About Us

College Goals

- To create a culture of discipleship among students which links social justice and other aspects of religious education to intentional discipleship.
- 80% of students will improve their ability to respond critically and synthesise ideas in writing as measured by pre- and post-tests with an effect size of greater than 0.5, and by improvements in synthesis and analysis items in PAT-R and NAPLAN.
- 80% of students will improve their ability to understand, analyse, interpret and represent information in tables, graphs and charts, especially in science subjects, as measured by pre- and post-tests with an effect size of greater than 0.5, and these items in NAPLAN and PAT-Maths.

College Motto

FAITH – COURAGE – TOLERANCE

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Mission Statement

Caroline Chisholm College is a community committed to providing young women with a quality Catholic education which promotes a passion for learning, develops skills for living and inspires an ongoing search for meaning.

These young women will be confident, compassionate and independent, and their lives will be marked by a Christian faith which is integrated and deeply spiritual, a courage which transforms our society and renews our church and a tolerance which accepts difference and values justice.

Principal's Welcome

Welcome to Caroline Chisholm College. I am delighted to share some of what makes this College special, and I encourage you to find out more about how our school could support your daughter's growth and learning.

When students graduate from Caroline Chisholm they go out into the world as confident, skillful and compassionate people. They will have had rich opportunities to explore their world and their thinking by working in a challenging environment and with expert teachers and staff supporting them at every step. Our College values guide everything we do, and are built on the example of service given to us by Caroline Chisholm - The Emigrant's Friend. These values are faith, courage, tolerance, compassion, dignity and justice. I am convinced that the future of our community is in safe hands as we watch the students here work with generosity, using their gifts to make the world a better place.

We are justifiably proud of our academic results, and each year we celebrate our girls' wonderful performance in their learning, in NAPLAN and the HSC. The vast majority of our graduates go on to pursue further study at universities here and abroad.

We are a Catholic girls' school. This means that we are a place of hope, nourished by Jesus' message of love, and focused entirely on the educational needs of girls. That makes Caroline Chisholm College a very, very happy place.

I extend to you my invitation to discover more about what it means to be a 'Chisholm Girl'.

Mr Greg Elliott
Principal
The School Prayer

Loving God

We thank you for the example of Caroline Chisholm, the emigrant’s friend.
Help us to befriend all those we meet so that we can truly follow in her footsteps.
Teach us how to use our knowledge and talents to help others and to create a better world.
Grant us the grace to grow in love for you and for learning so that we may always be models of faith, courage and tolerance.

We ask this through Christ our Lord.

Amen

Caroline Chisholm, pray for us.

‘I know of no more sacred duty than to educate a child’

(Caroline Chisholm)
Expectations Of Our Students

Student Management

Mutual respect, trust and honesty are at the heart of our expectations. Parents, students and teachers must all be responsible for maintaining an effective community climate, whereby the rights of individuals and the community are protected.

PHILOSOPHICAL BASIS

- It is essential that all associated with the College respect the values taught and modelled by Jesus. This implies a need for unconditional love, compassion, justice, hope and reconciliation in all circumstances.

- The purpose of all management procedures at Caroline Chisholm College is to teach students the value of self discipline. At the same time rules and regulations are needed for the good of the whole community. Students have a right to education and must accept the responsibilities associated with that right.

- Expectations which emphasises positive behaviours rather than punishment lead to a more productive and enjoyable educational process and makes both teaching and learning easier.
## Student Code Of Behaviour

<table>
<thead>
<tr>
<th>I have the Right…</th>
<th>I have the Responsibility…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to be valued as an individual</td>
<td>• to be tolerant and to value the individuality of others and treat them fairly and with respect and dignity.</td>
</tr>
<tr>
<td>• to express my opinion provided that I am respectful of others</td>
<td>• to express my opinion provided that I am respectful of others</td>
</tr>
<tr>
<td>• to privacy, confidentiality and trust.</td>
<td>• to privacy, confidentiality and trust.</td>
</tr>
<tr>
<td>• to learn</td>
<td>• to complete my work and homework to the best of my ability and submit it on time</td>
</tr>
<tr>
<td>• to learn about the Catholic faith and have opportunities to develop my relationship with God</td>
<td>• to grow in my faith and participate respectfully in all religious activities including prayer, liturgies, reflection days and retreats</td>
</tr>
<tr>
<td>• to an environment that encourages a development of self-discipline</td>
<td>• to act with courage in the service of others</td>
</tr>
<tr>
<td>• to be safe and have my property respected</td>
<td>• to wear the College uniform with pride</td>
</tr>
<tr>
<td>• to be treated with justice and with respect as an individual</td>
<td>• to recognise that self-discipline is acquired in a gradual and progressive manner</td>
</tr>
<tr>
<td>• to an environment that is friendly, co-operative and peaceful</td>
<td>• to make the school safe and respect the property of all the members of the school community</td>
</tr>
<tr>
<td>• to be happy and enjoy myself at school</td>
<td>• to give teachers and students the opportunity to work in a friendly, co-operative and peaceful setting and to use my time wisely</td>
</tr>
</tbody>
</table>

### CONSEQUENCES

Students who accept these responsibilities will have made a significant contribution to their own education and will have maximised their opportunities as well as developed fine personal attributes and qualities.

The College will encourage students who demonstrate these standards of behaviours by allowing them more responsibility. It will do this by verbal encouragement and praise, tangible rewards including merit certificates, group rewards, public acknowledgment through displays, demonstrations, communication to parents and in any other way that is appropriate.

This policy stresses student responsibility and accountability. As a result, it will call upon students to account for their behaviour or the quality of their work and expect them to take responsibility when their performance is less than satisfactory. Teachers will challenge students to take responsibility for their own decision making and to accept the consequences of their actions.

The consequences for inappropriate behaviour could include afternoon detentions or Saturday detentions for repeated deliberate failures to meet College expectations. Very serious breaches of the College’s rules can result in suspension from classes or from school.

In all matters, there will be communication with parents as we strive to work in partnership.
ANTI-BULLYING

Preamble

Caroline Chisholm College is a school which actively promotes the wellbeing and safety of our students. The students are encouraged to develop positive relationships with their peers, their teachers and others in the wider community.

We use the principles of restorative justice practices as the basis for maintaining good relationships and encourage all members of our community to demonstrate the Gospel values of respect, tolerance, understanding, reconciliation, compassion and honesty.

The purpose of the anti-bullying policy is to foster a school environment where bullying is not acceptable. It is also to encourage members of our school community to speak out if bullying occurs.

The Aim:

1. To implement and maintain a whole school approach to address any problems of bullying.
2. To give members of the school community the skills and support to be proactive if bullying occurs.
3. To promote awareness of bullying issues throughout the school community.
4. To make all members of the school community aware of support structures in the school for targets of bullying.
5. To maintain a safe and caring environment to all staff, students and parents within the school community.
6. To provide an effective and supportive learning environment that allows all students to reach their full potential.

Definition and Types of Bullying

Bullying is a repetitive attack, which causes distress not only at the time of the attack, but also by threat of future attacks. It is characterised by an imbalance of power and can be defined by the impact on the vulnerable person (Griffiths 2001).

Bullying involves:
- an imbalance of power of one person, or a group of people, over another person
- devalues, isolates and frightens
- affects an individual’s ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders

Although these actions may also require intervention, bullying behaviour is not:
- Students not getting along
- Situations involving mutual conflict
- Generally single or random acts of nastiness, aggression and intimidation unless the single act is of a particularly serious or damaging nature

Bullying can take place in different forms:
- Physical: pushing, kicking, hitting, pinching, tripping, stealing, cornering and standing over others, vandalism of property
- Psychological: humiliation, rumours, put-downs, whispering about someone behind their back, threats, intimidation, insults, bribery and extortion
- Verbal: name calling or put downs, threats, teasing, harassment and innuendo and constant criticism
- Social: exclusion from peer group, ignoring, refusing to talk to someone or sit next to them
- Racist: racial taunts, graffiti and gestures
- Cyber: includes teasing, spreading rumours online, sending unwanted messages, or defamation through means of email, chat room, discussion group or forum, instant messaging, social networking websites, text and picture messaging, video and phone calls

Roles and Responsibilities
It is important as a whole school community we all have roles to play that will help minimise the incidents of bullying within our community.

Students should

- always respect the rights of others including their right to be different
- report bullying behaviour to a teacher or year coordinator as soon as it happens
- actively make a decision not to be involved in bullying
- form and maintain friendships groups free of bullying
- not be a bystander to bullying. Bullies rely on others not to say or do anything about their behaviour towards others. It is important to address bullying by offering to support the victims of the bully, and ignoring bullies to show disapproval of bullying, and reporting bullying any incidents to teachers

Parents/Guardians should

- contact the school if bullying takes place or is suspected
- encourage their daughters to report any form of bullying to teachers or year leaders
- watch for signs of distress
- let their daughters know that bullying in any form is not acceptable
- keep a record of any incidents
- refrain from encouraging retaliation
- be willing to support the schools involvement in dealing with bullying
- encourage children to interact positively with other people in their day to day social interactions and to support constructive ways to resolve conflicts

Staff

- be positive role models at all times
- monitor classes for signs of bullying and be observant of any signs of distress or suspected incidents of bullying
- reinforce students’ positive interactions in the classroom
- engage students in their learning
- maintain good classroom management
- take steps in the classroom to remove the potential for bullying to take place
- listen to students who may want to talk about bullying
- offer advice, suggestions and organise counselling as needed
- document all incidences of bullying observed and action taken to address the issue
- report actual or suspected incidents to the appropriate staff member

Prevention Strategies

Bullying awareness is embedded in subject-specific curriculums and the welfare programs with aims to reducing the severity and frequency of bullying incidents in the school, in initiatives and areas such as:

- Skills for Living
- PDHPE

- Parent information night are held to inform parents of Cyberbullying and use of social networking sites by the students
- Police Liaison Officers visit the school and discus issues around Cyberbullying with students

If Cyberbullying occurs the following procedures can help reduce the incidents of the bullying:
Tell someone: The most important step is for girls to talk to someone they trust: a parent, friend, school counsellor or teacher.

