



EDMUND RICE COLLEGE

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Website: www.edmundricecollege.nsw.edu.au



COLLEGE HOURS: 8:00am – 2:05pm

Supervision will not be provided outside of these hours.

Narandha Learning Centre is open 8:00am – 4:00pm

PERSONAL INFORMATION

Name: _____ Staffroom: _____

Email: _____

Mobile: _____ Home phone: _____

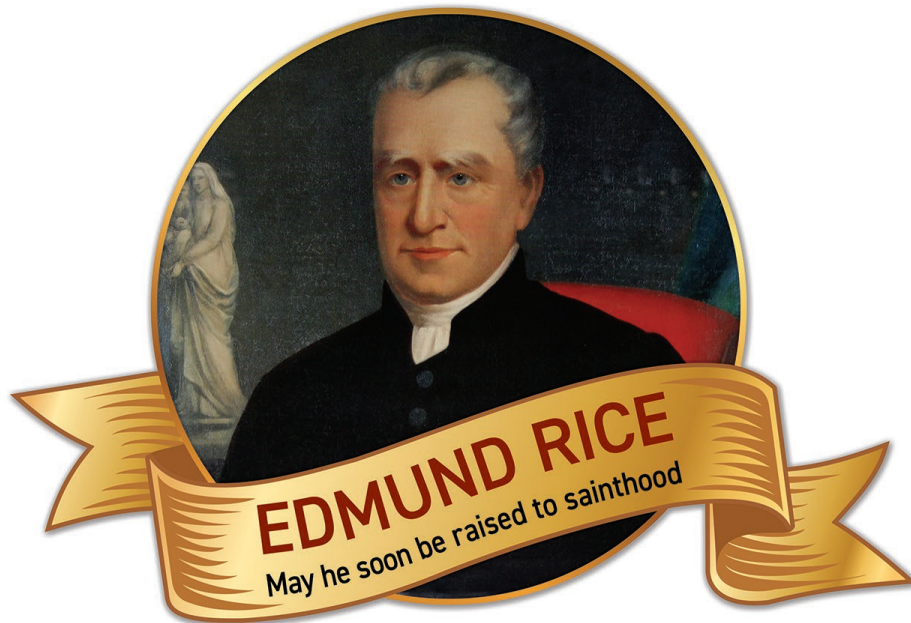
Emergency Contact: _____ Phone No: _____

Bell Times

MON A	TUE A	WED A		THU A	FRI A
		Whole School	Year 9		
8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral
8.15 1	8.15 1	8.15 1	8.15 1	8.15 1	8.15 1
9.15 2	9.15 2	9.15 2	9.15 2	9.15 2	9.15 2
10.15 Recess	10.15 Recess	10.15 Recess	10.15 Recess	10.15 Recess	10.15 Recess
10.35 3	10.35 3	10.35 3	10.35 3	10.35 3	10.35 3
11.35 4	11.35 4	11.35 4	11.35 Lunch Buses to venue	11.35 4	11.35 4
12.35 Lunch	12.35 Lunch	12.35 Lunch	Activities	12.35 Lunch	12.35 Lunch
1.05 5	1.05 5	1.05 5	Activities	1.05 5	1.05 5
2.05	2.05	2.05	2.05	2.05	2.05

MON B	TUE B	WED B		THU B	FRI B
		Whole School	Year 10		
8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral	8.00 Morning Pastoral
8.15 1	8.15 1	8.15 1	8.15 1	8.15 1	8.15 1
9.15 2	9.15 2	9.15 2	9.15 2	9.15 2	9.15 2
10.15 Recess	10.15 Recess	10.15 Recess	10.15 Recess	10.15 Recess	10.15 Recess
10.35 3	10.35 3	10.35 3	10.35 3	10.35 3	10.35 3
11.35 4	11.35 4	11.35 4	11.35 Lunch Buses to venue	11.35 4	11.35 4
12.35 Lunch	12.35 Lunch	12.35 Lunch	Activities	12.35 Lunch	12.35 Lunch
1.05 5	1.05 5	1.05 5	Activities	1.05 5	1.05 5
2.05	2.05	2.05	2.05	2.05	2.05

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BLESSED EDMUND RICE FEAST DAY – 5th MAY

God we thank you for the life of Edmund Rice
He opened his heart to Christ present in those
oppressed by poverty and injustice.
May we follow his example of
faith and generosity
Grant us the courage and compassion
of Edmund as we seek to live lives
of love and service
We ask this through Christ Our Lord. Amen.

FOR THE INTERCESSION OF BLESSED EDMUND RICE

O God, you inspired Blessed Edmund Rice
to follow your Son in a life of
consecrated service of the poor and of all
in need of a truly Christian Education
Grant through his intercession the petition I now make...
I ask this through Christ Our Lord. Amen.

Edmund said:

*One thing you may be sure of, that whilst you work for God,
whether you succeed or not, God will amply reward you.*

COLLEGE LEADERSHIP TEAM

PRINCIPAL	MR S. GOUGH
DEPUTY PRINCIPAL	MR B. WALSH
BUSINESS MANAGER	MR D. JEFFERY
DIRECTOR OF IDENTITY	MRS J. HURLEY
DIRECTOR OF LEARNING AND TEACHING	DR G. SOZIO
DIRECTOR OF STUDIES	MR B. MILNER
DIRECTOR OF TECHNOLOGIES AND INNOVATION	MR F. SIRIANNI
DIRECTOR OF PASTORAL CARE AND WELLBEING	MRS J. HUGHES
DIRECTOR OF OPERATIONS	MR L. FIELDS

CURRICULUM COORDINATORS

RELIGION STUDIES	MRS T. ANDERSON (TERM 1) MR M. TOOHEY (TERMS 2, 3, AND 4)
ASSISTANT RELIGION STUDIES	MRS T. ANDERSON (TERMS 2, 3, AND 4)
ENGLISH	MS F. GAZZOLA
ASSISTANT ENGLISH	MRS B. GUEST
MATHEMATICS	MR J. MEYER
ASSISTANT MATHEMATICS	MR B. RICHARDSON
SCIENCE	MRS K. TIMMINS
ASSISTANT SCIENCE	MR J. CLARKE
SOCIAL SCIENCE	MR M. TYLER
ASSISTANT SOCIAL SCIENCE	MR E. POWER
TECHNOLOGICAL & APPLIED STUDIES	MR A. EDMONDSON
CREATIVE ARTS	MS M. COSTELLO
HUMANITIES & LANGUAGES	MRS H. LOTHIAN
PDHPE	MS L. SPARKS / MR D. MACDONALD
COMPUTING STUDIES COORDINATOR	MR F. SIRIANNI
VET AND TRADE TRAINING CENTRE	MR A. BROOKS
DIVERSE LEARNING COORDINATOR	MRS R. DUNKERLEY
ENRICHMENT COORDINATOR	MRS E. SHUMACK
LITURGY COORDINATOR	MRS H. KNOWLES
CSL COORDINATOR	MR D. PULLELLA
CAREERS ADVISOR	MR G. CAJAR
ABORIGINAL EDUCATION OFFICER	MS N. NEAL



LIBRARIAN	MS L. NDAIRA / MRS M. HAM
SPORT	MR J. TIMPANO
HUMAN RESOURCES MANAGER	MR J. THOMAS

PASTORAL CARE COORDINATORS

YEAR 12	MR A. MARSH	YEAR 12 ASSISTANT	MR D. BREEZE
YEAR 11	MR B. BOURKE	YEAR 11 ASSISTANT	MS D. SCHODDE (SEMESTER 1) MRS R. STELLA (SEMESTER 2)
YEAR 10	MR J. FORSHAW	YEAR 10 ASSISTANT	MRS J. ROPER
YEAR 9	MR P. PREEO	YEAR 9 ASSISTANT	MR B. BELSITO
YEAR 8	MRS C. RUSSELL	YEAR 8 ASSISTANT	MR R. GRIFFITHS
YEAR 7	MR R. BATES	YEAR 7 ASSISTANT	MR M. PANOZZO





Year 12 Student Leadership Team



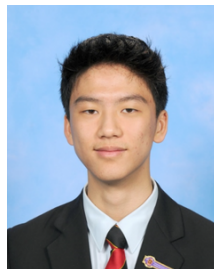
Louis Villella
College Captain



Elias Logue
College Vice Captain



Jake Potter
First Nations Prefect



Zachary Lum
Community and Culture Prefect



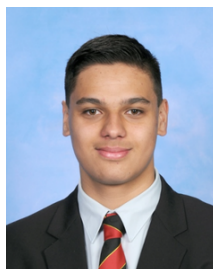
Sean Staniforth
ERA for Change Prefect



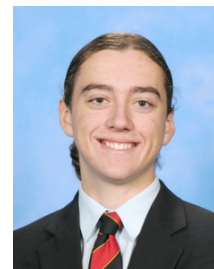
Ben Binoy
Liturgy Prefect



Marcus Meogrossi
Social Justice Prefect



Nahni Meafou
Sport Prefect



Cooper Newell-Glaser
Sustainability Prefect



Will Papakosmas
Wellbeing Prefect



Morgan Woolnough
Waterford Prefect



Joseph Gveric
Rice Prefect



Jack Simmonds
Ignatius Prefect



Lucas Kirkland
Crown Prefect



Blake Pearson
McMahon Prefect



Logan Doubell
Keira Prefect





EDMUND RICE EDUCATION AUSTRALIA

Edmund Rice Education Australia (EREA) is the body of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

EREA schools strive to offer a **liberating education**, based on a **gospel spirituality**, within an **inclusive community** committed to **justice and solidarity**. Established by the Christian Brothers in 2007, EREA now governs the schools owned by the Brothers at that time. With the addition of schools established since 2007 there are over 50 schools enrolling over 38,000 students, through all states and territories of Australia. As part of their mission within the Church and inspired by the charism of Blessed Edmund Rice, schools offer an education guided by the Charter

for Catholic Schools in the Edmund Rice Tradition.

EREA has its own canonical and civil identity but remains closely connected to the Christian Brothers and their ongoing ministry. Schools operate in dioceses with the mandate of the Bishop of the diocese and work closely with local Diocesan education authorities. The opportunity for Edmund Rice Education Australia is to reinforce the distinctive values of Edmund Rice Education through a national and unified network of Australian schools and educational entities.

In 2015, the global initiative, Edmund Rice Education Beyond Borders (EREBB) was established to encourage celebration across the global Edmund Rice network.

The following key documents underpin Edmund Rice Education Australia's ministry as Church mission:

- ✧ **Foundations** – For Schools Ministry as Church Mission as Applied to Catholic Schools in the Edmund Rice tradition
- ✧ **The Charter** – A Proclamation of an Authentic Expression of Edmund Rice Education as applied to Catholic Schools in the Edmund Rice tradition
- ✧ **Strategic Directions** – The role of Edmund Rice Education Australia – its Purpose, Vision and Strategic Intent



Liberating Education



Gospel Spirituality



Inclusive Community



Justice and Solidarity

MISSION STATEMENT

The Mission of Edmund Rice College is to be an authentic Catholic community inspired by the tradition of Edmund Rice grounded in Gospel values.

Through quality learning and teaching experiences the College seeks to challenge each person to be critical and reflective thinkers who engage with the world in a context of service and solidarity.

THE COLLEGE CREST

The College Crest has evolved from the Christian Brothers' crest and highlights our Irish heritage, continuing Catholic tradition and mission as educators. The motto of the Christian Brothers still guides our mission as educators. 'Facere et Docere' – to do and to teach.



The College Colours

Black – for the dignity of the Church.

Red – for the blood of Jesus Christ which has been shed for all people.

Gold – the light of Christ.

The College Motto

"Deus Fortitudo Mea" – God is my strength.

RELIGIOUS EDUCATION & FORMATION

The College seeks to support each member of the community to experience authentic spiritual formation opportunities for a Liberating Education in connecting the heart of the touchstones to all learning experiences. Central to this is the Religious Education programme. All students participate in these classes, organised with the guidance of the Head of Religious Education.

