in which it is confiscated.

5.6 Lost and stolen mobile phones in Australia can be blocked across all networks making them virtually worthless because they cannot be used.

Sanctions

6.1 Students found in possession of their mobile phones after they have arrived at the College or using them without permission, will have their phone confiscated and a Rostered Detention will be issued. The mobile phone can only be collected from Student Services at the end of the day.

6.2 On the third occurrence, the parent will be asked to collect the mobile phone from the College. Repeated infringements may result in the student being required to leave their mobile phone at Students Services upon arrival at the College. They will only be permitted to collect their mobile phone at the end of the day.

6.3 In serious breaches of this policy, the Principal may report the student to the police for further investigation. In such cases, the parent/carer would be notified immediately.

This policy is based on the Australian Mobile Telecommunications Association "Acceptable Use Policy for Mobile Phones in Your School".

St Norbert College

3.13 UNIFORM AND PERSONAL PRESENTATION GUIDELINES

Girls' Uniform

Girls' Summer Uniform

- College dress with College Crest and gold piping on collar and sleeves. Should be modest length, on the knee.
- College jumper.
- Plain black leather lace up school shoes with a low heel. Shoes should be kept polished with laces tied up. (Mary-Janes, lace up pumps, black casual shoes, black leather sport shoes or black flat shoes are not acceptable).
- College socks. Socks need to be visible above the top of the shoes.
- College reversible bucket hat. For outdoor wear, compulsory during summer Terms 1 and 4.

Girls' Winter Uniform

- College tartan skirt. Should be a modest length, on the knee.
- College yellow shirt with Crest. Should be tucked in at all times. Only top button may be unfastened.
- College blazer. The blazer needs to be worn to and from the College and to morning Homeroom and formal events.
- Plain black leather lace up school shoes with a low heel. Shoes should be kept polished with laces tied up. (Mary-Janes, lace up pumps, black casual shoes, black leather sport shoes or black flat shoes are not acceptable).
- College socks. Socks need to be visible above the top of the shoes. College socks will be required to be worn on 'Photo Day'.
- Navy blue tights (70 denier). Tights will be required for Presentation Night and Year 12 Graduation.
- College jumper.
- College scarf (optional).
- College dark blue trousers. Optional for female students during Terms 2 and 3. These will **only** be available if ordered in Term 1 at the Uniform Shop.

Girls' Physical Education Uniform/Requirements

- College tracksuit
- College shorts
- College PE shirt
- House shirt
- Sports shoes that are rigid in the heel, provides ankle and foot support and not easily twisted. It is important that shoes are not extreme or excessively bright colours. Please see Head of Health and Physical Education if further clarification is required.
- College sports socks.
- Towel (Term 1).
- College reversible bucket hat (compulsory for Terms 1 and 4).
- College PE duffle bag or sports bag
- College bathers (girls may wear the optional College Board shorts over bathers).
- Optional long sleeve royal blue polo shirt available

College bathers and College tracksuits are required by all students.
Optional

- College rash shirt (recommended for sun protection)
- College board shorts

Boys' Uniform

Boys' Summer Uniform

- College grey shorts. (Compulsory for Year 7, 8 and 9 students). Should be worn above the hips.
- College dark grey trousers. (Optional for Year 10 -12 students). Should be worn above the hips.
- College socks. Worn to show College colours.
- College shirt with Crest. Should be tucked in at all times.
- College jumper.
- Plain black leather lace up school shoes with a low heel. Shoes should be kept polished with laces tied up. (Pointed dress shoes, black casual shoes, black leather sport shoes or black flat shoes without laces are not acceptable).
- College reversible bucket hat. For outdoor wear, compulsory during summer Terms 1 and 4.

Boys' Winter Uniform

- College dark grey trousers. Trousers should be worn above the hips.
- College blazer. The blazer needs to be worn to and from the College and to Homeroom.
- College socks. Worn to show College colours.
- College shirt with Crest. Worn with top button fastened and tucked in at all times.
- College tie. Securely tied over the fastened top button.
- College jumper.
- College scarf (optional).
- Plain black leather lace up school shoes with a low heel. Shoes should be kept polished with laces tied up. (Pointed dress shoes, black casual shoes, black leather sport shoes or black flat shoes without laces are not acceptable).

Boys' Physical Education Uniform/Requirements

- College tracksuit.
- College shorts.
- College PE shirt.
- House shirt.
- Sports shoes that are rigid in the heel, provides ankle and foot support and not easily twisted. It is important that shoes are not extreme or excessively bright colours. Please see Head of Health and Physical Education if further clarification is required.
- College sports socks.
- Towel (Term 1).
- College board shorts or jammers.
- College reversible bucket hat (compulsory in Term 1 and Term 4).
- College PE duffle bag or sports bag.
- Optional long sleeve royal blue polo shirt available

College bathers and College tracksuits are required by all students.
Optional

College rash shirt
College poncho towel
Dance uniform – black dance top and black three quarter dance pants.
The Dance uniform is **NOT** optional for students pursuing Dance in Years 10 -12.

All Students

House Shirt

The House shirt is only to be worn on special House feast days, for House sport, at Inter-House Carnivals and other special events as directed by the College (eg St Norbert Day). When permitted, the House shirt should be worn to and from the College with the full College tracksuit or PE uniform.

College Backpack

The College bag or backpack and the College PE duffle bag (or Sports Bag) are compulsory for all students. The only script permitted on the College bags is the student's name.