Block the Cyberbullying: Depending on the way that the bully is communicating with the girl, it may be possible to block their messages or texts. If she is not sure how, her phone or internet service provider can help her. On social networking sites, remove the bully as her friend and block them to prevent further contact.

Report the problem: Most social networking websites such as Facebook and My Space have links where abuse can be reported.

Keep the evidence: Keeping copies of texts, emails, online conversations or voicemails as evidence can be useful if it comes to tracking the bully down.

Change her contact details

Keep her username and passwords secret: She should not share her details with anybody other than parents, even best friends.

Intervention/Consequences:

Any reported incidents of bullying are taken seriously and shall be dealt with quickly and appropriately. Any investigations of allegations of bullying will follow the principles of the college and CEDP policies of procedural fairness. If a student is found guilty of bullying behaviour the consequences will depend on both the results of the investigation and the severity of the incident. Consequences may include, but are not limited to, mediation, a parent conference, detentions, counselling, suspension or expulsion.

<table>
<thead>
<tr>
<th>Low level Bullying</th>
<th>Possible Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Talk with the bully/ bullies</td>
</tr>
<tr>
<td></td>
<td>Point out the evident distress of the victim</td>
</tr>
<tr>
<td>Thoughtless, periodic teasing, name calling and/ or exclusion</td>
<td>Explain the inappropriateness and unacceptability of the name-calling</td>
</tr>
<tr>
<td></td>
<td>Encourage an appropriate response by the bully e.g. apology</td>
</tr>
<tr>
<td></td>
<td>Encourage an appropriate response by the bystanders</td>
</tr>
<tr>
<td></td>
<td>Speak with the victim as to whether they provoke the situation in any way.</td>
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<tr>
<td></td>
<td>Suggest ways to deal with the situation e.g. Ignoring, expression of feelings, reporting the situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Level Bullying</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victim is subjected to systematic and hurtful harassment.</td>
<td>Report to the Year Leader for further action</td>
</tr>
<tr>
<td>May include cruel teasing, continual exclusion, threats, mild physical abuse e.g. nudging or bumping</td>
<td>Year Leader will liaise with Assistant Principal in dealing with cases of bullying.</td>
</tr>
</tbody>
</table>
Severe Bullying

<table>
<thead>
<tr>
<th>Harassment is cruel and intense over an extended period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report to the Year Leader for further action</td>
</tr>
</tbody>
</table>

- Year Leader will liaise with Assistant Principal in dealing with cases of bullying.

- The Assistant Principal will liaise with the Principal where appropriate.
General Information

Absences

In order for students to work to their capacity and gain from the breadth of educational experiences, it is important that they develop and adhere to a regular daily attendance pattern.

In addition, regular attendance at school is a requirement of the Board of Studies in order for students to be eligible for a Record of School Achievement and the Higher School Certificate.

All term dates need to be adhered to and parents are asked not to make out of school appointments for their daughters during the school day, sports carnivals or other special occasions.

If your daughter is away from school, please send a note for the Roll (a legal document) upon her return.

Notes should be dated and signed and written on standard writing paper by the parents. Notes written by students and signed by parents are not acceptable. Students who are absent and from whom no information has been received will have a text message sent as a check that the parent or carer is aware of the absence. A text response to this message from the parent or carer’s phone is considered a written notification and does not have to be followed up with a note.

If a student is to leave school before dismissal time, a note giving permission must be brought to school and signed by the Homeroom Teacher. Students who leave school early must wait at the office for the appropriate adult. At the time of leaving, the student must be officially signed out by the parent and one of the office staff.

Late arrivals, after the commencement of Homeroom, must report to the College office prior to going to class and have a note explaining this. Late arrivals will count as a partial absence.

Leave of absence for reasons other than illness needs to be approved at least 4 weeks prior to the absence by the Principal. Requests should be made in writing and should only be made in exceptional circumstances. Please consider your daughter’s assessment schedule before requesting leave during term time. The form for this request can be found on the college website.

Accidents

Precautions and supervision are undertaken to prevent these as far as possible. Serious accidents are recorded at the school. In such cases you are also notified or your emergency contact number is rung. If time does not permit, the Principal assumes responsibility and seeks medical or hospital treatment immediately. It is essential that contact numbers for parents/carers are current and that the College is informed promptly of any change.

Appointments

Parents are encouraged to contact staff regarding any issues of concern. Parents are asked to ring the college to make an appointment for interviews.

Bells And Routine

The school day commences at 8:23 am and concludes at 2:40 pm. The first afternoon buses leave at 2:50 pm. Lesson times are published in the College Diary.

Students may not enter the buildings before 8:05 am or during the breaks except in the event of poor weather or to use the toilets or the library or the office.

Bus Travel

Students who qualify for free travel need to apply online for School Opal Cards. Full details can be found on the site. The college verifies applications but the passes are sent directly to students. Opal cards are designed to last around five years. Students will only need to reapply if they change school or address or lose a card. Students who live too close to school to qualify for free travel can catch school buses but must pay for the trip. A cheaper option is the purchase of a term pass from the bus company. Students are expected to comply with college expectations and those of the transport authorities when travelling to and from school.

Bus Prefects are appointed to monitor students’ behaviour on the buses. All students are expected to behave in a courteous and responsible manner at all times.

Most students rely on Busways or Blue Mountain Bus Company. for transport to and from our College. The College is issued with bus timetables at the commencement of the College year. The timetables are also available on the bus company’s websites.

www.bmbc.com.au

If parents have difficulty with either bus company, the College will pass on the complaint. However, parents are advised that most difficulties are best dealt with by contacting the bus company directly. (Busways Phone: 4721 9900 / Blue Mountains Bus Company Phone: 4751 1077)

Calendar

A College calendar with significant dates will be provided at the beginning of the year.
Camp - Year 10

Year 10 students participate in a three day study camp where they focus on and develop skills of leadership and study. This is timed to coincide with the commencement of their senior studies which we recognise as starting in Year 10. The students have opportunities to reflect on personal commitment and goal-setting as well as getting practical advice on study and undertaking senior study. The camp is also an opportunity to cement friendship bonds with the cohort they will be together with for the next three years.

Camp - Year 7

Year 7 students participate in a three day orientation camp which integrates faith development and allows time for reflection on their growth in interpersonal relationships, belonging to a college community and their relationship with God.

It also includes ‘getting to know you’ activities and community building activities. This will be held in Term 1.

Canteen

The canteen is operated by the College. The emphasis is on provision of a variety of healthy food. The canteen is open before school, at recess and at lunch. The assistance of parents in the canteen is essential to its operation and any help you can provide is greatly appreciated.
College Award System

All students are encouraged and expected to always give their best efforts in all aspects of their learning and to look for ways to be of service to others. As a learning community, we strive to recognise excellent efforts in a wide variety of ways.

DOING THE RIGHT THING AWARDS

These should be used in any situation in which a student meets our expectations and deserves some recognition.

Some possible situations include:

- Meeting uniform expectations
- Maintaining a clean and tidy environment
- Completing homework
- Contributing positively to learning activities
- Using the diary well

MERIT AWARDS

The College Merit Award Scheme aims to encourage students to achieve their personal best in all areas of College life. Because it focuses on the student competing with herself, and not necessarily with others, all students should be capable of achieving the Gold Award which is presented by the Principal at a College Assembly or the annual Presentation Ceremony.

The scheme aims to:

- encourage students to strive for excellence rather than settle for less than their best
- provide positive reinforcement for personal and group effort and achievement
- allow for the talent and effort of students across a wide range of endeavours to be formally recognised.

These should be issued, as detailed below, for significant achievements by an individual student. These achievements should represent the student’s “personal best”.

Merits are awarded for each assessment or other major task to:

- The top 10% (up to 3 students) for the best results and
- Another 2 or 3 students who have shown substantial improvement

These awards should be given when the task is returned.

Merits could also be awarded for:

- Extra work, completed to an appropriate standard, for example, submission of optional drafts and then incorporating feedback in final response,
- Maintaining a high standard of work above normal expectations,
- Evidence of improvement/significant ongoing engagement in class activities,
- Peer mentoring/leadership,
- Other actions as determined within the faculty in accordance with the College’s expectations.

Merit Awards should be seen as a significant acknowledgement of a student’s performance and so students in the class should be aware when awards are issued to their peers.