The classroom curriculum in Religion Studies followed by all classes, aims to give the students a better understanding of their religious heritage.

The spiritual development of students is fostered through formation activities including retreats, class liturgies, sacraments and Christian Service & Solidarity Learning with the guidance of the Identity Team.

The Identity Team and local parish clergy assist in this Sacramental programme. Additionally, students will have the opportunity to participate in liturgies as part of the Religious Education and Pastoral Programs.





Details in this summary are taken from the full account of the History of the College 1926 – 1986, *“Brother Said ...”* written by Mr Brian Ireland, published 1986.

The early Parish Priests of Wollongong Parish, such as Fathers Walsh and Dunne, had associations with the Christian Brothers from their years in Ireland and asked the Provincial of the Christian Brothers for the Brothers to open a school. The Parish worked very hard to raise the funds to build the school and Brothers' residence at the top of Crown Lane and so began Christian Brothers College (CBC) in January, 1926. Later it was re-named Edmund Rice College. The colours chosen from the beginning were red and black.

The first Headmaster was Br T A McMahon and three other Brothers made up that first staff and community. At the commencement there were 105 students aged from 7 to 16 years but numbers soon increased. In 1927 the College presented its first candidates for the demanding intermediate Examination (for those completing three years of secondary schooling). In 1929, it presented its first candidates for the Leaving Certificate. In 1932 the College was registered under the Bursary Endowment Act.

An Old Boys Union, or association, was formed in 1931 and in 1933, a Brother's club (for Rugby League) was formed by the Headmaster, Brother J S Campbell. It gained entry into the Illawarra District First Grade competition in 1938. This Brother's Club eventually evolved and expanded into The Collegians Club.

The forties saw the first old boy priests ordained and the first old boy Christian Brothers: A Cadet Unit was formed in 1945, in that year too the first lay teacher was employed. The pioneering years provided some quite sound examination results, annual concerts, excellent choirs, gymnastics displays and sport. especially Rugby League, all played their part in establishing the school's character and good reputation.



Christian Brothers College, Crown Lane, Wollongong. Photo taken by John Aloysius George [a CBC old boy - Leaving Certificate ca 1943-4]

In 1952, Wollongong became a Diocese and Thomas McCabe was its first Bishop. He was interested in the College and in his first years was prepared to allocate funds for much needed maintenance. He set out to address the problem of overcrowding – enrolments were now 450.

It was Bishop McCabe who handed over the title deeds of the property in Crown Lane to the Brothers in 1958 and he supported the efforts of the Brothers to purchase property on the current site in West Wollongong. The Brothers agreed to phase out the primary classes and specialise in secondary education in order to be able to admit more students. However, with so many applying, enrolments had to be selective. The Brothers' residence had to be expanded, the number of Brothers in residence was now nine and the place impossibly cramped.

On 29 April, 1962 the new school at West Wollongong was officially blessed and opened by Bishop McCabe. It consisted of a two-storey section of five classrooms with a shelter area beneath and a single storey section of physics, chemistry and demonstration laboratories and a storerooms. The original buildings face Keira Park. The introduction of the Wyndham scheme necessitated more buildings. More land on the site was purchased and in the early seventies, with Capital Grants available from the Federal government, the science wing, more classrooms and the library were added and more buildings followed.

The first public examinations in the School Certificate, which replaced the old intermediate, was in 1965 and the Higher School Certificate followed two years later. The 1960's saw the introduction of the Parents' and Friends' Association in 1968 and the College Band was first formed in 1967.

A Brief History of The College

From the start of 1975 the College operated completely from the current site. Forms 1 and 2 (now known as Years 7 and 8) for some years had remained on the Crown Lane site.

The late seventies and eighties saw much building on the new site. The old Crown Lane building was sold in 1979 to Kembla Coal and Coke and the Brothers moved residence to the new site. Part of the foundation of the new residence has bricks from the old residence and remnants of the demolished buildings were used as fill to make the playing fields of the new. Thus was the new linked with the old; out of the ruins of the old something new was established and two eras were linked. In this time, the Technics Block and the Multi-Purpose Hall, the Administration Building, the Chapel and a new classroom block were constructed.

The nineties saw the introduction in 1991 of the Extended Hours model of schooling allowing maximum use of resources and offsetting the need for further building. Since then the range of courses offered has been further broadened, including a commitment to Vocational Education.

In 2007 the Christian Brothers established the Edmund Rice Education Australia organisation. Its responsibility is to oversee the operation of the educational mission of the Christian Brothers in Australia. Edmund Rice College is a member school of this organisation. More details can be accessed from www.erea.edu.au.

From 2012 the College commenced a period of significant improvements/upgrades to grounds and facilities.

From the beginning of 2013 the College returned to a common day for all students with an early start and early finish.

In May 2014 the College opened the Edmund Rice Centre consisting of two basketball courts, a fitness centre, PDHPE classrooms, a Drama room and a foyer used for meetings. This facility can accommodate our whole school activities with seating capacity for 1500 people.

In 2016 the College opened the Narandha Learning Centre. This new building incorporates our Library, Computer room, Conference room, two classrooms and two Music rooms equipped with furniture and equipment for diverse learning.

In 2018 the college completed the conversion of the Brothers' Monastery into a Visual Arts precinct and also the refurbishment of the previous Visual Arts rooms in C blocks as a Hospitality/Kitchen/Cafe and two TAS Design rooms.

In 2020 Science facilities were upgraded with state of the art laboratories.





The House Crests tell the story of the school from our Founder Edmund Rice to our present community. You can find a full explanation of the crests and their meaning on our website and in the library.

MOTTO:

*Deus Lux Mea Est:
God is my light*

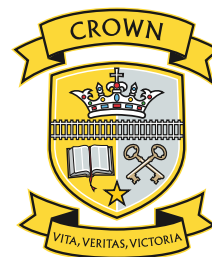
Waterford was the economic centre where Edmund Rice began his early adult life. After Edmund's wife died, he came to rely on family support to care for his daughter. He found his life going in a very different direction: out to help those marginalised in his society. This reminds us that we must look to the signs of the times and follow the light of Christ in our lives wherever we find it. Our symbols include the Lighthouse, Anchor and Celtic Cross. The colour blue symbolizes truth and loyalty. It is also a symbol of the ocean that surrounds both Waterford and Wollongong – important to travel and to 'finding your way'. Waterford is a House of hope and service.



MOTTO:

*Vita, Veritas, Victoria:
Life, truth, victory*

The original location of Christian Brothers College Catholic Boys high school opened in Crown Lane in 1926. The College started with one hundred students from Year 4 to the Leaving Certificate and the last class finished at Crown Lane in 1974. Our symbols include the Train Track, Crown, Crossed Keys and Open Book. Gold is the colour of success, achievement and triumph. Crown House is guided by the truth, a commitment to liberation and the common good, especially considering the poor.



MOTTO:

*Officium ante Commodum:
Service before self*

Edmund was the 4th of seven sons of Margaret and Robert Rice who farmed 200 acres called 'Westcourt.' They hired a religious brother to teach them in secret. The example of the founder of the Presentation Sisters, Nano Nagle, led Edmund to consider religious life. Our symbols include the Shamrock, Chevron, Sword, Word of God and the Alpha & Omega. The colour white represents purity and peace, the characteristics we endeavor to make central in our lives. Rice is a House of faith and inclusion, daring to be open to the calling of the spirit, following the Gospel, wherever it may lead.



MOTTO:

*Semper fidelis:
Always faithful*

Br TA McMahon was the first Headmaster of Christian Brothers' College in 1926. This House represents tradition and, above all, faithful service to God's plan – putting others before self so that we can become men for others. Our symbols include the Celtic Triquetra, Chevron & Lozenges and the Lion. Purple symbolises royalty; it calls us to our most noble ideals. McMahon house is founded on love and a desire to make the world a place where all people can become all that God intends them to be.



MOTTO:

*Audere est facere:
To dare is to do*

Edmund Rice College has been on the site at the base of Mt Keira since 1962, with Br Davy as the first Headmaster. Our symbols include the Mountain, Five Islands & Rainbow, Serpent, Cross and Hand. Green is the colour of growth, spring, renewal and rebirth; it represents the natural world, reminding us that all God's creation flourishes when we become peacemakers and stewards of God's gifts. Keira is a House of solidarity, seeking to be steadfast and sure so that others can depend on them.



MOTTO:

*Fortius quo fidelius:
Strength through loyalty*

Edmund took the religious profession name of Ignatius after his Patron, St Ignatius of Loyola, founder of the Jesuits. Edmund founded a religious community called the 'Society of the Presentation' – later founding the Congregation of Christian Brothers and the Irish Christian Brothers. Our symbols include the Scales, Rope and Pentecost Flame. The colour red symbolizes energy, strength and passion. It signifies a pioneering spirit and leadership qualities, promoting ambition, determination and confidence – to act in truth and love. Ignatius is a House that calls us to contemplation and fidelity to the Gospel.





Edmund Rice College House System

WHAT IS THE HOUSE SYSTEM?

As House members, we will gain points in the areas of sporting, academic and co-curricular activities to become the Champion House winning the Nagle Cup.

THE HOUSES

Our Houses link to the history of the College or to Edmund Rice himself.

- ✧ **Blue House** – Waterford
- ✧ **White House** – Rice
- ✧ **Red House** – Ignatius
- ✧ **Yellow House** – Crown
- ✧ **Purple House** – McMahon
- ✧ **Green House** – Keira

HOW WILL THE POINTS BE ALLOCATED

- ✧ **Academic**
- ✧ **Sporting**
- ✧ **Co-curricular (CSL, Culture, Leadership)**

Academic

The following points will be awarded for Achievement in Semester Academic Awards

1st in Subject	10 points
Academic Honours	5 points
Br Bell Academic Application	5 points

University exams /
special learning programs

Distinction	5 points
Credit	3 points
Participation	1 point

Literacy Awards

First place in the year group each week	5 points
Second place across the year group each week	3 points
Significant improvement throughout the term	10 points

Merit Awards

College Medal	15 points
Principal's Award	10 points
Commendation	5 points
Merit Award	1 point

Sporting

Athletics, Cross-Country and Swimming (school level)

Attendance	1 point
1st	10 points
2nd	9 points
3rd	8 points (etc – down to 10th place = 1 point)

College Representative:

Athletics, Cross-Country and Swimming

10 Points will be given to a student who represents the College at Diocesan and places in the top 3 in their event

Diocesan and Higher Levels of Representation:

Diocesan team	10 points
CCC selection	15 points
All Schools selection	20 points
Australian Schoolboys team	50 points



Co-curricular

Activities such as Debating, Chess, Tournament of Minds, etc

Lumen Christi / school level

Attendance / Representation	1 point
1st – 3rd place	10 points
Higher Levels of Representation	As per Sporting Representation

Public Speaking, etc (individual school representation)

Representing the College at Diocesan Level	10 points
Winning the Competition	10 points
Representing Diocese / Region	As per Sporting Representation

CSL

For each CSL hour*	1 point
Inclusive Community Badge	10 points
Senior Project / JS Badge	20 points

*Awarded end of each semester by the CSL Coordinator

Competition Entries

Entering an external competition*	5 points
Winning the competition	20 points
Getting a place in the competition	10 points

*Submitted project to a staff member to verify – such as Art Competition, film, music, robotics, etc

SRC

Like CSL, the number of hours served will equal points – awarded once per semester by Staff Champion / Pastoral Care Coordinator / Assistant Pastoral Care Coordinator who will keep the records.

Eco ERC / ERA for Change / Liturgy / Social Justice / Community & Culture / Wellbeing and House Leadership

Same as above – a record will be kept by the Staff Champion and points awarded at the end of each term.