Physical Education Electives

As the College offers a number of units in this area, it may be necessary for some students to have more than one pair of socks, PE shirt and shorts as full College uniform is a requirement of participation.

Specialised Basketball Program

It is the expectation that students in the Specialised Basketball Program wear the following for all training sessions or classes:

- Canons reversible singlet
- Canons playing shorts
- St Norbert Basketball Team T-shirt (optional)

All students in the Specialised Basketball Program will be required to purchase a Canons playing uniform to be worn for games.

Specialised Football Program

It is the expectation that students in the Specialised Football Program wear the following for all training sessions or classes:

- Nike Canons Training/Game Jersey
- Nike Canons Shorts
- Football boots
- Students are permitted to wear football-appropriate socks, including grip socks of any colour

College Sporting Teams

In addition to the College PE uniform or tracksuit, students may be required to wear items specific to the team. eg. Guernseys, swim caps, singlets. These will be supplied by the College.

In addition, students participating in AFL teams will be required to purchase royal blue football shorts and socks. Students participating in soccer teams will require royal blue football socks.

ACC Representation

In addition to the College PE uniform or tracksuit, selected students can purchase the ACC Team long sleeve T-Shirt when representing the College in ACC Swimming, Cross Country and Athletics.

Performing Arts - Dance

Dance uniform – black Performing Arts t-shirt and black three-quarter leggings.
The correct uniform is compulsory for all Years 9-12 Dance students and co-curricular dance team members.

All articles of clothing are to be clearly labelled with the student's FULL name.

Personal Presentation

All members of the College community have the right to enjoy, benefit from and maintain the good reputation of the College. Students have the responsibility to wear the uniform correctly and to be appropriately presented at all times. Therefore:

HAIR

- Hair should be clean, neat and tidy (combed and brushed away from the face).
- Extreme hairstyles are not permitted. This could include haircuts that are less than a number 2 and lines, patterns or tracks. Contrasting lengths should be blended where possible.
- Extreme tonal contrast and unnatural hair colour is not permitted.
- Shoulder length hair should all be tied back firmly and away from the face. Any hair that is unable to be held back securely needs to be pinned back with clips or a hairband.
- Fringes must be no lower than the eyebrows.
- Less than number 2 haircuts are not permitted. Lines, patterns and tracks are not permitted. Contrasting lengths should be blended.
- Hair trims (eg. head bands, scrunchies and ribbons) need to be blue or gold/yellow. Ties may be of a natural hair colour.
- Male students must be clean shaven; sideburns are to be maintained and above the base of the ear.

JEWELLERY

- Students are permitted to wear one pair of earrings in the lower ear lobe. Earrings should be small, plain silver or gold sleepers or studs. No large or decorative earrings are permitted. No other piercings are permitted.
- Students may wear one gold or silver neck chain and a watch. Only Christian religious symbols are acceptable as pendants on neck chains.
- Students may not wear any other jewellery.

OTHER

- Make up must not be worn.
- Acrylic nails and nail polish (including French Polishing) are not permitted. Nails should be kept at a short, safe length.
- Tattoos are not permitted.
- Uniforms need to be well presented and washed regularly
- Students are not to mix and match items of uniform. Either full College summer/winter OR full College sports uniform is to be worn.
- Eyelash enhancements and eyebrow tinting are not permitted.

Any student not meeting the PERSONAL PRESENTATION expectations of the College will need to rectify the infringement immediately in Homeroom with their Homeroom Teacher. For students who are unable to rectify the situation or refuse to, will be sent to their Head of House or Deputy Principle. The following may occur:

- The student will be asked to correct the issue immediately (e.g. make up and jewellery). Jewellery will be confiscated and will need to be collected by a parent.
- Parents will be called to collect their child and rectify the issue immediately. The student is not to return until the problem/issue has been attended to. This includes, but is not limited to, inappropriate hair standards, length of uniform, incorrect socks, shoes or inappropriate piercings.

- If the issue cannot be rectified by these alternatives, the student will be removed from classes and will work in isolation for the remainder of the day. In cases with inappropriate hair standards, the student will be required to wear a hat and remain in lunchtime detention until appropriate standards are met.
- The College reserves the right to administer suitable sanctions for Uniform, Behaviour and Academic breaches regardless of other strategies that have been implemented. This includes but is not limited to lunchtime and Rostered Detentions.

It is to be noted that, in matters of style, the College remains the final arbiter.

The rules relating to uniform and appearance have been created to establish a level of which everyone can be proud. At all times student uniforms and personal presentation should be of a high standard.

Parents are asked to ensure the correct uniform is worn at all times and that students are well presented.

Addendum to College Policy: Footwear

The College policy states that students require sports shoes that are rigid in the heel, provides ankle and foot support and not easily twisted. It is important that shoes are not extreme or excessively bright colours. Please see photo examples on following page.

The following are NOT acceptable with House uniform or in PE classes.

No canvas slip on shoes	
No Vans or Converse	
No Dunlop Volley	
No skate shoes	
No high tops	

The following ARE acceptable with House uniform or in PE classes.

St Norbert College

3.14 ADDITIONAL RESOURCES

Please refer to the St Norbert College website for further policies and resources, including:

- CEWA Statutory Privacy Policy
- CEWA Policies
- Dispute and Complaint Resolution Policy
- CEWA Collections Notice