Maintaining Records Of Merit Awards

All teachers are required to maintain records indicating the date an award is given to a particular student. Details about the nature of the award are not required.

KLA Leaders will monitor these records to ensure that all faculty members are using the awards system to provide appropriate recognition and timely feedback to students.

Presentation Of Certificates

When a student receives 6 Merit Awards she becomes eligible for a Certificate of Excellence.

Certificates of Excellence need to be issued within one week of the student achieving the required 6 merits. To facilitate this timely feedback, the Certificates will be presented by the homeroom teacher or Year Leader.

Bronze and Silver Awards will be acknowledged at Year Assemblies.
The overall operation of the scheme in each year level is supervised and monitored by the Year Leaders.

When a student receives 12 merits she will receive a Bronze Award. When she receives 24 merits she will receive a Silver Award. Both these awards will be presented at Year Assemblies and will be acknowledged in the College Newsletter and on the College website.

When a student receives 36 merits and meets the required hours for College Service she becomes eligible for a Gold Award. The full details for eligibility for this award are shown on the college website. This award is presented by the Principal at the Annual Presentation Assembly.

CLASS BASED AWARDS

Some teachers may wish to implement their own award system to encourage and motivate their students. Such initiatives should be clearly distinguishable from the two college systems.

PRINCIPAL'S SEMESTER REPORTS AWARDS

These awards are presented to students who are identified as meeting the requirements for excellent commitment to their studies, as shown in the Personal Profile Section, in all their subjects. Students must also satisfy the criteria identified in the previous flowchart.

Students must receive a Principal's Award for their Semester Report as part of the requirements of a Gold Award.

Complaints And Grievance Handling

All schools within the Diocese of Parramatta are committed to being inviting, inclusive and just. Our procedures for dealing with complaints must be just to both the complainant and the respondent and be designed to bring about a fair and timely resolution.

All members of the community are entitled to make queries related to circumstances, decisions or situations that appear unfair or unjust.

The College's policy on handling complaints and grievances can be found on our website. A flowchart outlining the way in which complaints are generally managed is provided on the next page for your information.
Complaints Handling Procedures

Contact Details

It is essential that contact numbers for parents/carers are current and that the College is informed promptly of any change.

Diary

At the start of the school year each girl is issued with a homework diary. This daily planner of work is to be kept in perfect condition and only to be used for the purpose of recording homework/exams, dates of school events, important school messages and reminders. It is not a personal diary.

Each girl is expected to use her diary appropriately and follow the guidelines published in the front of the diary. Students who damage or graffiti their diaries will be expected to replace them at a cost.

Parents are to sign the diary each week and monitor homework completion. Please do not accept the statement that there is no homework. Together, parents and teachers can assist in making learning both a productive and pleasant experience.
Excursions

Excursions are an important aspect of the learning process. They provide opportunities for learning not available through other means. While recognising the potential benefits of educational excursions, we also recognise that such activities may interrupt normal learning routines of students (including those remaining at school whose teachers are on an excursion) and in a number of cases, put additional financial pressures on parents.

As a general rule, each subject can only organise one excursion per stage (two years). We also try to spread excursions for a particular year group. Most excursions are organised for the following year, at the same time as the units of work are planned. There are occasional exceptions, such as where some performance was not known about beforehand but it is felt that it is beneficial for the girls' education. The main practical aspect that parents and students need to be aware of is that the costs for these excursions are averaged throughout the year and are shown on the school fee account. Because of the averaging of the costs, no refund will be made when an individual student is unable to attend a particular excursion.

Fees

School fees are set by the Catholic Education Diocese of Parramatta (CEDP) and are charged over the first three terms of the school year. A sliding scale applies on these fees if a family has older children attending Catholic schools. There are additional College charges separate to these fees which cover other expenses.

Accounts will be issued at the beginning of the first three terms detailing all charges and should generally be paid in full within thirty days. Overdue accounts are referred to the CEDP for debt collection.

Reductions will be granted in cases of genuine hardship. Any family experiencing financial difficulties should contact the Principal for confidential discussions. In order to make arrangements, appropriate documentation will need to be provided to support request. Discussions about fees will not take place with students.

The Diocesan Policy which has been read and accepted by parents prior to enrolment is printed below:

The system of schools within the Diocese of Parramatta is a non-profit organisation and as such acceptance of enrolment into a Catholic School of the Diocese ordinarily involves a responsibility and commitment to pay School Fees as they fall due for payment.

Except where specifically noted, in interpretation of the following, the words 'school fees' and 'fees' should be taken to include Diocesan School Fees, Diocesan Family Building Levy and any other fees or charges as advised by the school from time to time.

- All fees are due and payable within 30 days of the date the school account statement is issued
- Late payments of fees may attract a late payment as published in the Diocesan schedule of school fees
- For students not enrolled at the school for the full year, fees will be payable on a pro-rata basis based upon the number of weeks attended over the school year (40 weeks). Attendance for part of a week will be deemed a full week for the purposes of this calculation
- Absence during the whole or any part of the term does not remove the obligation to make payment of the term's fees
- Except in unforeseen circumstances, a full term's notice in writing must be given to the Principal before a pupil is withdrawn from the school and in default of such notice, a full term's fees will be payable
- On termination of enrolment any adjustment to fees already paid will be at the sole discretion of the School
- Where fees and charges are not paid in full and an acceptable arrangement has not been made, the parent(s) or carer(s) may be liable to legal action for the recovery of any unpaid fees or other charges. All legal and /or collection charges incurred by the school for the recovery of any overdue amount will be payable by the parent(s) or carer(s)
- In addition to any action taken to recover outstanding fees, the enrolment of the student(s) may be discontinued

Financial Assistance

- Reduced levels of Diocesan School Fees are available for the 2nd and 3rd child with no fees payable for 4th or subsequent children of a family attending a Catholic Systemic school within the Diocese of Parramatta, St Dominic's Kingswood, Catholic Systemic schools within the Archdiocese of Sydney, and Diocese of Broken Bay and Wollongong
- At the discretion of the Principal, a further discount of up to 10% may be given on the total Diocesan school fees where there are siblings attending Congregational schools and the Principal believes that the financial circumstances of a given family warrant some reduction
- No child will be refused a place in a Catholic Systemic School where genuine financial hardship is experienced. In these circumstances parents should consult confidentially with the Principal so as assistance can be made available.
**Fundraising**

Students are invited to participate in various fundraising ventures authorised by the college during the school year. These are monitored carefully so as not to place financial pressure on families. The focus is on a community appeal or charity. All students are asked to actively participate in whole school fundraising appeals. In addition, each house has responsibility for raising funds for and awareness of a designated charitable cause.

Any student wishing to conduct fundraising activities for causes outside school needs to request permission from the Principal in writing.

**Gum**

The chewing of gum within the college grounds is prohibited. There are serious consequences including spending time doing community service to remove gum from surfaces.

**Home Learning Time**

**Rationale**

Home learning is a part of school life. It aids learning and requires a partnership between parents and teachers. The following statement is important in developing this partnership to advance a young person’s learning.

**Statement**

Teachers at Caroline Chisholm may set home learning activities for students across all year levels. The home learning will be purposeful, linked to class learning, achievable, differentiated and engaging. Teachers will follow up to see if homework has been completed or if the home learning requires clarification or further development.

Home learning should be:

- completed in a reasonable timeframe
- rigorous
- set as required to support class learning
- linked to the syllabus outcomes
- connected to classroom learning
- challenging, engaging and achievable
- completed seriously and with effort

When completing home learning activities, students should endeavour to complete tasks and should persist with difficult problems. Students should seek support and clarification from their teachers when they are unable to complete home learning tasks.

The following times are a guide to the amount of homework students should complete:

<table>
<thead>
<tr>
<th>Years 7-8</th>
<th>Approximately 1/2 hour per night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 9-10</td>
<td>Up to 1 hour per night</td>
</tr>
<tr>
<td>Years 11-12</td>
<td>Sufficient time for completion of assigned tasks, assessment tasks and regular review of course content and skills</td>
</tr>
</tbody>
</table>

**Procedures**

In secondary school, students must learn how to balance their time after school hours between homework, sport, part-time work and cultural commitments, family life, friends and other social activities. Students should record all homework in their diary or google calendar. If a student is experiencing difficulties fulfilling homework requirements, they should be encouraged to speak to their class teacher before the work is due and make appropriate arrangements. If there are any concerns, parents are encouraged to contact the relevant subject teacher in the first instance.
House System

All students are allocated to one of six houses. Students earn points for their house through participation in a variety of activities. The houses are named after famous Australian women.

DAME MARY GILMORE

(1865 - 1962) Poet, author, journalist and teacher. She was the first woman member of the Australian Workers' Union. She wrote for local newspapers, edited the women's page of the Australian Workers (1908-1931) and campaigned vigorously on behalf of Aborigines, old age and invalid pensioners, maternity allowances, child health centres, the rights of illegitimate and adopted children and other welfare causes.

GILMORE - RED.

MARJORIE JACKSON

(1931 - ) Born in Lithgow, was an outstanding athlete who won 2 Olympic Gold medals in the 1952 Helsinki Summer Olympic games for both the Women's 100 and 200 metre sprints. She was the Governor of South Australia from 2001 until 31st July, 2007 when she relinquished office. She founded the Peter Nelson Leukemia Foundation.