Other approved activities *

Participation	1 point
College Representation	5 points
Diocesan Representation	10 points

House Challenges (i.e. Christmas Appeal)

Any House challenge such as participation in social justice activities, after school or lunch time sport or any activity the College runs as a competition.

Winning House (by percentage of participation)	60 points
2nd Place	50 points
3rd Place	40 points
4th Place	30 points
5th Place	20 points
6th Place	10 points

The College Uniform



APEX



SCHOLAR



SUSTAIN

APEX MAX 3



CLUSTER 3



SUSTAIN





	PERMITTED	NOT PERMITTED
Clothing	<ul style="list-style-type: none"> ✧ Full College Uniform to be worn to and from school at all times. ✧ Shirts must be tucked in at all times, top buttons must be done up and ties done up properly. 	<ul style="list-style-type: none"> ✧ Jumpers/ hoodies or undershirts that are not a part of the College uniform.
Footwear	<ul style="list-style-type: none"> ✧ Polishable black, leather, lace-up shoes, that are suitable for workshop safety. ✧ Sport-Lace-up joggers with no markings on the soles. 	
Hair	<ul style="list-style-type: none"> ✧ Hair should be reasonably conservative and worn off the collar and off the face. ✧ Hair that is below the collar must be tied back at the base of the neck. ✧ Man buns, top knots, braids etc are not permitted. ✧ Hair is not permitted to be shorter than a number 2 cut. 	<ul style="list-style-type: none"> ✧ Hairstyles which are extreme, outlandish or attract undue attention in the opinion of the College. ✧ Undercuts, mohawks, mullets, rat's tails and long fringes are not permitted. ✧ Hair of unnatural colour or appearance.
Grooming	<ul style="list-style-type: none"> ✧ Students must be clean shaven. 	<ul style="list-style-type: none"> ✧ Beards, moustaches and lines in eyebrows are not permitted.
Jewellery	<ul style="list-style-type: none"> ✧ One simple necklace. ✧ One simple ring. 	<ul style="list-style-type: none"> ✧ Earrings are not permitted including clear plastic inserts. ✧ Nose studs or any other visible facial or tongue piercing. ✧ Tattoos are not to be visible.

At all times, the College uniform is to be worn properly by students. This includes travelling to and from school and while at school. This not only includes the various parts of the uniform but how the uniform is worn. Shirts should be completely tucked in at all times, top buttons and ties done up properly, as well as shoes being polished and clean.

A written note to your son's Pastoral Care Coordinator is expected if any exemption is necessary. The exemption will only be granted for a brief time. In addition to the College uniform, the College requires adherence to its expectations regarding grooming and appearance, including hairstyles. Hairstyles that are extreme, outlandish, or attract undue attention in the opinion of the College, are not allowed. Styles are expected to be reasonably conservative and guided by common sense. Examples of unacceptable styles include what are known as "undercuts", "zero cuts", "mohawks", "mulletts", "rat's tails", hoesy's, and long fringes (the fringe when straightened/combed down must not be longer than eye level). Hair should not be touching the collar and should be off the face. Long hair must be tied back at the base of the neck. Dyes in the hair which are clearly of an unnatural colour are not permitted. Students are to be clean-shaven (beards, moustaches, lines in eyebrows are not permitted).

YEARS 11 & 12 (ALL YEAR ROUND)

- ✧ College grey trousers (worn with College grey/stripe socks).
- ✧ Plain black belt (to be worn at all times).
- ✧ Ice blue shirt with current College crest.
- ✧ College Senior Tie.
- ✧ College black blazer with senior tie (compulsory in Terms 2 and 3, optional in Terms 1 and 4).
- ✧ ERC red jumper/vest (worn under the blazer in cold weather, not instead of).
- ✧ Plain, black, polishable leather school shoes.
- ✧ College beanie (optional).

YEARS 7-10 SUMMER UNIFORM (TERMS 1 AND 4)

- ✧ College grey trousers (worn with College grey/stripe socks), OR College grey shorts (worn with College grey/stripe socks).
- ✧ Plain black belt (to be worn at all times).
- ✧ Ice blue shirt with current College crest.
- ✧ Plain, black, polishable leather school shoes.
- ✧ ERC jacket (black, red, and white) with tie. Note: ERC red jumper is optional for cooler weather but is not to be worn instead of the College jacket.
- ✧ College cap ONLY. No alternative caps are to be worn.

YEARS 7-10 WINTER UNIFORM (TERMS 2 AND 3)

- ✧ College grey trousers (worn with College grey/stripe socks).
- ✧ Plain black belt (to be worn at all times).
- ✧ Ice blue shirt with current College crest and College Tie.
- ✧ Plain, black, polishable leather school shoes.
- ✧ ERC red jumper with junior tie and/or ERC jacket (black, red, and white) with junior tie. Note: Jacket is optional, but both jacket and jumper can be worn on colder days in winter.

- ✧ College beanie (optional).

SPORT UNIFORM

This is worn by all students during practical lessons:

- ✧ Red polo shirt with current College crest.
- ✧ College Sport shorts, AND/OR College tracksuit pants.
- ✧ Plain black or plain white sports socks.
- ✧ Lace-up sneakers with plain soles (no markings on soles of shoes).
- ✧ College cap ONLY. No alternative caps are to be worn.

Representative Sport Uniform

When representing the College, boys wear the College Sport uniform.

ADDITIONAL UNIFORM INFORMATION

- ✧ School shoes (plain black). Please ensure at the time of purchase that the shoes have no other colours as part of their design, including the laces. Shoes must also be suitable for workshop safety.



1. YOU ARE ABSENT FROM SCHOOL

Your parent/carer telephones the College on the day of your absence. Bring a note of explanation on the day you return to school.

2. YOU ARE LATE FOR SCHOOL

Report to the Office and have the details recorded.

3. YOU HAVE AN APPOINTMENT DURING SCHOOL HOURS

Present a note to your Pastoral Care Coordinator for approval in the morning. Report to the Office with the note the Pastoral Care Coordinator has signed prior to your departure. Parents must pick students up from the Office.

4. YOU FEEL SICK OR ARE INJURED AT SCHOOL

Advise your class teacher and report to Sick Bay at the Office with a note.

5. FOR SOME EXCEPTIONAL REASON, YOU ARE UNABLE TO WEAR THE FULL SCHOOL UNIFORM

Bring a note from your parent/carer to explain the situation and give it to your Pastoral Care Coordinator, who will initial and date this note. You must retain this note and produce it if requested.

6. YOU LOSE SOME PROPERTY

Report the loss to your class teacher and Pastoral Care Coordinator immediately and enquire at the Office.

7. YOU FIND SOME PROPERTY

Take it to the Office immediately.

8. YOU MISS A FORMAL ASSESSMENT TASK

Contact your subject teacher or the Head of Department on the day of the task and provide appropriated documentation on your first day of return.

9. YOU CHANGE YOUR ADDRESS, TELEPHONE NUMBER, ETC.

Your parent/carer must notify the College in writing as soon as possible. Alternatively, you may update this directly on TASS.

10. YOU REQUIRE LEAVE DURING THE SCHOOL TERM

Your parent/guardian requests permission for this leave in advance in writing to the Principal, either through a letter or by completing the Application for Leave form obtainable from the Principal's PA or the College Website.

11. YOU NEED HELP WITH STUDY SKILLS, TIME MANAGEMENT, OR ORGANISATION

Make an appointment with the Careers Adviser and/or Director of Learning and Teaching and/or Subject Teacher.

12. YOU HAVE MATERIAL THAT NEEDS TO BE PHOTOCOPIED

The Library has a photocopier for student use at 10 cents per copy (black and white) and 50 cents per copy (colour). All printing and copying should be done before or after school or during Recess 1 or 2.

13. YOU BREAK SOMETHING OR FIND SOMETHING BROKEN OR OUT OF ORDER

Report the breakage to your class teacher or the Office immediately.

14. YOU NEED ASSISTANCE WITH PERSONAL PROBLEMS

Make an appointment to see your Pastoral Care Coordinator or, if necessary, the College Counsellor.

15. YOU LOSE YOUR OPAL CARD FOR SCHOOL BUS TRAVEL

Apply online for a replacement card. In the meantime, travel will have to be paid for.

16. YOU HAVE MONEY TO HAND IN FOR FEES, ETC.

This money must be placed in a sealed envelope with your name, amount, Pastoral Class, and purpose clearly labelled on it. The envelope should be handed in at the Office as soon as you arrive at the College.

17. YOU WANT PERMISSION TO DRIVE TO/ FROM SCHOOL

Before you start driving to school, you must apply for permission from your Pastoral Care Coordinator. A Permission to Drive Form must be completed and signed by student/parent/carer, agreeing to follow our guidelines for student drivers and student passengers. Your Pastoral Care Coordinator will inform you of the outcome of your application.



The vision of Edmund Rice College as a Catholic School in the Edmund Rice tradition asks us to seek justice and demonstrate compassion for others. The Christian Service and Solidarity Learning Program (CSL) is a vital part of the College as both an extension of our Catholic teaching as well as its unique educational value.

Service for and solidarity with others is important in the life of our College and is the fundamental principle of this program. It is expected that students will engage in activities that challenge them and that aim to serve people or the environment where it is most needed – that they ‘Make a Difference.’ It also allows them to experience the joy of giving and sharing with others and provides a unique learning experience that goes beyond the classroom and the school environment.

The primary goal of Edmund Rice College is to develop young men who will become leaders in the community, acting with compassion and a strong sense of justice. They are called to live in the example of our founder, Blessed Edmund Rice, who followed the example of Jesus, walking with the two feet of social justice: charity and advocacy. Edmund Rice Advocacy (ERA) for Change is the network that promotes advocacy across all EREA schools.

EDMUND RICE COLLEGE CHRISTIAN SERVICE & SOLIDARITY LEARNING AWARDS

Although receiving awards is not the primary aim or purpose of engaging in service or solidarity activities, it is nevertheless important that the College recognises achievement and effort in the same way as we recognise achievement and effort in other areas of College life.

Christian Service & Solidarity Learning Certificate (Years 7-9)

After 30 hours of approved service, each student must complete a minimum requirement of 10 approved CSL hours in each year and record it in the CSL form.

Inclusive Community Badge (Years 7-9)

A Certificate and CSL badge that can be worn on the College uniform for a minimum of 60 hours of approved CSL (i.e. 30 hours more after the Level One CSL Award) over a three year period.

Justice and Solidarity Badge (Years 10-12)

A Certificate and a badge that can be worn on the uniform awarded upon completion of the Senior project (30 hours). This requirement is mandatory for Years 10-12 students.

Christian Service & Solidarity Learning Medal (at the end of Year 12)

A Certificate and CSL Medal awarded at the end of Year 12 for a minimum of 100 hours of approved and recorded CSL during Years 10, 11 and 12, including your Senior Project (service journal and reflection paper).

Liberating Education Badge (Years 10-12)

A Certificate and a badge is awarded to students for service and leadership through immersions, global partnerships or for individual acts that demonstrate a deep commitment to the charism of the College.

Gospel Spirituality Badge (Years 7-12)

A Certificate and a badge is awarded to students for consistent service and leadership over a period of at least 2 years in their local faith community while they are a student at ERC.

The Fr Chris Riley Leadership through Service Award

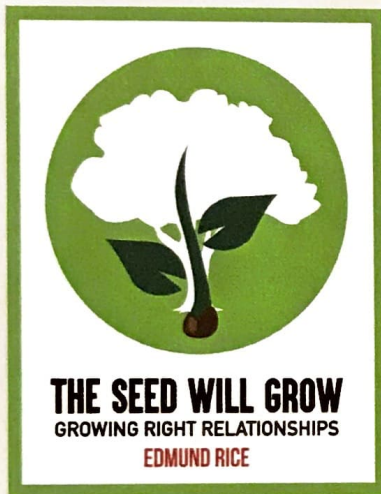
The Year 9 student who has demonstrated outstanding leadership and commitment to justice and peace through approved CSL activities for Years 7-9.