JACKSON – ORANGE.

ELIZABETH KENNY

(1886 - 1952) Nurse. Developed the 'Kenny Method' of treating polio, while nursing in Queensland. Her method achieved a breakthrough in fighting the disease but she had to fight the medical profession to have her method recognised. Finally it was recognised and she set up clinics in America and Australia.

KENNY - GOLD.

ELIZABETH MACARTHUR

(1776 - 1850) The mother of five sons and four daughters. John Macarthur, her husband, received a grant of land at Parramatta, which he named Elizabeth Farm. When Macarthur was absent from the colony between 1801 - 1805 and 1809 - 1817, Elizabeth controlled the farming operations of the Merino sheep breeding industry and made many improvements. Without her, this industry would probably have failed and Australia would have been deprived of a vital means of national wealth.

MACARTHUR - BLUE.

MARY MACKILLOP

(1842 – 1909) is Australia's first saint. She had a passion for educating the poor and opened Australia's first Catholic school. Mary MacKillop founded the Order of St Joseph whose members continue to work for social justice.

MACKILLOP – PURPLE.

JUDITH WRIGHT

(1915 - 2000) Long recognised as one of Australia's leading poets. An active participant in the Australian Conservation Foundation and President of the Queensland Wildlife Preservation Society. She has written poetry on many subjects including the effects of the European invasion on Aborigines and the land.

WRIGHT - GREEN.

Illness At School

If a student reports sick to her teacher she will be sent to the Sick Bay to report to a member of the Office Staff. Sick Bay is only used for students in transit to home. A parent/carer will be notified by a member of staff and asked to collect their sick daughter. Students are not permitted to phone parents themselves to collect them. For this reason, we ask that you please ensure that all phone numbers including emergency numbers are kept up to date.

Leaders

Priority is given to the development of students' leadership skills in a variety of ways. The Student Leadership Council has representatives from Years 8 to 12. Each homeroom has a Class Leader. Bus Prefects are appointed to monitor behaviour travelling to and from school. Students can also develop leadership skills through their involvement in Peer Support, Peer Mentoring or as a Reading Tutor.
Library

The Library is an important part of the College. Its collection enhances the curriculum and provides recreational reading for students and staff. Its role in the use of technology as an information source is also of significance.

All Year 7 students are given Library orientation lessons at the beginning of the year in conjunction with subjects being studied, usually in Connected Learning or Skills for Living and then have regular classes in the Library throughout the year. This is aimed at assisting them to develop their information gathering skills.

Students may borrow two non-fiction books for one week and two fiction books for two weeks. The library is open to students before school and at Recess and Lunch time and after school each day till 4 pm.

If text books are issued for an extended period, they are borrowed through the library.

Medication

The College cannot accept responsibility for administering medication. If students are taking medication during the College day, parents need to inform the College in writing. The medication should be lodged at the office for safekeeping.

Mobile Phones

These now can be used for learning purposes with the approval of the teacher. Mobile phones may be used outside the buildings before and after school or during recess and lunch. If a student uses a mobile during class for personal purposes they will be given a consequence by the teacher similar to any use of equipment not appropriate to the lesson. Inappropriate use of a mobile phone includes having the phone set to ‘silent’ or using it for text messages during lesson time.

Money And Valuables

Money or other valuables should be left at home where possible. Items may be left in the office for safe keeping during the day.

Students with fully completed payment envelopes are asked to hand them in at the College office as soon as they arrive at school.

The College will not take responsibility for money or valuables stored in lockers.

Newsletter

The College Newsletter is available on the College website www.carolinechisholm.nsw.edu.au and is emailed to families. It is usually published each fortnight on a Tuesday.

It is important that students and parents read the newsletter as it is a major means of communication between school and home, with reminders of upcoming events.

Notes/Permission/Passes

Notes are required in the following instances:

**ABSENCES FROM SCHOOL AND LATE ARRIVAL TO SCHOOL**

These are to be written and signed by the parent, indicating the day/date of absence and giving the reason for absence. The notes are to be returned to the roll teacher on the day following the student’s absence. Roll requirements are that parents or carers have seven days in which to explain an absence. If this does not happen the student’s roll is marked A for unexplained or unjustified absence. The College monitors and requests explanations for absence patterns which cause concern. A parent reply with explanation to an SMS text from the college notifying a student’s absence is considered a written explanation.

**LATENESS**

Students who do not arrive in class by the bell at 8.23 am must report to the front office where they will be issued with a late pass. Their name and time of arrival will be noted, and this pass will be given to their first period teacher for that day. A record of late arrivals is noted on the Semester Report as a partial absence. A note from parents to cover this is required.

**LEAVE**

Parents requesting leave for their daughters are required under NSW law to complete an Application for Exemption from Attendance at School form which can be found on the college website. This will require the principal's approval and should be submitted at least 4 weeks prior to the commencement of the leave. Please consider your daughter's assessment schedule prior to making any arrangements for extended leave.
Parents' Involvement

Parents play a vital role in the College. As parents are the primary educators of their children the College sees its role as supporting parents and seeking avenues for productive involvement. Parent information evenings and parent/teacher/student nights are important means of communication and attendance at these by at least one parent is expected.

Parents are encouraged to assist the College community in various ways including fundraising, Parent Information/Education Evenings, Parent Forums, organisation of Welcoming Barbecue and other social events.

Parents are also encouraged to contact the relevant Year Leader or classroom teacher if they have any concern about their daughter's progress or wellbeing.

Parent/Teacher/Student Meetings

These are held in early Term 2 for Years 11 and 12 and late Term 2 for Years 7 to 10. Parents will be notified when interviews are to be held. Bookings for teacher meetings are done online. An email invitation to book will be sent to parents. It is vitally important that parents attend to meet their daughter's teachers and to discuss her progress at this time. Students are expected to attend in uniform with their parents for these meetings. Further opportunities are provided in Term 4.

Payment Options

The following payment methods are available:

- Cash or Cheque
- Direct Debit instalments - for those experiencing financial hardship
- EFTPOS at schools
- Postbill.

Peer Support Program

The aim of the Peer Support program is to develop friendships between older and younger students and to build a greater sense of community in the school.

All students in Year 9 are trained late in Term 4 to be Peer Support Leaders for the following year. Selected students are then given this responsibility.

The overall objectives of the program are to:

- enable the new Year 7 students to integrate easily into the College community and feel comfortable in doing so
- develop friendships between the students
- enhance self awareness and self esteem
- offer a safe environment to allow a sharing of feelings and ideas in a non-judgemental atmosphere develop responsibility
- enhance relationships and develop trust with others
- foster closer involvement with the school
- develop leadership skills among Year 10 students.

The program commences on Day 1 of the new school year when Year 10 Peer Support Leaders attend with the new Year 7 students. The formal program continues during Term 1.
Privacy Notice

1. CEDP (through our schools, Catholic Early Learning Centres (CELCs), Catholic Out of School Hours Care services (COSHCs) and offices) collects personal information, including sensitive information about students in our schools, children in our care (together ‘Students’) and their parent/s, carer/s or guardian/s (‘Parents’) before and during the course of a Student’s enrolment. The primary purpose of collecting this information is to enable us to provide schooling and care for our Students.

2. Some of the information we collect is to satisfy our legal obligations, particularly to enable our schools, COSHC, CELC and offices to discharge their duty of care.

3. Certain laws governing or relating to the operation of schools and childcare require that certain information is collected and disclosed. These include the Education Act and Public Health and Child Protection laws.

4. Health information about Students is sensitive information under the Privacy Act. We may request medical reports about Students from time to time. If we do not obtain the information we may not be able to enrol or continue the enrolment of the Student.

5. We may from time to time disclose personal information (including sensitive information) to others for administrative, care and educational purposes. This includes to other schools, government departments, government agencies, statutory boards, the Catholic Education Office Diocese of Parramatta, the Catholic Education Commission, your local diocese and the parish. We may also disclose your personal information (including sensitive information) to government authorities such as the NSW Board of Studies, the Australian Curriculum, Assessment and Reporting Authority (ACARA), medical practitioners and people providing services to us, including specialist visiting teachers, sports coaches, volunteers and counsellors.

6. In addition to the agencies and purposes cited at five (5) above, personal information relating to Students and Parents may also be made available, in accordance with Australian Government requirements, to ACARA for the purpose of publishing certain school information relating to the circumstances of Parents and Students on the MySchool website. The information published on the MySchool website is aggregated information and will not identify the Parent or Student. Personal information collected from Students is regularly disclosed to their Parents. On occasions, information such as academic and sporting achievements, student activities and other news is published in School newsletters, our magazines, posters and websites.

7. Personal information is published on the MySchool website is aggregated information and will not identify the Parent or Student. Personal information collected from Students is regularly disclosed to their Parents. On occasions, information such as academic and sporting achievements, student activities and other news is published in School newsletters, our magazines, posters and websites.

8. At certain times throughout the year, our students may have the opportunity to be photographed or filmed for our school publications, such as the school’s newsletter or a website and social media, or to promote the school in newspapers and other media (including third party websites). Catholic Education Diocese of Parramatta (CEDP) may also wish to use student images, audio or material created by students’ (Works) in print and online promotional, marketing, media and educational materials. CEDP seeks your consent to use your child’s image/audio and his/her Works for the above purposes. Parental permission will be collected annually.