The Br Paul Oakley Leadership through Service Award

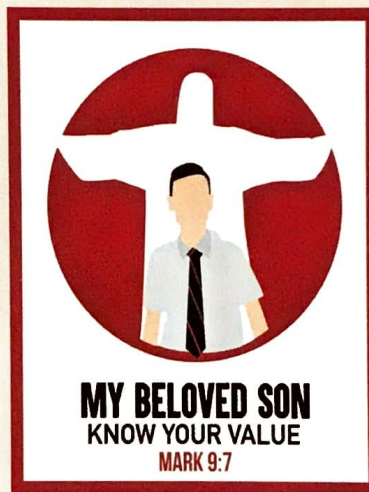
The Year 12 student who has demonstrated outstanding commitment to justice and peace through approved CSL activities and has shown learning, growth and leadership through his reflection on his experience of the Senior Project and a variety of service and leadership activities, particularly at the College.



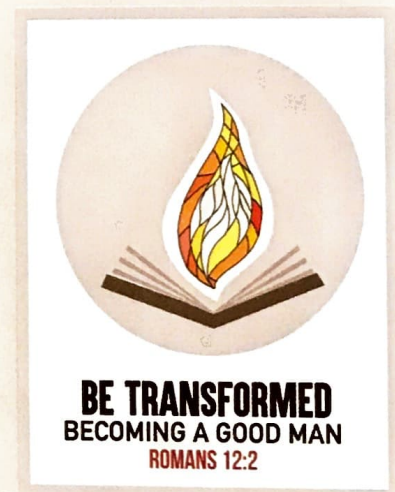
YEAR 7



YEAR 8



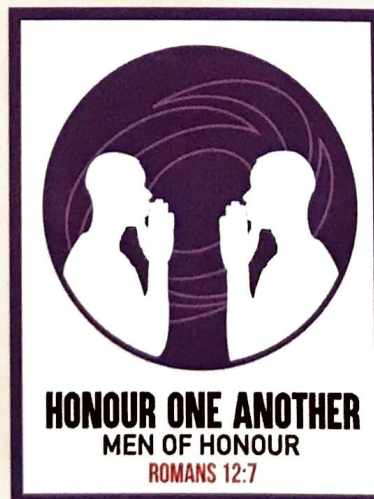
YEAR 9



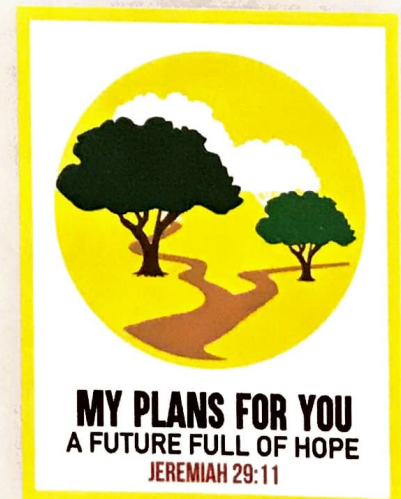
YEAR 10



YEAR 11



YEAR 12



PASTORAL CARE THEMES ARTWORK & DESIGN BY BEN JOHNSTON YEAR 10, 2019



Resilience at Edmund Rice College

Resilience is the ability to cope with life's ups and downs; being able to cope with and move on from an event that has a negative effect on your life. Resilience is an important area to develop, not just so you can deal with bullies, but so you can also deal with other setbacks in your life.

Why is Resilience Important?

Resilient people:

- ✧ See challenges.
- ✧ Commit to goals.
- ✧ Focus on what they can control.
- ✧ Don't blame themselves.
- ✧ Are empathetic.
- ✧ Think positively.

Becoming Resilient

Many things can help you to become more resilient over time. These include:

- ✧ A caring and supportive family.
- ✧ Supportive friends you can trust.
- ✧ Trying out new things.
- ✧ Setting yourself realistic goals and achieving them.
- ✧ Being confident in yourself and your abilities.
- ✧ The ability to communicate with others.
- ✧ Using problem-solving skills successfully.
- ✧ Managing your feelings.

Building Resilience

Whether or not you have any of the things mentioned above, you can build your own resilience by:

- ✧ Getting connected to people, teams, clubs, and organisations. Get to know different people, talk with them about what is happening with you and let them suggest ideas that might help.
- ✧ Accepting that change is part of life and is often good. It is unsettling when change first occurs but give it a chance and use it as an opportunity to learn about doing things differently in your life. Accept it.
- ✧ Make and achieve realistic goals.
- ✧ Face your problems. Think about overcoming them and how you can go about it rather than wishing they would go away.
- ✧ Not giving up. Everyone deals with disappointment or a crisis from time to time. Work your way through this, and slowly it will get easier.
- ✧ Learn from the bad times. After you've gone through a change or crisis you will learn new skills, possibly have made new friends, and got to know yourself better. Take this experience and use it for future reference.



The College Statement of Rights and Responsibilities makes it clear that each student at Edmund Rice College has the right to learn, play and grow in an environment where he is treated with fairness and respect, feels safe and happy, and senses that he belongs to this College community.

Bullying is an **ongoing** and **deliberate misuse of power** in relationships through **repeated verbal, physical and/or social behaviour** that intends to cause physical, social and/or psychological harm. It can involve an **individual or a group** misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **in person or online**, via various digital platforms and devices and it can be **obvious** (overt) or **hidden** (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have **immediate, medium and long-term effects** on those involved, including **bystanders**. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

<https://bullyingnoway.gov.au/understanding-bullying>

Cyber Bullying

Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others (cyberbullying.org). It can be committed using the Internet, digital, gaming and/or mobile technologies.

Cyber-bullying includes:

- ✧ Insulting and ridiculing people in chat rooms (known as “flaming”).
- ✧ Posting malicious or private information about someone on social networking sites.
- ✧ Posing as someone else in a chat room.
- ✧ Putting photos or videos of people on the web accompanied by negative or derogatory comments.
- ✧ Using the web, chat rooms or mobile phones to spread malicious rumours or information.
- ✧ Sending cruel or threatening messages, either by text, instant messaging, or email.
- ✧ Tricking someone into sharing private or sensitive information and then sharing it online.

This kind of bullying can cause great distress and impact on a student's self-esteem and confidence. For more information visit www.thinkuknow.org.au or <https://www.esafety.gov.au>

The Effects of Bullying

A person who experiences this deliberate, persistent intimidation from an individual or a group can become lonely and isolated and very depressed, and their schoolwork and health can suffer serious consequences as well as loss of confidence and self-respect.

Sometimes victims of bullying can try to retaliate with abuse or physical violence which can cause them further problems, or they may imitate the bully and do to others what has been done to them. In both cases there is a breakdown of peace and harmony at the College.

Bullies who are allowed to go unchallenged in their anti-social way of relating to others are also at risk because cowardice, cruelty and selfishness are allowed to flourish in them, and in the future this can lead to much anti-social, even criminal, behaviour and unhappiness.

Both the bully and the person being bullied need help, but the bully has trodden on the rights of another and must change his ways.

What To Do

Students, staff, and parents at Edmund Rice College seek to create an environment that totally rejects all forms of bullying behaviour. The following procedures will help bring this about.



ERC is committed to a No Bullying Policy

1. If a student is being bullied, he should indicate to the person(s) involved that he objects to his or their behaviour.
2. It is useful to keep a personal record of a student's actions or words that are offensive. It is also useful to note any who are witnesses to the incident.
3. He can approach any of the following:
 - ❖ Parents
 - ❖ Pastoral Care Coordinator
 - ❖ Pastoral Care Teacher or some other teacher such as a class teacher or a Sports Coach
 - ❖ Student Counsellors
 - ❖ Friends or senior students he knows / members of the SRC / Peer Support Leaders. They can offer advice or help him deal with the bully or assist him in reporting the incident(s)
 - ❖ Director of Pastoral Care and Wellbeing
 - ❖ Principal/Deputy Principal
4. Any report of bullying will be treated seriously and followed up and once the facts are clarified help can be given through various ways:
 - ❖ The person being bullied given some ideas on how to deal with the situation
 - ❖ The person being bullied being enabled to confront the bully in a safe way that causes the bully to reflect on his actions and change his behaviour
 - ❖ A meeting of the parents of both parties separately
 - ❖ Disciplinary action may be necessary and where a bully refuses to change his way of relating to others he may, in extreme cases, be excluded

In all cases the needs and wishes of the person being bullied will be respected. Since there are ways of ensuring the safety of a person reporting such incidents, no such person should be held back from reporting consequences.

A Responsibility for All Students

1. If bullying is to cease, all students have a responsibility to work for this.
2. You can do this by not encouraging the bully. Often a bully's actions or words are supported by a group in which he has some popularity.
3. You can point out to the bully how unfair his actions or words are.
4. You can report incidents of bullying to those mentioned above who could do something about it.
5. If you observe a friend being bullied and know that your friend is unlikely to report it then you should do so. This is an act of friendship.
6. If you are a senior student, and especially a member of the SRC, then you have a duty to report cases of bullying.

School authorities will ensure that confidentiality is respected where it is requested and when action is taken it is only after consultation with the person being bullied.





Bullying is never ok.

Bullying is...

REPEATED

Bullying is being mean to someone over and over again.

INTENTIONAL

Bullies have the intention to cause psychological or physical harm.

POWER IMBALANCE

The bully will use their physical power, popularity or access to information against their victim.

Types of Bullying

Verbal

Name calling, teasing, making threats, rude or inappropriate comments.

Physical

Tripping, kicking, punching, spitting, stealing or breaking your personal things.

Social

Embarrassing you in public, deliberately excluding or manipulating you.

Cyberbullying

Using technology to hurt you by sending hurtful or threatening messages, pictures or comments.

“If people are trying to bring you down, it only means that you are above them.”

How to Stop The Bully

If you don't like me and still watch everything I do... You're a fan!

- 1 Report the bullying.** Bullies can't bully for long if they are getting caught. The beginning of getting a bully to stop has to start with an authority figure. So, each time someone bullies you or someone you see, tell a trusted adult. If it happens at school, tell a counsellor, a teacher, or the Principal.
- 2 Put on a brave face.** When you let a bully know that you are afraid of them, it is like giving them power. If you give them power, you may find that the bullying gets worse. So, put on a brave face and never show your fear.
- 3 Have a friend around.** Bullies are reluctant to go after someone who has backup. Bullies usually pick out the weakest person they can find, and there is strength in numbers. So, stop a bully by having a friend on hand all the time.
- 4 Avoid the bully.** There are some situations where bullying is worse because there is no adult or authority figure around. So avoid putting yourself in these situations where possible. Consider on the playground staying where others can hear and see you.
- 5 Ignore bullies.** A lot of what bullies do is for a reaction. They say or do things to see what you will do. If you want to stop a bully, just ignore their efforts and soon they will find someone else. Whether it is bullying online or in person: Ignore, ignore, ignore.
- 6 Control your feelings.** As mentioned previously, bullies look for reactions - don't give them one and soon they will grow bored and move on.
- 7 Stand up for yourself when it gets bad.** If a bully is physically harming you, ruining your reputation, or something else then don't put up with it. Instead, say the words like, "Stop" or "Don't" and make sure they know you are done taking their bullying.
- 8 Don't bully back.** It is good to say 'no', but don't bully in return. You don't want to be on the same level. Instead, tell someone that they are bullying you, and then do your best to ignore it and get away.

You never look good trying to make someone else look bad!



Safety: Cyber Bullying



Cyberbullying happens via text messages, chat rooms, commenting on profiles or blogs and emails.

How Do You Stop Being Bullied Online?

Don't respond to a bully online.

If someone bullies you, remember that your reaction is usually exactly what the bully wants. They want to hurt or embarrass you. It gives him or her power over you. Who wants to empower a bully?

Save the evidence.

The only good news about digital bullying is that the harassing messages can usually be captured, saved and shown to someone who can help. You need to do this even if it's minor, in case things escalate. Do not only print the mean messages, print the conversation to show someone the proof of how the discussion turned into a bullying fest.

Talk to a trusted adult.

You deserve support when cyberbullying occurs. Tell a parent or schoolteacher what is happening and do not leave it until it has escalated. Sound the alarm bells as soon as it starts happening.

Block the bully.

If the harassment is coming in the form of instant messages, texts, or profile comments, set up privacy tools to block the person. If it's in chat, leave the "room." Report them to the ISP provider or website administrator.

Don't trash talk.

Even if you don't like someone, it's a good idea to be decent. Gossiping about and trash talking others increases your risk of being bullied. Treat people the way you want to be treated.

Don't be ashamed.

If you have followed all these steps and handled a bully correctly, you have nothing to be ashamed of as you have done nothing wrong. Hold your head high and don't let anyone attack your self-esteem.

Be a friend, not a bystander.

Watching or forwarding mean messages empowers bullies and hurts victims even more. It's time to let bullies know their behaviour is cruel abuse of fellow human beings.

Call Kids Helpline. You can reach out to Kids Helpline on 1800 55 1800 or visit their website at <http://www.kidshelpline.com.au/kids/get-help/>

For threats to your safety call the police for help using Triple Zero (000) or Crime Stoppers on 1800 333 000.

For more information, visit the government's website <https://www.esafety.gov.au>



Edmund Rice College recognises that many things can have an impact on a student's performance and prevent him from being happy and achieving his best in school and in life. At Edmund Rice College, we have two School Counsellors, both Clinical Educational Psychologists. School Counsellors deal with the social and emotional wellbeing of students at the College, additionally they will conduct psychometric assessments in conjunction with the Diverse Learning Coordinator.

Why Would a Student See a School Counsellor?

School Counsellors are available to talk with students about any aspect of their lives that is affecting them (and could be directly or by default affecting their schooling). This includes (but is not limited to):

- ✧ School issues (e.g. school performance, motivation, goals, and study practices).
- ✧ Behavioural issues (at school or at home).
- ✧ Emotional issues (e.g., depression, anxiety, anger, loss, and grief).
- ✧ Relationship issues (e.g., social isolation, peer relationships).
- ✧ Family issues (e.g. conflict with parent or sibling, unhappiness at home, family breakdown).

What Counsellors Do

A key focus of our Counsellors is to not only help students when there is a crisis but also to guide them to build skills to positively deal with life. This can be through challenging unhelpful thinking, building resilience, encouraging healthy lifestyles, and providing advice to assist students in making good choices.

The school counsellor is also available to talk with parents/carers about such things as:

- ✧ Concerns they have for their child.
- ✧ Difficulties they are having at home.
- ✧ Parenting an adolescent.

Confidentiality

Details of counselling will not be discussed with other people unless you or others are at risk of harm or there are significant concerns about your wellbeing. Many students value the opportunity to speak confidentially with an impartial person who will not reveal what has been discussed. This can often be the sole reason a student will be willing to speak to a Counsellor. Although counselling is confidential, sometimes it may be deemed appropriate and/or beneficial to share some information. This occurs after discussion with and approval from the student involved. This may involve sharing agreed information with a parent/carer or members of staff from ERC such as teachers, Pastoral Care Coordinators, Principal, Deputy Principal, and Director of Pastoral Care and Wellbeing.

Counselling Team

Our College Counsellors/Educational Psychologists:

- ✧ Mr T. Rowe – Counsellor/Educational Psychologist
- ✧ Ms N. Potter – Counsellor/Educational Psychologist

When and How to See a Counsellor at ERC

If you are having a challenging time, whether it is due to ongoing anxiety, low mood, a difficult family situation, or other reason, it may be helpful to talk to a Counsellor. There are a number of ways to do this:

- ✧ A parent, teacher, or Pastoral Care Coordinator may be concerned about you and suggest that counselling might be helpful – the Counsellor will ask you if you are agreeable to counselling and put through a referral.
- ✧ If you would like to self-refer, you can speak to your Pastoral Care Coordinator or collect a self-referral form from the Counsellor's Office.
- ✧ Please note: Parent consent will be required for ongoing counselling at the College, for students in Years 7–9.



Code of Conduct on Buses and Trains

Students will:

- ✧ Behave safely at all times.
- ✧ Respect the needs and comfort of other passengers.
- ✧ Respect bus/train property by not marking nor damaging it.
- ✧ Always follow instructions about safety on the bus/train.
- ✧ Use their Opal card when boarding and when requested.
- ✧ Line up and board the bus/train in a safe and orderly manner.
- ✧ Will store school bags safely.
- ✧ Will offer a vacant seat to any student standing.
- ✧ Will offer a seat to any member of the public travelling on the same service.

Students will not:

- ✧ Distract the driver or disturb passengers, except in an emergency.
- ✧ Vape, eat or drink on the bus/train.
- ✧ Allow any part of their body to protrude from the bus/train.
- ✧ Fight, use offensive language, nor place feet on seats.
- ✧ Throw any article inside or out of the bus/train.
- ✧ Break the hands off rule on the journey.
- ✧ Alter, deface, misuse, or fraudulently obtain an Opal card.
- ✧ Give, lend, or transfer their Opal card to another student.

At all times, students are expected to follow guidelines for school student behaviour whilst on a bus/train journey.

Mobile Phones

The College accepts no responsibility for mobile phones and accessories students bring to school. If students bring them to school, it is entirely their responsibility and that of their family.

1. Mobile phones are not to be used at any time during school hours. This includes during recess and lunch breaks.
2. Communication between parents and their sons should take place via the College Office.
3. Mobile phones are not to be used on camps, retreats, excursions, sporting trips etc at any time which interferes with the conduct of these activities, except at the discretion of the teacher.
4. Mobile phones are not to be used on buses whilst traveling to and from excursions/ camps/sport or any other school sanctioned activity.
5. Mobile phones should be switched off from the time of arrival on school grounds to the end of the school day.
6. The use of mobile phones to listen to music in class or at sport are not permitted.
7. Mobile phones are not to be taken to the toilets during class time but rather are to be left on the teacher's desk.
8. Students will be required to complete a College detention for failure to follow the College Policy.



How The System Operates

There are five steps in the Student Management System at Edmund Rice College: These levels are used to ensure a consistent and transparent approach to behaviour and managed by the most appropriate member of staff. The revised management system is student-centred and encourages respectful relationships in a safe and supportive environment for all.

The possible consequences of inappropriate actions are clearly listed to assist students in making responsible choices in the interests of their learning and the wellbeing of our community.

The Merit/Commendation will operate independently to this.

When a student is enrolled at Edmund Rice College, he is expected to act in a co-operative, self-disciplined and responsible way.

If students are unable to meet College expectations the subject teacher will take immediate action.

More serious issues and persistent issues of misconduct will be referred to the appropriate members of staff accordingly including:

- ✧ **Heads of Department, Learning Support Coordinator, Enrichment Coordinator, Pastoral Care Coordinator or Cocurricular/ Sports Coordinator**
- ✧ **Directors**
- ✧ **Deputy Principal**
- ✧ **Principal**

All matters will be addressed using the principles of procedural fairness and will be dealt with in a timely manner seeking to restore any damaged relationships. This is consistent with the principles that underpin the Charter of an Edmund Rice Education Australia school.

Corporal punishment of any description is expressly prohibited at the College. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Merit System

Students who display exemplary behaviour, classwork, achievements, etc., in any facet of College life will receive a Merit. These Merits will be issued by the class teacher/activity organiser. Parents will be notified that their son has received a Merit via TASS.

Commendation Level

Any student who receives ten Merit Awards across at least four subjects/extra-curricular areas will receive a College Commendation Award from the Principal.

Principal's Award Level

Students who have received a Commendation Award and who continue to gain further Merit Awards may become eligible for a Principal's Award. Students who meet the criteria for this award need to receive at least 15 further certificates across a range of areas that include in class and out of class achievements.

Principal's College Medal

This is awarded at the end of Years 8 and 10 to students who, having reached Principal's Award Level, continue to exhibit an outstanding contribution to their Year Group.



Student Management System

STEPS	PERSON RESPONSIBLE	TYPES OF BEHAVIOUR (EXAMPLES OF)	CONSEQUENCES (EXAMPLES OF)
STEP 1	Classroom/ Pastoral Care & Sport Teacher	<ul style="list-style-type: none"> ✧ Non completion of homework, classwork/assessment ✧ Lack of application in class ✧ Not bringing equipment, laptop or notes ✧ Not having College diary at all times ✧ Failure to charge/maintain laptop ✧ Lack of respect for the learning environment (e.g. littering, eating/chewing gum in class) ✧ Disrespect of a staff member ✧ Disruption to the learning of other students ✧ Inappropriate language directed towards another student ✧ Lateness (to school or class) ✧ Inappropriate use of phone or personal electronic device (first offence) ✧ First instance of uniform infringement 	<ul style="list-style-type: none"> ✧ Conversation with student ✧ Academic or Pastoral Concern recorded on TASS (Parent notified) ✧ Lunchtime detention ✧ Referral to the relevant Step 2 Middle Leader if there is minimal to no change or student fails to attend class teacher detention
STEP 2A	Head of Department/ Learning Support Coordinator/ Enrichment Coordinator	<ul style="list-style-type: none"> ✧ Repeated evidence of Step 1 behaviours including uniform infringements (e.g. PDHPE/TAS) ✧ Offensive language/insolence/anti-social behaviour/disobedience in class directed towards the teacher ✧ Lack of due diligence (including assessment related issues) ✧ Cheating/plagiarism (Stage 4 & 5) ✧ Truancy from class subject ✧ Inappropriate behaviour on an excursion ✧ Inappropriate use of phone or personal electronic device (second offence) during a lesson ✧ Non completion of CSL 	<ul style="list-style-type: none"> ✧ Student spoken to and recorded as Academic Concern on TASS ✧ A College lunch detention held on Tuesday and Friday may be issued. ✧ Thursday afternoon detention from 2:05pm – 3pm and/or Friday detention 2:05pm to 3:30pm ✧ Subject Specific Monitoring card ✧ Parent contacted by HoD may result in an interview with class teacher, HoD, student and parent ✧ Referral to the relevant Step 3 Director if there is minimal to no change
STEP 2B	Pastoral Care Coordinator	<ul style="list-style-type: none"> ✧ First instance of bullying, cyber-bullying ✧ Offensive language/insolence/anti-social behaviour/disobedience in the playground or travelling to and from school ✧ Habitual absenteeism ✧ Forgery e.g. signature or note or false entry in TASS ✧ More than 2 detentions in a Term ✧ Ongoing uniform/grooming issues (College uniform) ✧ Inappropriate images on Laptop or a breach of Copyright ✧ Damage to College property ✧ Lateness (to school or class) 3 lates in a cycle ✧ Disruption to the learning environment across two or more subjects ✧ Non completion of assessment tasks across multiple subjects ✧ Transport matters (low level) 	<ul style="list-style-type: none"> ✧ Pastoral Care Coordinator and teacher speak to student to identify the underlying problem ✧ Recorded on TASS ✧ Phone call and/or letter to parents and/or interview with student and parents ✧ Learning contract/conduct sheet to address the specific needs of the student including daily monitoring across all classes signed daily by parents/PCC ✧ Thursday afternoon detention from 2:05pm to 3:00pm and/or Friday detention 2:05pm to 3:30pm ✧ Withdrawal from class ✧ Loss of privileges (i.e. early leave, playground, representative sports and cocurricular activities) ✧ Uniform/grooming infringements that cannot be immediately rectified may result in the withdrawal of students from class until rectified ✧ Referral to College counsellor ✧ Referral to the relevant Step 3 Director if there is minimal to no change