9. Our Privacy - Statement sets out how you may access and seek correction of your personal information and how Parents may access and seek correction of personal information collected about your child. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of our schools’, CELCs’, COSHCs’ or offices’ duty of care to the Student, or where Students have provided information in confidence.

10. Our Privacy - Statement also sets out how you may complain about a breach of privacy and how we will deal with such a complaint. Our Privacy - Statement is available in Policy Central at http://www.parra.catholic.edu.au/privacy and at the end of this form.

11. As you may know, we may from time to time engage in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in our fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

12. We may include your contact details in a class list and our schools, COSHCs, CELCs and office directories.

13. If you provide us with the personal information of others, such as doctors’ or emergency contacts, we encourage you to inform them that you are disclosing that information to us and why, that they can access that information if they wish and that we do not usually disclose the information to third parties.

14. We may use service providers who provide certain services to us and our staff and Students, including data storage and contemporary online teaching tools. We may provide your personal information to such service providers in connection with the provision of these services. Such service providers may store, or process, data outside Australia, including in the United States, Singapore, Ireland and possibly other countries. We endeavour to find where these providers store their data and update this collection notice as such information becomes available to us. In addition, our email service provider may store and process emails in the United States or in any other country utilised by Google.

15. You may obtain further information from the following:
   • For our schools: the school principal
   • For our CELCs: the CELC director
   • For our COSHCs: the COSHC supervisor
   • For our offices: Privacy Officer T: 9840 5600

Catholic Education Diocese of Parramatta
Locked Bag 4 North
Parramatta NSW 1750

Reading

One of the ways we support reading is by enrolling all students in Years 7 and 8 in the NSW Premier’s Reading Challenge, in the hope that they will all reach, if not exceed, the target of twenty (20) completed books in the twelve months the Challenge runs (usually beginning in September).

Your daughter is required to keep a reading record during the challenge and we urge her to start it now, if she hasn’t already done so. We have approached teacher librarians in our feeder Catholic primary schools and they have titles on their shelves which feature on both the Year 6 & Year 7 lists. Full details are available at www.schools.nsw.edu.au/premiersreadingchallenge
Reporting

Communication between teachers and parents is of paramount importance.

Formal Semester Reports are in booklet form with each subject having an individual page. They are issued at the end of Terms 2 and 4. Parents have the opportunity to meet with teachers after these reports are issued.

Should any concerns be raised about a student's progress prior to scheduled parent/teacher/student meetings, parents will be contacted.

Social Activities

During the school year students have the opportunity to attend some activities organised by the Year Team, including some with St Dominic's College. Parents and students are informed of these in writing well ahead of time.

Staff Professional Learning Days

These take place throughout the year. This day is a 'Pupil Free day' on which college staff are involved in professional learning programs. Arrangements can generally be made for student supervision at school on the day if requested by parents.

Stationery Requirements

All incoming Year 7 students will be issued with a stationery kit as paid for in the Confirmation of Enrolment fee. This will be issued in the Term prior to their start at the College. This kit will provide the stationery items needed by students across all subject areas in Year 7.

Students in Years 8 - 12 are given advice regarding stationery requirements at the beginning of the year by individual subject teachers.

Term Dates 2019

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>30 January</td>
</tr>
<tr>
<td></td>
<td>Year 7, 11, 12, Peer Support Leaders and new students in Years 8, 9, 10</td>
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<tr>
<td></td>
<td>31 January</td>
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<tr>
<td></td>
<td>Students in all years attend</td>
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<tr>
<td>Autumn Holidays</td>
<td>15 April to 26 April</td>
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<tr>
<td>Term 2</td>
<td>29 April to 5 July</td>
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<tr>
<td>Winter Holidays</td>
<td>8 July to 19 July</td>
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<tr>
<td>Term 3</td>
<td>22 July to 27 September</td>
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<tr>
<td>Spring Holidays</td>
<td>30 September to 11 October</td>
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<tr>
<td>Term 4</td>
<td>14 October to 20 December</td>
</tr>
<tr>
<td>Summer Holidays</td>
<td>21 December</td>
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</tbody>
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Termination Of Enrolment

Parents wishing to terminate their daughter's enrolment must make contact with the Principal personally or in writing. Verbal advice from a student to staff cannot be regarded as official termination of enrolment. In general, a term's notice should be given. If this is not done, a term's fees will be charged in lieu of notice.

All leaving students must complete a ‘Student Leaving’ form. This is to ensure that all obligations in various areas are met. The form is issued to the student to have signed by all her teachers and other appropriate staff. It must be validated by both the Principal and parent's/carer's signatures. Prior to leaving, the student and her parents will meet with the Year Leader and/or Principal to formalise the departure.

Transport

Students who qualify for free travel need to apply online for School Opal Cards. Full details can be found on the site. The college verifies applications but the passes are sent direct to students. Opal cards are designed to last around five years. Students will only need to reapply if they change school or address or lose a card. Students who live too close to school to qualify for free travel can catch school buses but must pay for the trip. A cheaper option is the purchase of a term pass from the bus company. Students are expected to comply with college expectations and those of the transport authorities when travelling to and from school. This includes students who drive to school and park in the college grounds. Parents are asked to comply with road signs when dropping off and picking up their daughters within the college grounds. Pedestrian gates are not to be used as pick up points. For safety reasons, parents' cars may not enter the College grounds between 7:45am and 8:30am and 2:00pm and 3:00pm. Furthermore, there is no exit from the eastern car park between 2:00pm and 3:00pm.
As members of this community all students are expected to wear this uniform with pride and to groom themselves appropriately. Proper wearing of the college uniform is a strong expectation of the college community which parents and students agree to on enrolling at the college. If there is ever a valid reason for a student not being in full uniform, that must be communicated to the relevant Year Leader in writing by the parent or carer.

Parents are asked to support the College in the maintenance of high uniform standards and to ensure that their daughters meet all uniform expectations.

College Uniform Years 7 - 9

- College Skirt (bottom of knee or longer)
- College Junior White Blouse
- College Junior Jumper (optional) worn only under jacket when travelling to and from school
- College Junior Jacket (compulsory)
- Stockings – Navy (compulsory Terms 2 & 3)
- Socks – official school socks

Accessories Years 7 - 9

- Chains: One only – silver or gold, plain with small silver or gold cross or student name
- Earrings: Up to two pairs of small plain studs OR small hoops. No other facial jewellery, including clear plastic studs
- Make up: None allowed
- Nail polish: No nail polish allowed. May have French manicure but only clear or white tips. No nail art.
- Rings: Two signet rings or other narrow rings
- Wrist: One narrow gold or silver bracelet (not a charm bracelet), small watch

College Uniform Years 10 - 12

- College Skirt (bottom of knee or longer)
- College Senior Blouse
- College Senior Jumper (optional) worn only under jacket when travelling to and from school
- College Senior Jacket (compulsory)
- Stockings – Navy (compulsory Terms 2 & 3)
- Socks – official school socks
- The commemorative cardigan may be worn when it is available in lieu of the jumper

Accessories Years 10 - 12

- Chains: One only – silver or gold, plain with small silver or gold cross or student name
- Earrings: Two in each ear. Small studs, small hoops or drop earrings. No other facial jewellery, including clear plastic studs
- Make up: Light make up, (‘natural looking’) including foundation and mascara
- Nail polish: No dark or bright nail polish. French manicure, pale or clear. No nail art.
- Rings: Two silver or gold narrow rings
- Wrist: Up to two narrow gold or silver bracelets (not a charm bracelet), small watch

Sports Uniform Years 7 - 12

(This is only to be worn to and from school on Wednesday. If full sport uniform is not available, normal uniform is to be worn. Students with PDPHE practical lessons on days other than Wednesday need to wear normal uniform to and from school and change for sport.)

- College Sports shorts
- College Sports shirt
- College tracksuit
- Shoes designed for sport
- Official school socks
- The College jumper may be worn with the sports uniform for warmth

General

- Blazers: Blazers must be worn to and from school each day in Terms 2 and 3 unless otherwise notified. On cooler days in Terms 1 and 4, the blazer is to be worn to and from school. Jumpers can only be worn to and from school under a blazer.
- Bags: Caroline Chisholm College Bags (purchased through The School Locker). Graffiti and stickers must not be used to decorate bags (Compulsory for ALL years)
- Hat: To be worn while in the sun (Compulsory for ALL years)
- Body Piercing: None besides ears. This includes clear plastic studs in the nose or lip
- Body Art: No visible body art permitted
- Hair: Hair to be dyed in one natural colour only. No multiple shades. Hair clips in silver or gold. For Years 7-9 students with hair that is shoulder length or longer, it MUST be neatly tied back with a band or clip at all times. Ribbons, scrunchies, hair ties in navy, teal blue or white. Students in Years 10-12 must have bands to tie back hair in practical classes.
- Scarf: Plain navy scarf only
- Shoes: For WHS and uniform reasons, shoes:
  - must be black, lace-up, polishable and cover the top of the foot
must have heels or moulded soles (no flats) but of a reasonable height (no more than 3-4 cms)
must be lace-up, not slip-on
cannot be gym-style Converses or the like, even if they are black leather
Please note the following styles which are not acceptable:

**Additional:** Coloured or black clothing is not to be worn under shirts. Only white undershirts are permitted and they are not to be visible below the college shirt. White skivvies can be worn in winter but only when a jumper or jacket is worn.