STEPS	PERSON RESPONSIBLE	TYPES OF BEHAVIOUR (EXAMPLES OF)	CONSEQUENCES (EXAMPLES OF)
STEP 2C	Co-Curricular /Sport Coordinator	<ul style="list-style-type: none"> ✧ Inappropriate behaviour directed towards a teacher, the sports facilitator, member of the public or another student during either representative or school sport 	<ul style="list-style-type: none"> ✧ Sports Coordinator and teacher speak to student to identify the underlying problem ✧ Recorded on TASS ✧ Phone call to parents and/or interview with student and parents ✧ Withdrawal from Sport ✧ Thursday afternoon detention from 2:05pm to 3:00pm and/or Friday detention 2:05pm to 3:30pm ✧ Loss of privileges (i.e. early leave, playground, representative sports and co-curricular activities) ✧ Referral to the Deputy Principal if there is no change
STEP 3	Directors	<ul style="list-style-type: none"> ✧ Repeated non engagement or support of Catholic life and culture ✧ More than 3 detentions in a Term ✧ Truancy from school ✧ Breaking the Acceptable Use of Technology Agreement including the Inappropriate use of technology, ✧ Cyberbullying, inappropriate sharing of images, or posting of material that reflects poorly on the College ✧ Any comments or actions of a discriminatory behaviour ✧ Inappropriate behaviour on retreat or reflection day ✧ Lack of engagement on retreats and reflection days ✧ Cheating/plagiarism (Stage 6) 	<ul style="list-style-type: none"> ✧ Student and parents interviewed ✧ Recorded on TASS ✧ Withdrawal from classes ✧ Possible Suspension ✧ Referral to College Counsellor ✧ Outside agency referral/Police Liaison ✧ Possible implementation of an Individual Positive Behaviour Plan (IPBP No.1) ✧ Referral to Step 4 Deputy Principal if there is minimal to no change
STEP 4	Deputy Principal	<ul style="list-style-type: none"> ✧ Possession of inappropriate digital images of a critical nature ✧ Major incident e.g. bullying, physical assault ✧ Transport related matters (significant and ongoing) ✧ Graffiti/Vandalism ✧ Smoking/vaping ✧ Theft of property 	<ul style="list-style-type: none"> ✧ Student's file history assessed. Recorded on TASS ✧ Student and parents interviewed ✧ Individual Positive Behaviour Plan (IPBP No.2) implemented ✧ Withdrawal from class ✧ Possible Suspension ✧ Student counselled to return to normal schooling ✧ Possible police notification ✧ Referral to Step 5 Principal if necessary
STEP 5	Principal	<ul style="list-style-type: none"> ✧ Prohibited weapons ✧ Possession/sale or use of illegal drugs ✧ Unlawful use of internet ✧ Serious infringements that impact on the rights of others and the learning environment overall ✧ Any breach of sufficient gravity as determined by the College ✧ Failure to respond or comply with steps taken seriously 	<ul style="list-style-type: none"> ✧ Review of student's educational history and chronology of interventions and supports ✧ Recorded on TASS ✧ Student and parents interviewed ✧ EREA informed ✧ Possible Police involvement ✧ Possible suspension ✧ Possible exclusion from the College

Acceptable Use of ICT by Students

College Network, Internet, Email Device Use and Mobile Phone Use

Students are responsible for good behaviour on the College computer network.

Access to network services is given to students who agree to act in a considerate and responsible manner.

Access is a PRIVILEGE, not a right. The intentional abuse of EMAIL privileges may result in having the student's email account suspended/revoked.

Unauthorised access to another person's email will be treated seriously and will result in disciplinary action.

The College Network Administrator has the right to review files and communications to ensure that users are using the system responsibly. The College has the right to archive emails and store information pertaining to web browsing history. Users should not expect files stored on the College servers to be private.

What is a Device?

A device means any device including, but not limited to, laptops or mobile devices, regardless of to whom they belong, that are brought on to College property or to College activities, or that are connected to the College's network or facilities.

What devices can students use on the College ERC Network?

Students in Year 8 will use Chromebooks. While students in Year 7, and Years 9–12 are permitted to only use Apple laptops. Other devices are not allowed on the network (e.g. Windows laptops).

The device is to be used as an educational learning tool when at the College. Any installation and use of applications/software/browsers pertaining to SOCIAL MEDIA (e.g. Snapchat, Instagram, Twitter, etc) and GAMING will NOT be allowed on student devices. This use of technology is not beneficial to learning and should not be installed on any device. Sharing and collaboration are strongly encouraged through the College's learning framework.

Students are not to compromise the Chromebook's operating system by installing ILLEGAL SOFTWARE on their device. This includes removing the school managed system that has been installed on each device.

Can my device be taken and/or accessed by the College?

Your access to and usage of a device may be randomly MONITORED and temporarily withheld and accessed.

Disciplinary action may be taken and files/content may be deleted and your network access suspended if:

- ✧ there has been or may be a breach of the College rules/policy;
- ✧ there may be a threat of harm to a student others or system security;
- ✧ unacceptable files and/or content is found.

Please read the following:

The College email accounts, blogs, personal web pages, LERA or any other learning based material may be viewed by staff at any time.

I will:

- ✧ Whilst at school, ONLY log on to the Edmund Rice College network or any other digital device using only my USERNAME and PASSWORD provided by the College.
- ✧ Whilst at school, ONLY use technology (including the internet) for learning related activities.
- ✧ Treat all learning technologies with RESPECT and due CARE. (Vandalism or any attempt to harm or destroy the data of others will result in the cancellation of my user rights and further disciplinary action).
- ✧ NOT introduce a virus onto the College network.
- ✧ NOT access, store or send offensive content on my device.
- ✧ NOT send unauthorised group emails to other members of the College.
- ✧ NOT send or publish sexually explicit or sexually suggestive material or correspondence.
- ✧ NOT use digital technologies to harass or bully another student.
- ✧ ABIDE by conventions of etiquette and be respectful of others.
- ✧ NOT reveal personal addresses or contact numbers over the internet including my own.
- ✧ CHECK the credentials and reliability of any information obtained from the internet.



- ✧ ABIDE by COPYRIGHT law by not copying and redistributing another person's work and will acknowledge the owners of copyright work/s.
- ✧ Understand that my DIGITAL IDENTITY is my responsibility. Therefore, it is imperative to not give my username and password to any other student at the College.
- ✧ NOT use my SCHOOL EMAIL as a primary address for any non-education websites (e.g. social media platforms).
- ✧ Keep my device clean and free of graffiti and stickers.
- ✧ Take all reasonable precautions to ensure that my device is not lost or damaged.
- ✧ NOT give my device to others to use.
- ✧ NOT use my device in the playground BEFORE SCHOOL, DURING RECESS and LUNCH.
- ✧ Regularly BACK UP data.
- ✧ NOT download or upload data that impacts on the network's performance.
- ✧ Whilst at school not access SOCIAL NETWORK SITES/APPLICATIONS and GAMING SITES/APPLICATIONS.
- ✧ Ensure my device is FULLY CHARGED for the commencement of the School day.
- ✧ Promptly report to staff any inappropriate material that is accidentally accessed.
- ✧ Promptly REPORT ANY DAMAGE to the hardware and/or software to the IT Support team.
- ✧ Be responsible for the payment of any damage to devices.
- ✧ Transport my device in a suitable protective bag at all times.

My parents will be aware of and monitor my use of technological devices and the internet at home.

What happens if I don't comply with the College Policy?

I am aware that if I do not use the College's computer system or devices in accordance with the College expectations, the College may take disciplinary action, including limiting or removing my access to the College's computer system, or withholding my device, or even suspending or permanently excluding me from the College.

Advice from <https://www.esafety.gov.au>

Digital Citizenship

When you are online:

- ✧ You will NOT post photos or video of other students, teachers or any other member of the school community without their express consent.
- ✧ You will NOT use the school name, crest or any other identifying material without the written permission of the Principal.
- ✧ Respect the rights of others to participate and have an opinion.
- ✧ Ask before tagging other people or posting photos.
- ✧ Report offensive or illegal content.
- ✧ Stand up and speak out about cyberbullying – protect your friends.
- ✧ Don't respond to hurtful or nasty comments – block and report cyberbullying.
- ✧ Speak to your parents or trusted adult about upsetting online experiences.
- ✧ Report threats of violence to the police (collect the evidence to show them).

If you are using social media consider the following:

- ✧ Engage with only 'friended' people you know.
- ✧ Set up your security.
- ✧ Learn how to report any trouble.
- ✧ Keep it strong and proud.
- ✧ Fix your privacy settings.

Sexting

- ✧ Report it to the College or the police if you want to.
- ✧ You're not alone, you can always call Kids Helpline 1800 55 1800.

Cyberbullying FAQs

Still not sure about making a complaint or have a question, go to
<https://www.esafety.gov.au/report/cyberbullying>

Signed Student: _____ Date: _____

Signed Parent: _____ Date: _____



'Facebook can learn almost anything about you by using artificial intelligence to analyse your behaviour.'

– Peter Eckersley, the chief computer scientist for the Electronic Frontier Foundation



Your Online Activity

Data is collected about you from every digital interaction such as stores, website, apps wearable & TV.

- ✧ Clicks
- ✧ Swipes
- ✧ Videos Views
- ✧ Registration
- ✧ App Installed
- ✧ Fingerprint / Facial Recognition To Open Items
- ✧ Likes
- ✧ Your Movement With Your Phone
- ✧ Share
- ✧ Post
- ✧ Purchases
- ✧ Call Centre Calls

Profile data about people is distributed among different companies, and gets linked and combined in real-time.

- ✧ Track
- ✧ Combine
- ✧ Analyse
- ✧ Sort
- ✧ Rank
- ✧ Personalise
- ✧ Rate
- ✧ Score
- ✧ Predict
- ✧ Test
- ✧ Monitor

Within 10ms your view of what you see online is manipulated.

- ✧ Which content is shown
- ✧ Which adverts are displayed
- ✧ Which products are listed
- ✧ Which options & choices are available
- ✧ Which payment or shipping methods are offered
- ✧ How someone is being treated as a customer
- ✧ How a company tries to shape someone's behaviour
- ✧ How personal bias and weakness are exploited
- ✧ Whether someone is excluded or singled out

*** The above will depend on your age, location, privacy settings and online usage.**



Edmund Rice College has a 'Hands off' rule to preserve the dignity, safety and wellbeing of all members of our community. It requires that students keep their hands off others and the property of others. Appropriate physical greetings are not included in this rule.

The College cannot condone violence for any reason, instigation and retaliation will not be tolerated. Those who are found to be engaging in physical conflict such as fighting will be suspended from classes until the matter can be investigated and resolved. This is inclusive of students who instigate a physical altercation/ interaction with another student(s) AND those who retaliate. It should be noted that self-defence is defined as the minimum required force to put oneself in a position of safety.

The following forms of behaviour are examples of breaches of the 'Hands off' rule:

- ✧ Interfering with the property of others (school bags, electronic devices and books) without the consent of the owner
- ✧ Throwing or flicking objects in the playground or class
- ✧ Rumbling (either aggressively or in play)
- ✧ Deliberately tripping, pushing, shouldering, shoving or grabbing other students by their clothing or bag
- ✧ Fighting, punching, slapping, kicking and wrestling
- ✧ Intimate physical contact such as holding hands, hugging and kissing
- ✧ Any other physical action that compromises the dignity or safety of others

Teachers have the right to determine what appropriate behaviour is in this regard. Breaches of the 'Hands off' rule will be reported to the relevant Pastoral Care Coordinator or member of the College Leadership Team. Incidents will be investigated, ensuring procedural fairness for all parties, including communication with parents/ guardians. Consultation between the Pastoral Care Coordinator and relevant members of the College Leadership Team may occur before a consequence is applied.

The 'Hands off' rule applies to all students while they are enrolled in the College. Those students who promote and encourage physical conflict are also in breach of College rules. As individuals, we are all responsible for our actions. Students are encouraged to make positive choices which remove tensions rather than inflame sensitive situations.

The Principal reserves the right, when necessary, to make direct decisions in relation to breaches of the 'Hands off' rule and has the final decision in relation to all student management matters.

Rights and Responsibilities

All students and teachers have the responsibility to respect the rights of other students and teachers.

When all rights are respected and responsibilities carried out our College will run smoothly and create an atmosphere of self-discipline and self-respect where students are encouraged to fully develop.

RIGHTS	RESPONSIBILITIES
I have a right to be happy at school and to be treated with understanding.	<ul style="list-style-type: none"> ✧ It is my responsibility to respect the rights of others. ✧ It is my responsibility to treat others with understanding, not to laugh at others, tease others, nor try to hurt their feelings.
I have a right to be treated respectfully and fairly.	<ul style="list-style-type: none"> ✧ It is my responsibility to treat others politely and with respect. ✧ It is my responsibility to respect the authority of the College staff. ✧ It is my responsibility to be truthful and treat others fairly.
I have a right to be safe.	<ul style="list-style-type: none"> ✧ It is my responsibility not to do anything which may threaten or cause danger to myself or others. ✧ It is my responsibility to tell teachers if there is any danger around my classroom or in the playing area.
I have a right to expect my property to be safe.	<ul style="list-style-type: none"> ✧ It is my responsibility not to steal, damage or destroy the property of others. ✧ It is my responsibility to ask permission before using the goods of someone else. ✧ It is my responsibility to take proper care of school property.
I have a right to get a good education at my school.	<ul style="list-style-type: none"> ✧ It is my responsibility to be well behaved in class and not disturb others. ✧ It is my responsibility to bring all necessary equipment to class. ✧ It is my responsibility to keep up to date with work in class and also with homework. ✧ It is my responsibility to attend school regularly and to be punctual.
I have a right to be protected against threats to my health.	<ul style="list-style-type: none"> ✧ It is my responsibility as a member of the College not to smoke/vape, take alcoholic drinks or drugs, or influence other students to do so.
I have a right to have a pleasant, clean and well maintained school and grounds.	<ul style="list-style-type: none"> ✧ It is my responsibility to care for the school environment – to keep it neat and clean, and to be prepared to remove litter.
I have a right to benefit from the good name of the College.	<ul style="list-style-type: none"> ✧ It is my responsibility to behave so that the community will respect my school. ✧ It is my responsibility to wear the school uniform neatly and correctly.
I have a right to make decisions for myself.	<ul style="list-style-type: none"> ✧ It is my responsibility to make sensible decisions and to face the consequences of my decisions.



LEARNING AND WELLBEING FRAMEWORK

As a Catholic School in the Edmund Rice Tradition and in the spirit of Jesus as a liberating educator, we respect the dignity of each young person entrusted in our care and commit ourselves to knowing their story as a person and a learner.

A LEARNING COMMUNITY THAT IS

RELATIONAL • RESOURCEFUL • REFLECTIVE • RESILIENT



Respectful Relationships

- School connectedness through a commitment to inclusivity and engagement through a variety of experiences
- Strong student/teacher relationships inclusive of student voice, based on trust and commitment to the Common Good
- Varied learning opportunities that foster a strong sense of community



Quality Learning & Teaching

- A Catholic world view
- A differentiated approach to learning and teaching providing authentic, rigorous and creative experiences, catering to the individual needs of each student
- The development of curious, compassionate, courageous and critical thinkers



Building Resilience

- Safe, supportive and respectful environment
- Explicit teaching of social and emotional skills
- The provision of opportunities that encourage a growth mindset and allow each student to flourish, grounded in a spirituality of action and reflection



Formation for Learning

- The dignity of each person
- The development of positive learning behaviours and habits to support lifelong learning
- Reflective practices centred on Gospel Spirituality

WE OPEN OUR HEARTS AND MINDS THROUGH QUALITY LEARNING AND TEACHING EXPERIENCES, SO THAT THROUGH CRITICAL REFLECTION AND ENGAGEMENT EACH PERSON IS HOPE-FILLED AND FREE TO BUILD A BETTER WORLD FOR ALL.



CHARISMATIC	⇒ People with the Charismatic strength are outgoing and friendly.
COACHING	⇒ People with the Coaching strength enjoy supporting others in achieving their best.
CONFIDENCE	⇒ People with the Confidence strength are capable and sure of themselves.
CREATIVITY	⇒ People with the Creativity strength have a natural ability to express ideas in unconventional ways.
DETERMINATION	⇒ People with the Determination strength don't let obstacles stop them.
EVEN-TEMPERED	⇒ People with the Even Tempered strength are naturally calm and composed, even in a crisis.
EXCELLING	⇒ People with the Excelling strength push to achieve excellence in specific areas of interest.
EXPRESSIVE	⇒ People with the Expressive strength are good at communicating their thoughts and feelings.
FAIRNESS	⇒ People with the Fairness strength want everyone to be treated fairly and evenly.
FLEXIBILITY	⇒ People with the Flexibility strength are adaptable and prefer to go with the flow.
HARD-WORKING	⇒ People with the Hard Working strength are busy and productive.
HARMONY	⇒ People with the Harmony strength are peace makers who desire calm above all else.
HELPER	⇒ People with the Helper strength go the extra mile to help and serve others.
HISTORICAL	⇒ People with the Historical strength are reflective. Your decisions are informed by the past.
INNER-VALUES	⇒ People with the Inner Values strength have strong core beliefs that guide their life.
INVESTIGATOR	⇒ People with the Investigator strength are inquisitive and research things deeply.
LEAD	⇒ People with the Lead strength find themselves taking charge of a situation and can get others moving.



MY RESILIENCE
YEAR 7+8

MY STRENGTHS
YEAR 9+10

MY FUTURE
YEAR 11+12

mystrengths.com.au



MyStrengthsAssessment



mystrengths_movement



LOYALTY	⇒ People with the Loyalty strength feel a strong allegiance to those they know and trust.
MANAGING	⇒ People with the Managing strength are good at organising people and things.
MEMORY	⇒ People with the Memory strength can recall specific events or details that are often missed by others.
OBSERVANT	⇒ People with the Observant strength are quick to notice and perceive details that others often miss.
POSITIVITY	⇒ People with the Positivity strength carry a natural enthusiasm that makes you upbeat and energetic.
PRACTICAL	⇒ People with the Practical strength are good at working with their hands and getting things done.
PRUDENT	⇒ People with the Prudent strength are cautious and thoughtful in making decisions.
PURPOSE	⇒ People with the Purpose strength want to be part of things that are meaningful and contribute to the good of others.
RECOGNITION	⇒ People with the Recognition strength are motivated by the desire to be successful and important.
RESPONSIBILITY	⇒ People with the Responsibility strength take pride in being dependable and consistent.
SOLUTION-FINDER	⇒ People with the Solution Finder strength enjoy the challenge of resolving problems.
STRATEGIC	⇒ People with the Strategic strength are particularly good at working out how to hit their goal.
STRUCTURED	⇒ People with the Structured strength need to order their life in an effort to feel calm and in control.
THINKER	⇒ People with the Thinker strength are intellectual and like to know a lot.
UNDERSTANDING	⇒ People with the Understanding strength are high in empathy and caring in nature.
UNIQUENESS	⇒ People with the Uniqueness strength like to be different and allow others the freedom to be themselves.
VISIONARY	⇒ People with the Visionary strength love to dream and plan the future.
WINNER	⇒ People with the Winner strength are driven to outperform others.



MY RESILIENCE
YEAR 7+8

MY STRENGTHS
YEAR 9+10

MY FUTURE
YEAR 11+12

mystrengths.com.au



MyStrengthsAssessment



mystrengths_movement

It's not enough just to embrace the concept of a growth mindset – to get real results you need to put that growth mindset into action, and that takes grit.

Grit, coined by Angela Duckworth is passion and sustained persistence applied toward long-term achievement, with no particular concern for rewards or recognition along the way. It combines resilience, ambition, and self-control in the pursuit of goals that take months, years, or even decades.



G is for GIVE IT YOUR ALL

It is important to have the courage to follow your vision and be conscientious enough to do a task well with intense single-minded effort.



R is for RESILIENCE

Resilience (or resiliency) is our ability to adapt and bounce back when things don't go as planned, acknowledge the situation, learn from our mistakes, and then move forward.



I is for INTENTION

You need to set your goal and mentally decide that you are going to persevere to achieve that goal. You set your intention to do whatever it takes.



T is for TIME




GRIT is sticking with your future, day in, day out and not just for the week, not just for the month but for years. – Angela Duckworth

“One's level of grit is a very good indicator of how one will make out in prolonged and tough situations. The more gritty you are the more likely your success – both in life as well as in education.”



For twenty years, my research has shown that the view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value.

Carol Dweck, Stanford psychologist

Fixed Mindset	Growth Mindset
<p>In a fixed mindset, people believe their qualities are fixed traits and therefore cannot change. These people document their intelligence and talents rather than working to develop and improve them. They also believe that talent alone leads to success, and effort is not required</p>	<p>People with a growth mindset have an underlying belief that their learning and intelligence can grow with time and experience.</p>
<p>Intelligence is static</p> <p>Leads to a desire to look smart and therefore a tendency to...</p>	 <p>Intelligence can be developed</p> <p>Leads to a desire to learn and therefore a tendency to...</p>
<p>... avoid challenges</p>	 <p>... embrace challenges</p>
<p>... give up easily</p>	 <p>... persist in the face of setbacks</p>
<p>... see effort as fruitless</p>	 <p>... see effort as the path to mastery</p>
<p>... ignore useful negative feedback</p>	 <p>... learn from criticism</p>
<p>... feel threatened by the success of others</p>	 <p>... find lessons and inspiration in the success of others</p>
<p>As a result, they may plateau early and achieve less than their full potential.</p> <p>All this confirms a deterministic view of the world.</p>	<p>As a result, they reach ever-higher levels of achievement.</p> <p>All this gives them a greater sense of free will.</p>

“Strive for progress not perfection.”

10 ways you can start developing a Growth Mindset



A Growth Mindset helps you succeed!

Your outlook and the way you think affects your decisions and ultimately, your actions. By constantly practising and applying a growth mindset in all life's situations and circumstances, you can develop what is known as 'grit'.

Grit is a character trait which consists of resilience, passion, determination and conscientiousness and it allows an individual to persevere despite challenges, failures or distractions to achieve meaningful goals.

Research has shown that a person who possesses 'grit', as opposed to any other trait, is more likely to succeed.

Gritty people employ good and beneficial habits, practice with purpose, are patient in waiting for results and continually look for ways to improve in striving to achieve their goals.

10

Embrace opportunities to learn

Remember that all challenges, mistakes or failures are opportunities to grow and learn.



09 Reflect and be grateful

Take the time to reflect weekly on the progress you have made and take time to be grateful for those who have helped you along the way.



08

Do it for yourself

Stop seeking reassurance and praise from others. Keep yourself determined and motivated and praise will follow naturally.



07

Goal setting

Set meaningful and challenging goals that will keep you motivated and that will give you a sense of accomplishment and pride when you achieve them.



“Acknowledging the good that you already have in your life is the foundation for all abundance.”

Eckhart Tolle



“

*Love challengers, be intrigued by mistakes,
enjoy effort and keep on learning.*

Carol Dweck

”

Find out more!



“

*New Mindset
New Results*

”

**It's all about
changing the way
we think!**

06

Focus on the right thing

Concentrate more on the process and your effort than the result itself.



05

Listen to yourself

Get in touch with your inner voice and thoughts. Remember to use positive and encouraging words.



04

Fixed vs Growth Mindset traits

Distinguish and identify the difference between fixed vs growth mindset traits.



03

Brain plasticity

Learn about brain plasticity and how you can train your brain to change.



02

Have self-awareness

Acknowledge and embrace your strengths and weaknesses.