**Skivvy:** To provide extra warmth, students should wear their jacket first then add a jumper if needed. A white skivvy may only be worn under the blouse, jumper and jacket if needed.

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**Incorrect Uniform**

As all students are expected to wear full correct school uniform every day, parents are asked to write a note at any time their daughter does not satisfy requirements. It would be expected that this would be an extremely rare occurrence and would not exceed one day.

On Wednesday, if a student is not able to wear the complete correct sports uniform, she should wear the normal school uniform to school and bring other clothing to wear during sport.

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**Non-uniform Activities Policy**

The following guidelines are to be adhered to by students if they do not have to wear school uniform to a school activity or event. These would include activities such as social events (such as discos and dances), mufti days at school, camps and a few excursions. Some social events are completely optional for students to attend. If students are not prepared to abide by these guidelines, they should not attend the optional event, as they will be asked to go home or amend their dress. For a mufti day at school, school uniform is always an option and students should wear that rather than wear clothing which breaches these guidelines.

These guidelines reflect that fact that some items of clothing considered appropriate for social wear by some students and parents are not necessarily appropriate for a school event.

Some details of non-uniform clothing will vary according to the type of activity. Students will be advised where this is the case. In the absence of specific information from the teacher responsible for the activity, the following guidelines will apply:

**Our general expectation is that all clothing (including dresses, shorts and tops), accessories (such as jewellery) and footwear should be modest, safe and appropriate to the activity or event.**

The following guidelines provide some guidance but are not an exhaustive checklist:

- Shorts for social activities (discos, mufti days) must be at least as long as the college sports shorts.
- Skirts should also be at least as long as the college sports shorts.
- Skirts shorter than this can only be worn with leggings or opaque stockings.
- Skirts and dresses without sleeves must have wide straps of at least 5 cm covering the shoulder and must not leave areas on the side or lower back exposed.
- Tops are not to be strapless or backless.
- Backs and chests are to be modestly covered.
- Midriff tops or tops exposing the stomach area are not to be worn.
- No undergarments are to be visible or exposed.
- College requirements regarding jewellery and piercings still apply.
- Clothing is not to have inappropriate slogans or images.
- Students are not to wear thongs or have their feet uncovered. This is a safety requirement for both discos and mufti days at school.
- Students are not to wear heels that are too high or pointed. This is particularly for discos as high heels damage the floor of the venue.

Most importantly, if a student has any doubt about the suitability or appropriateness of clothing for an activity, it is her responsibility to check with an organising teacher prior to the event. The college reserves the right to make the final decision about the suitability of an item of clothing at the event or function, so students are advised not to take a chance if they think their clothing may not comply with the guidelines.

Students will not be allowed to attend or take part in a non-uniform activity or event if they are inappropriately dressed. They will be asked to change their clothing or go home. If they cannot go straight home, they will sit in a place where they will not be able to take part in the activity.
Learning & Teaching

Assessment

Assessment handbooks and calendars are available electronically on the College Website. All students are familiarised with the assessment handbook and calendar at the start of the school year outlining all of their formal assessment tasks.

BYOD Program

The aim of the BYOD program is to give your daughter the option to use a device she is comfortable with and use it as a tool to give her more ownership over her learning. It will equip her with the ability to produce quality learning tasks using creativity and imagination, in ways previously inconceivable.

Please see [http://byod.carolinechisholm.nsw.edu.au](http://byod.carolinechisholm.nsw.edu.au) for more detailed information.

Co-curricular Activities

Caroline Chisholm College realises the importance of recognising and developing the individual talents and strengths of each girl. For this reason, many opportunities are provided for involvement in a variety of activities. These include:

- Art Exhibitions
- Enrichment Initiatives
- Social Justice Initiatives
- Community Projects
- Fundraising National
- Sporting competitions
- Drama/Musical/Dance Performances
- Competitions in most subjects

It is to be hoped that all students are able to involve themselves in activities that develop their own potential and enhance our sense of community.

Participation in these activities is acknowledged in a variety of ways including the semester report, newsletters and assemblies.

Student achievement in curricular and co-curricular activities is acknowledged through a merit system, explained later in this booklet.

A separate assessment policy will be available electronically at the beginning of the year.

Learning & Curriculum

In a period of rapid educational change, Caroline Chisholm College continues to develop and provide contemporary, relevant, interesting and challenging learning experiences for its students.

Students study subjects across 8 Key Learning Areas. In Years 7 and 8, all students will study the following:

- Religious Education
- English
- Music
- Personal Development, Health, Physical Education
- Australian Geography
- Japanese
- Science
- Technology
  (This includes components of Agriculture, Computer Studies, Food Technology, Textiles and Design, Woodwork)
- Australian History
- Mathematics
- Skills for Living
- Visual Arts

Religious Education, English, History and Geography are studied as an integrated course in Year 7 called Connected Learning (CoLe). This integrated learning structure is designed to provide learning experiences which connect the subject content of these areas enabling deeper understanding and enable core learning skills to be well embedded. Many of the subjects are taught in the pedagogical style of Project Based Learning which allows students to solve and answer real world problems, empowering students to think critically and work collaboratively.

In addition to the mandatory studies in Music, private tuition is also available at the school, within school hours, for those students who wish to further their music education, by learning an instrument. Students joining this program are taken out of class for one half an hour lesson each week. It is the student's responsibility to find out any work which may have been missed in class and to complete this work. Failure to do this means withdrawal from the program. These lessons are to be paid for by the student’s parents at the rate decided upon by the tutor. Lessons are currently available on piano, violin, guitar and voice. The school has some instruments for hire, but there may be a waiting list for school instruments.

The electives offered in Years 9 - 12 are listed on our website. A Subject Selection Handbook is prepared each year to assist students entering Years 9 and 11 choose their subjects.
Religious Education

All students at Caroline Chisholm College study a course in Religious Education from Year 7 to Year 12. In Years 7 to 10 this is based on the Parramatta Diocesan program ‘Sharing Our Story’. Students in Years 11 and 12 can continue to study this course or can choose to study the course ‘Studies of Religion’ developed by the Board of Studies.

Formal study is but one aspect of the religious education provided by the College. Within each subject, Christian values are integrated into the curriculum and students are encouraged to demonstrate these values in their lives.

PRAYER

At the heart of the College is the provision of opportunities for students to grow in their faith and develop their relationship with God through prayer. Each day commences with prayer in the student’s Homeroom and there may be other occasions throughout the day when students are invited to pray. The Angelus is prayed in the middle of the day and the school day concludes with prayer. Liturgies are also celebrated in the Chapel and Padre Pio Church. We also focus on the Rosary in May.

LITURGIES

Liturgies are celebrated throughout the year on occasions such as Ash Wednesday, Caroline Chisholm Day, Holy Week, Pentecost and All Saints Day. These are generally shown in the College Calendar. Specific details are provided in the College Newsletter prior to the liturgy.

THE SACRAMENTS

Eucharist

The College comes together as a community to celebrate Mass on the occasion of the Opening of the school year, the commissioning of school leaders and the end of the school year.

Reconciliation

Students have the opportunity to attend First Rite Reconciliation during Lent and Advent each year. In addition, where applicable to units of study for certain years and depending on availability of Priests, reconciliation and the Eucharist are celebrated.

REFLECTION DAYS

Year 7 students participate in a three day orientation camp which integrates faith development and allows time for reflection on their growth in interpersonal relationships, belonging to a college community and their relationship with God.

RETREAT PROGRAM

Senior students are orientated into their senior years through a Reflection Day centring on God’s gifts to them as individuals. Then, as an introduction to their final year, they participate in a three day retreat in Term 4 which draws on the spiritual dimension of their every day lives and offers a chance to deepen their awareness of their strength as persons in relationship with a caring God. Year 12 students also participate in a reflection day focusing on how they can be ‘gift to God’.
Social Justice

Social justice initiatives at Caroline Chisholm College focus on changing unjust situations through education, fundraising, advocacy and action.

Our charism at Caroline Chisholm College is grounded in the Scripture passage from Matthew’s gospel ‘I was a stranger and you welcomed me.’ Matthew 25:35.

At Caroline Chisholm College we place a strong emphasis on being Christ in the world today. We do this through emulating the works of Caroline Chisholm. Our entire social justice program is named after her, Caroline’s Footsteps and staff and students are actively involved.

IN ACTION

Caroline’s Footsteps Program

There are many opportunities for our students to follow in the footsteps of our College Patron, Caroline Chisholm and so be of service to others. These include:

- Catechist Program - The catechist program is offered to our Year 10 and Year 11 students who take on a commitment to be catechists at Glenmore Park Primary School. They are trained and prepare lessons which they teach to the primary classes. It requires dedication and a personal faith commitment as our students hand on the faith they value so highly
- Vinnies Van helpers (Year 12 students and staff)
- Year 9 Reading Tutor program where Year 9 students assist Year 9 students
- Readers/Writers for students requiring Special Provisions for the examinations
- Peer Support Leaders (Year 10)
- Aged Care’ program (Year 10) where our students work in partnership with Nepean Food Services to assist the volunteers at the aged day care centre in Glenmore Park
- Mentor program where Year 11 students support Year 8 students
- Mamre – students in Year 10 participate in the Mamre Magic days acting as buddies for disabled individuals who participate in the day
- Students and staff knitting blankets for the Wrap With Love organisation
- Students and staff donating food items to Penrith Kitchen appeal
- Staff and students from Hospitality catering for events such as Grandparents’ Day at Holy Family Luddenham and Our Lady of the Way Presentation Day Morning Tea. We also recognise the students from Visual Art who assist by doing face painting and activities at Bethany Primary School and MacKillop Primary schools fetees
- Staff and students raising awareness of the issues facing third world countries through their support of Congo Aid
- Staff and students involved in advocacy and fundraising for the Womens’ Refuge in Penrith that supports victims of Domestic Violence
- Staff and students participating in fundraising and advocacy for the Jesuit Refugee Service and the work they do in supporting refugees in Australia and throughout the world
- Staff and students supporting the works of the Sisters of St Joseph. This organisation works with indigenous communities and people experiencing hardship in many areas of Australian society
- Staff and students supporting the work of the National Breast Cancer Foundation
- Students participating in the annual Salvation Army Door Knock appeal
- Students and staff assisting in the work of the St Vincent de Paul society in many ways including volunteering with the Vinnies Van, collecting food items for the Christmas hampers, bringing in warm clothing or toiletry items for the Winter Appeal, distributing food hampers or working as volunteer collectors for the St Vincent de Paul Door Knock
- Students and staff participating in the World Vision 40 Hour Famine
- Students bringing in items, organizing stalls or contributing to Project Compassion
- Staff and students contributing over the years to the many appeals supporting projects initiated by Caritas Australia for victims of floods, fires, tsunamis and earthquakes.
Pastoral Care

Pastoral care at Caroline Chisholm College permeates every aspect of school life. This is demonstrated by the attitudes, values and beliefs that are held by all members of the school community and manifested both within and outside the classroom. It concerns the whole community and involves the total development of each individual student.

It is based on the following beliefs:

- that every individual is gifted by God with unique dignity, talents and abilities that should be enhanced, encouraged and valued
- that the total development of each individual student - spiritual, moral, emotional, intellectual, physical and social - must be nurtured
- that fundamental to pastoral care is the formation of quality relationships based on mutual respect, care and understanding.

When students enter secondary school many of them experience a period of transition - a time of adjustment to varying teaching styles and new situations. They face new demands for study and homework, new routines and a sudden expansion in the range of social relationships.

Teachers at Caroline Chisholm College commit themselves to orienting all new students to the College and to easing the transition. This is reinforced by the pastoral care network which provides care for all students while at school. Integral to this are the Homeroom teachers and the Year Leaders.

The Homeroom teacher is not only responsible for the daily administration procedures involving his/her Homeroom class but also develops a close rapport with each of the students within this cohort. In most cases this person teaches a subject to their class and so has regular extended contact with the students. He/she is the first point of contact regarding any matters concerning your daughter.

The Year Leader is responsible for activities involving the whole Year Group.

RETREAT PROGRAM

Year 7 students participate in a three day orientation camp which integrates faith development and allows time for reflection on their growth in interpersonal relationships, belonging to a college community and their relationship with God.

In Years 8-10 the students have independent learning (iPlan) classes where their study and organisational skills are developed, facilitating their development as independent learners. They learn how to use their study time productively and are given opportunities, under supervision and guidance, to put this into practice.

Year 11 students also have Careers classes once a fortnight where they are given opportunities and information about education, training and employment beyond school.
Student Management

The purpose of the policy is to teach students the value of self discipline within the school community. Mutual respect, trust and honesty are at the heart of our expectations.

Parents, students and teachers must all be responsible for maintaining an effective community climate, whereby the rights of individuals and the community are protected and maximised.

PHILOSOPHICAL BASIS

- It is essential that all associated with the College respect the values taught and modelled by Jesus. This implies a need for unconditional love, compassion, justice, hope and reconciliation in all circumstances.
- The purpose of all disciplinary procedures at Caroline Chisholm College is to teach students the value of self discipline. At the same time rules and regulations are needed for the good of the whole community. Students have a right to education but must accept the responsibilities associated with that right.
- Effective discipline, which emphasises prevention rather than punishment, leads to a more productive and enjoyable educational process and makes both teaching and learning easier. It is an integral part of socialising and prepares students for future roles.
- As a Catholic College our disciplinary procedures enhance the Christian values upon which the school exists. Good discipline is based on mutual respect, trust and honesty within a caring community whereby the rights of individuals and the community are protected and the quality of educational outcomes maximised.

RESTORATIVE JUSTICE

The underlying principle of the welfare and discipline policies is that of Restorative Practices which are based on a belief that where harm or wrong has been done, we as a community should look to the re-establishment of effective relationships between the parties. During Year 7 students are introduced to the ideas underpinning this approach during their Skills for Living classes.

STUDENT INVOLVEMENT AND LEADERSHIP

There is a strong tradition of student leadership at the college. The College Captain leads a team of students and together they work to make Caroline Chisholm College an even better school.

All students are welcome to participate in the following committees:

1. **Social Justice**: This committee has a focus on promoting the concept of a just society by challenging the injustices in our world and raising awareness of issues. It promotes ways in which we can make a difference in our world through initiatives such as the St Vincent de Paul Winter Appeal and Christmas Hampers and Project Compassion fundraising activities.
2. **Liturgy**: This committee has a focus on continuing to develop the spirituality of the members of our college community. It assists in the organisation of school liturgies, masses and homeroom prayer services.
3. **Wellbeing**: This committee promotes the wellbeing of individuals. It raises awareness of issues such as mental health and promotes ways to access information from organisations regarding issues related to wellbeing. It runs whole school events such as RUOK Day and Liptember to help remind students of their self-worth and the importance of a simple “Are you OK?”. It encourages individuals to have a balanced lifestyle.
4. **Learning**: This committee has a focus on fostering the learning of all students. It develops a peer tutoring program starting with the subject of Mathematics. It will promote educational competitions such as ICAS throughout the school in the hope of strengthening students’ love for learning.

Caroline Chisholm Glenmore Park
Students' Code Of Behaviour

<table>
<thead>
<tr>
<th>I have a Right</th>
<th>I have a Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>to learn about the Catholic faith and have opportunities to develop my relationship with God</td>
<td>to grow in my faith and participate respectfully in all religious activities including prayer, liturgies, reflection days and retreats</td>
</tr>
<tr>
<td></td>
<td>to act with courage in the service of others</td>
</tr>
<tr>
<td></td>
<td>to complete all my class work and homework to the best of my ability and submit it on time</td>
</tr>
<tr>
<td></td>
<td>to be punctual for classes</td>
</tr>
<tr>
<td></td>
<td>to work co-operatively with others</td>
</tr>
<tr>
<td>to be happy and enjoy myself at school</td>
<td>to promote friendship and happiness in the school by my attitude and behaviour and to participate in all college community activities (e.g. carnivals and Caroline Chisholm Day)</td>
</tr>
<tr>
<td>to be valued as an individual</td>
<td>to be tolerant and to value the individuality of others and treat them fairly and with respect and dignity</td>
</tr>
<tr>
<td>to express my opinion provided that I am respectful of others</td>
<td></td>
</tr>
<tr>
<td>to privacy, confidentiality and trust</td>
<td></td>
</tr>
<tr>
<td>to an environment that encourages a development of self discipline</td>
<td>to wear the College uniform with pride</td>
</tr>
<tr>
<td></td>
<td>to recognise that self-discipline is acquired in a gradual and progressive manner</td>
</tr>
<tr>
<td></td>
<td>to respect school rules</td>
</tr>
<tr>
<td>to be safe and have my properly respected</td>
<td>to make the school safe and respect the property of all the members of the school community</td>
</tr>
<tr>
<td>to be trusted with justice and with respect as an individual</td>
<td>to accept the consequences when self-discipline is not meeting the needs of the community</td>
</tr>
<tr>
<td>to an environment that is friendly, co-operative and peaceful</td>
<td>to give teachers and students the opportunity to work in a friendly and peaceful setting and to use my time wisely</td>
</tr>
</tbody>
</table>

CONSEQUENCES

Students who accept these responsibilities will have made a significant contribution to their own education and will have maximised their opportunities as well as developed fine personal attributes and qualities.

The College will reinforce and encourage students who demonstrate these standards of behaviours by allowing them more responsibility. It will do this by verbal encouragement and praise, tangible rewards including merit certificates, group rewards, public acknowledgment through displays, demonstrations, communications to parents and in any other way that is appropriate.

This policy stresses student responsibility and accountability. As a result, it will call upon students to account for their behaviour or the quality of their work and to take responsibility when their performance is less than satisfactory. Teachers will challenge students to take responsibility for their own decision making and to accept the consequences of their actions.

The consequences for inappropriate behaviour could include afternoon detentions for repeated deliberate failures to meet College expectations. These are normally of one hour duration, but for serious breaches may be extended to two hours. Very serious breaches of the College’s rules can result in suspension from classes or from school.

In all matters, there will be communication with parents as we strive to work in partnership.
Caroline Chisholm, ‘The Emigrants’ Friend’, was born in 1808 and died after a long illness in 1877. She was one of the great pioneers in the history of Australia.

Through words and actions, Caroline Chisholm’s life was one of social reform. The plight of the poor and homeless - emigrant families, young women, displaced rural workers - moved her to action. She established an employment agency, hostels and emigration schemes to provide hope and a new life to new settlers to Australia who had been ignored, ill-treated and forgotten. When a perceived injustice required a political response, she lobbied the government of the day in writing and in person.

Caroline Chisholm’s actions were motivated by two very strong beliefs - her commitment to the importance of family life and her deep love of God. Her religion was the mainspring of her life.

Caroline Chisholm tackled the causes of her day with confidence and courage, unafraid that she was perceived as stepping into an arena not befitting a woman. She was determined to do all in her power to create a society where people worked together, helped each other and valued relationships.

The qualities shown by Caroline Chisholm make her a worthy model for each student to emulate. Her life exemplifies the school motto: **Faith Courage Tolerance.**
Our Charism- Our Identity

The person of **Jesus Christ** is at the centre of all we do and strive to achieve at Caroline Chisholm College.

The word Charism simply means *gift* and we acknowledge the God-given gifts that Caroline Chisholm recognised and lived throughout her life.

> “On the Easter Sunday, I was enabled, at the altar of our Lord, to make an offering of my talents to the God who gave them. I promised to know neither country or creed, but to try and serve all justly and impartially...”

*(Chisholm, 1842, 4, Female Immigration)*

Caroline Chisholm was a model for living a **lay Christian life**. She advocated for and strove to improve the lives of the marginalised people of her time (Matthew 25:35-40), especially showing God's love for new emigrants, women and families (Matthew 7:12). She challenged existing social norms through **advocacy** and she led social reform (Matthew 5:1-17).

Her unique combination of gifts is encapsulated in the values of **faith**, **courage**, **tolerance**, **dignity**, **compassion** and **justice**. She lived these six values through **service**: so our scriptural mandate is lived here at the college through service. We, the Caroline Chisholm College community, are called to be Jesus’ “disciples” and serve God by “loving one another” (John13: 34-35).

Caroline Chisholm was an ordinary woman who led an extraordinary life.

The Caroline Chisholm charism is the lens through which these values are enlivened in our relationships, in our teaching, in our welcome of all and through Caroline’s Footsteps, our social justice program.
College Song

TOGETHER

By Amanda McKenna and the Caroline Chisholm College Workshop 2000

Verse:
Together – we walk the path of knowledge and growth
Being there for one another on the way
And make the best of every single day

Chorus:
With faith in our God, in ourselves and in each other
We’ll shine the light of love, together
For all the world to see

Verse:
Together, from those who came before us in time
We learn from all the wisdom passed along
And make the best of every single day

Chorus:
With faith in our God, in ourselves and in each other
We’ll shine the light of love, together
For all the world to see

Interlude:
Open our minds
Open our hearts
Open our eyes – together – together

Chorus:
With faith in our God, in ourselves and in each other
We’ll shine the light of love, together
For all the world to see

Mission Statement

Caroline Chisholm College is a community committed to providing young women with a quality Catholic education which promotes a passion for learning, develops skills for living and inspires an ongoing search for meaning.

These young women will be confident, compassionate and independent, and their lives will be marked by a Christian faith which is integrated and deeply spiritual, a courage which transforms our society and renews our church and a tolerance which accepts difference and values justice.
Our History

Caroline Chisholm College, Glenmore Park, was established as a Catholic girls' high school in 1974. Since 2000 it has provided a Catholic education for girls from Years 7 to 12.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Caroline Chisholm High School commenced with 20 students and five staff.</td>
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<tr>
<td>1976</td>
<td>The school moved to its present site in Glenmore Park (then known as Regentville) and provided Catholic education for girls in Years 7 - 10.</td>
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<tr>
<td>1987</td>
<td>The commencement of a comprehensive building program which resulted in permanent accommodation for 600 students.</td>
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<tr>
<td>1997</td>
<td>The Parramatta Diocesan Schools Board decided to restructure the school to a college, providing education across Years 7 - 12.</td>
</tr>
<tr>
<td>1998 – 2002</td>
<td>A comprehensive building program provided a new Technological and Applied Studies block, two blocks of 14 classrooms, a modern library, a performance space for dance, drama and music, a chapel, a photography darkroom, new administration areas, science laboratories, music rooms and a staff amenities room.</td>
</tr>
<tr>
<td>2000</td>
<td>First HSC cohort.</td>
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<tr>
<td>2004</td>
<td>30th Anniversary Celebrations and publication of <em>The First Thirty Years</em> which provides a history of the college.</td>
</tr>
<tr>
<td>2001 - 2012</td>
<td>Ongoing additions and improvements to technology for students and staff including:</td>
</tr>
<tr>
<td></td>
<td>* wireless access throughout the college*</td>
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<td></td>
<td>* multimedia facilities*</td>
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<tr>
<td></td>
<td>* access to more than 800 computers throughout the College.*</td>
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<tr>
<td></td>
<td>Improvements to classrooms and grounds including:</td>
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<tr>
<td></td>
<td>* provision of shade structures*</td>
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<tr>
<td></td>
<td>* landscaping of grounds*</td>
</tr>
<tr>
<td></td>
<td>* air-conditioning of learning spaces*</td>
</tr>
<tr>
<td></td>
<td>* ongoing refurbishment of learning spaces*</td>
</tr>
<tr>
<td></td>
<td>* completion of a large learning space - The West Wing*</td>
</tr>
<tr>
<td></td>
<td>* provision of an all-weather covered outdoor learning area (COLA) for college assemblies, performances and a variety of other learning activities.*</td>
</tr>
</tbody>
</table>
Parent FAQ

Will Students Still Use Books?

Student devices will replace bookwork in some instances. However, the importance of handwriting skills is still relevant and therefore students will still complete some tasks or aspects of their work in books. Students may need less books dependent on use. Please see http://byod.carolinedchisholm.nsw.edu.au for more information.
Pastoral Care

Our Commitment

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Homeroom teachers are responsible not only for the daily administration procedures involving their homeroom class but also for developing a close rapport with each of the students in their class. In year 7 this person teaches a subject to their class and so has regular extended contact with the students. He/she is the first point of contact regarding any matters concerning students in the homeroom.

The Year Leader is responsible for activities involving the whole Year Group.

There also exists a Pastoral Care Program taught across all Years 7 - 12. This enables the teaching of a wide range of topics relevant to each student's age.
Pastoral Care Program

A Pastoral Care Program is taught across all Years 7-12. This enables the teaching of a wide range of topics relevant to each student's age.

Year 7

- VIA Character Strengths
- Conflict Resolution with Peers
- Cybersafety - smart phones
- Study Habits
- Safety
- Friends and friendship
- Emotional regulation
- Self-regulation and Balanced Lifestyle

Year 8

- VIA Character Strengths Revisited
- Growth Mindsets
- Study Skills
- Resolving Issues with Adults
- Cybersafety Revisited
- Using Character Strengths
- Change and Friendships
- Grit
- Teambuilding
- Meditation
- Positive Peer Pressure
- Healthy Eating

Year 9

- VIA Character Strengths Revisited
- Awareness of Others: Listening and Empathy
- Teambuilding
- Social Media Pitfalls
- Giving the Best of Yourself to Others
- Mindfulness and Meditation
- Body and Self-image
- Gratitude
- Cybersafety Revisited
- Identifying Strengths in Others

Year 10

- VIA Character Strengths Revisited
- Teambuilding and Accepting Others
- Cybersafety Revisited
- Balanced Lifestyle: Sleeping, Eating, Self-regulation
- Positive Relationships: Recognising Differences
- Regulating Emotions
- Mindfulness

Year 11

- VIA Character Strengths Revisited
- Growth Mindsets and Grit Revisited
- Balanced Lifestyle Revisited: Sleeping, Healthy Eating, Positive Relationships, Self-regulation, Mindfulness
- Goal Setting
- Part-time Work
- Perfectionism (Growth Mindset revisited)
- Teambuilding

Year 12

- VIA Character Strengths Revisited: Using Character Strengths in Finishing and Transitioning from School
- Goal Setting: Revisited and Revised
- Planning Ahead: Keeping Options Open
Peer Support

The aim of the Peer Support program is to develop friendships between older and younger students and to build a greater sense of community in the school.

All students in Year 9 are trained late in Term 4 to be Peer Support Leaders for the following year. Selected students are then given this responsibility.

The overall objectives of the program are to:

- enable the new Year 7 students to integrate easily into the College community and feel comfortable in doing so
- develop friendships between the students
- enhance self awareness and self esteem
- offer a safe environment to allow a sharing of feelings and ideas in a non-judgemental atmosphere
- develop responsibility
- enhance relationships and develop trust with others
- develop leadership skills among Year 10 students.

The program commences on Day 1, when Year 10 Peer Support Leaders attend with the new Year 7 students. The formal program continues during Term 1.