01

Know yourself

Get to know yourself better and try different learning strategies to see which work best for you.



Accreditation:

Carol Dweck and Angela Duckworth

Homework/Home Study Policy

At Edmund Rice College, we believe that homework and home study are an essential part of the educational process. It is the policy of the College that homework is set regularly. Home study habits should be developed to suit the individual's needs.

In most faculties, homework is set each day. However, the practical nature of learning in some subject areas makes it difficult for nightly homework to be set. The amount of time spent on homework understandably increases from year to year.

As a general guide, the length of homework time set five nights a week should be:

Years 7 and 8	45 to 75 minutes per night
Years 9 and 10	1 to 2 hours per night
Years 11 and 12	3 to 4 hours per night

Homework takes different forms. Where home/assignment work is set over several nights, students are encouraged to break the work down into smaller units. Such work should not be left until the night before it is due.

Homework is used to assist learning. A student having difficulty with the nature of the homework or the length of time spent completing the homework should consult his teacher or the Head of Department for assistance.

Home study is different to and separate from homework. In addition to set homework, each student should spend time during the week revising work already completed. Home study improves the student's understanding of the topic areas and greatly assists in the preparation for tests and examinations.

Homework Club is available in the Narandha Learning Centre from 2.05 pm – 3.00 pm (Monday-Friday), where students can be supported by the library staff, teachers, learning support staff, and CSL mentors.

The College diary is provided to be of assistance to students in their planning of work. Students should record any work that is to be done.

More detailed information regarding the homework requirements for specific subjects is available from the College by contacting the class teacher or Head of Department.

Preparing for Assessment Task Submissions

As Soon as You Receive the Assessment Task

- ✧ Write the due date in your College diary
- ✧ Schedule time to work on the task, keeping in mind all other tasks you need to complete
- ✧ Understand the task
- ✧ Understand the marking criteria

Referencing and Resources

- ✧ Keep track of resources you use so that you can reference them in your bibliography
- ✧ Get help from the Narandha Learning Centre (Library) staff if you don't know where to start looking for resources
- ✧ Make sure you use reliable sources
- ✧ Speak to your teacher if you need help

Drafts and Feedback

- ✧ Ask your teacher about draft and feedback processes
- ✧ Start researching and collecting information
- ✧ Draft your first version
- ✧ Submit for feedback if available
- ✧ Check that you have met the marking criteria and answered the question correctly

One Week Before the Due Date

- ✧ Review your draft and make necessary changes
- ✧ Review the latest draft until you are happy with the final

One Day Before the Due Date

- ✧ Make sure you know how to submit your task



General Principles of Assessment

- ✧ Students must follow the principles set out in the HSC: Assessment Handbook document and make a genuine and serious attempt in all tasks.
- ✧ It is the student's responsibility to be aware of the notification and due date of tasks by reference to the Assessment Schedule and the Assessment Task Notice.
- ✧ An Extension of Time Without Penalty will be granted in exceptional circumstances only.
- ✧ If a student is absent on the day that submission is required, he must submit the work on his first day back at school, whether he has a class or not.
- ✧ It is the student's responsibility to ensure that a Doctor's Certificate to cover Illness; documentary evidence to cover Misadventure; or evidence that approved leave has been granted; is submitted to the College Office.
- ✧ For more information see individual Assessment Handbook located on the LERA Curriculum site.

Misadventure

If a student is absent, or suffers from circumstances preventing normal performance on an assessment task, the following procedure must be followed:

- ✧ Inform your class teacher of the issue. In confidential circumstances, you may wish to work with the Head of Department or Pastoral Care Coordinator.
- ✧ Years 7–12 collect a Misadventure Form from your Head of Department or Assistant Head of Department on your first day of return to school.
- ✧ Attach documentation to support your claim.
- ✧ Hand completed form(s) to the Head of Department for processing.

Forms will be processed by the Head of Department and a recommendation given. In regular circumstances, a student should expect to complete a replacement task.

If you are unclear on the requirements or process regarding school-based assessment, please consult your Assessment Handbook or contact the Director of Studies.

Penalties for late submission

Years 11 and 12	
1 day late (or part thereof)	Zero awarded
More than 1 day late	

Years 9 and 10	
1 day late (or part thereof)	20% off allocated mark
2 days late (or part thereof)	50% off allocated mark
More than 2 days late	Zero awarded

Years 7 and 8	
1 day late (or part thereof)	10% off allocated mark
2 days late (or part thereof)	20% off allocated mark
3 days late (or part thereof)	30% off allocated mark
4 days late (or part thereof)	40% off allocated mark
5 days late (or part thereof)	50% off allocated mark
More than 5 days late	Zero awarded



Citing Sources and Writing A Bibliography

Why cite sources and write a bibliography?

Research is an important part of school work. To avoid the crime of plagiarism and be an honest researcher with academic integrity, you must acknowledge the author of any text, image, or other content (printed or electronic) that you included or that has informed your work. You do this by **CITING YOUR SOURCES** within your assignment and by writing a **BIBLIOGRAPHY** at the end of your assignment.

How to cite books and journals

To cite a book or journal you have paraphrased, summarised, or quoted within your assignment you need to cite the author's surname, date the book was published, and page number of your source material:

Book

(Gough 2021, p. 54) **OR** Gough (2021, p. 54) remarked that...

If you are only citing the main idea or general theme of a book: (Gough 2021)

How to cite web and digital content

To cite any web and digital content you have used within your assignment, including information from websites, YouTube videos, podcasts, or images, you need to cite the author's surname or the organisation responsible for the site and date the content was published or last updated.

Website

(Walsh 2020) **OR** Walsh (2020) explained that...

No Author

If the content's author is unknown, cite the webpage or content title in *italics*:

(*Title of webpage* 2019) **OR** as indicated on *Title of webpage* (2019)...

No Date

If the content's date is unknown, use the abbreviation n.d. (no date):

(Johns n.d.) **OR** Johns (n.d.) theorised that...

HOW TO WRITE A BIBLIOGRAPHY

A **bibliography** is an alphabetical list of **ALL** sources that you have read or used to develop your ideas and information for an assignment. It differs from a **reference list** that only lists sources you have used within your assignment. A bibliography is placed at the end of your task and includes both sources you have cited within your assignment and those you have not. There are multiple ways to set out a bibliography. At the College, we use the **Harvard referencing style**.

The basic formula for a **book** reference in your bibliography is:

Gates, B 2021, *How to avoid a climate disaster*, Penguin Books Ltd, London.

↑ Author	↑ Date	↑ Title	↑ Publisher	↑ Place of Publication
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The basic formula for a **website** reference in your bibliography is:

Earth Science Communication Team 2021, *The effects of climate change*, NASA, viewed on 12 October 2021, <<https://climate.nasa.gov/effects/>>

↑ Page URL	↑ Date	↑ Page/Article Title	↑ Sponsor	↑ Date viewed
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The basic formula for an **image from a website** reference in your bibliography is:

Marion, A 2019, *Exodus from Mallacoota*, ABC, viewed 12 October 2021, <www.abc.net.au/news/>.

↑ Author	↑ Date	↑ Title	↑ Publisher	↑ Viewed	↑ Page URL
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Bibliography EXAMPLE (Harvard style)

Netflix documentary	<i>A plastic ocean</i> 2016, Documentary movie, Netflix, Los Gatos, California.
Government departmental website	Australian Bureau of Meteorology 2021, <i>Climate change – trends and extremes</i> , Commonwealth of Australia, Canberra, viewed 12 October 2021, < www.bom.gov.au/climate/change/#tabs=Tracker&tracker=timeseries >.
Podcast episode	Climatic 2021, <i>Sustainable futures report sustainable futures</i> , Podcast, 17 July, Apple Podcasts, viewed 12 October 2021, < https://podcasts.apple.com/au/podcast/climatic/id1371919157?i=1000529131988 >.
Instagram image post	Global Positive News 2021, <i>England turns former mining land into national forest</i> , Instagram image post, 11 October, Instagram, viewed 12 October 2021, < www.instagram.com/p/CU3LGI3ME0n >.
TV series	<i>Greta Thunberg: a year to change the world</i> 2021, TV miniseries, BBC, United Kingdom.
Textbook with three to six authors	Huxley, C, Hubble, T & McClean, S 2020, <i>Earth and environmental science in focus year 12 student book</i> , 1st edn, Cengage, Melbourne, VIC.
YouTube video	National Geographic 2017, <i>Causes and effects of climate change National Geographic</i> , online video, 28 August, YouTube, viewed 12 October 2021, < www.youtube.com/watch?v=G4H1N_yXBiA&ab_channel=NationalGeographic >.
Chapter within an edited book – two authors	Oke, PR & Schiller, A 2017, 'Chapter 12: operational oceanography - security, safety, transport, search and rescue', in B Mapstone (ed.), <i>Oceans: science and solutions for Australia</i> , CSIRO, Clayton South, VIC, pp.117-126.
Journal article	Papas, M 2017, 'The 2030 sustainable development agenda and the Paris climate agreement - taking urgent action to combat climate change: how is Australia likely to fare?', <i>Asia Pacific journal of environmental law</i> , 2017-08, Vol.20 (1), pp.94-114.
Book with seven or more authors	Stone, G, Kruszelnicki, K, Junger, S, Winchester, S, Murphy, D, Fiennes, R et al. 2003, <i>Extreme earth</i> , Harper Collins, North Ryde, NSW.
Facebook post	Wollongong City Council. 2021, <i>Our connecting neighbours verge garden grants are back!</i> , Facebook post, 6 October, Facebook, viewed 12 October 2021, < www.facebook.com/cityofwollongong >.

Online Harvard Referencing Tools

- ✧ org.slas.aunz.net/harvard
- ✧ citethisforme.com

It's normal for everyone to experience ups and downs, but when negative feelings persist for long periods of time or interfere with everyday life, you should seek support. If you are worried about your mental health or finding it difficult to cope, it's better to ask for help early, for example by talking to your parents, Mentor or School Psychologist. **You can also contact:**

	<p>Kids Helpline is a private and confidential telephone and online counselling service specifically for young people aged between 5 & 25. Additionally, this website provides information on issues including peer pressure, blended families, dealing with conflict and managing risky behaviours.</p>	<p>1800 551 800 (open 24 hours toll free) www.kidshelp.com.au</p>
	<p>Headspace for young people aged 12-25 going through a tough time. Provides someone to talk to, support on mental health, general health, trauma, alcohol & other drugs, self-harm issues.</p>	<p>1800 650 890 www.headspace.org.au</p>
	<p>Youth Beyond Blue, aims to empower young people to respond to depression and anxiety. Provides information on issues including depression, anxiety treatment options & recovery and staying well. Online forums or call a counsellor. There is also the webchat option.</p>	<p>1300 22 4636 (open 24 hours toll free) Webchat 3pm– 12am www.youthbeyondblue.com</p>
	<p>Lifeline for telephone counselling, and their website also offers crisis support, a service finder and information on issues including suicide prevention, panic attacks, self-harm, domestic violence, rural mental health and asking for help.</p>	<p>13 11 14 (Crisis Support; open 24 hours toll free) Online Chat: 7pm–4am (7 days) www.lifeline.org.au</p>
	<p>ReachOut.com, provides information on motivation, grief, parents' separation, personal identity & getting through really tough times. Helpful Apps & tools.</p>	<p>http://au.reachout.com</p>
	<p>Support for eating disorders and body image issues</p>	<p>https://butterfly.org.au 1800 334 673</p>
	<p>Supporting school communities with evidence-informed resources and activities for a proactive approach to bullying education and prevention.</p>	<p>https://bullyingnoway.gov.au</p>
	<p>Empowering all Australians to have safer, more positive experiences online.</p>	<p>https://www.esafety.gov.au</p>
	<p>Youth Law Australia is a community legal service that is dedicated to helping children and young people in Australia and their supporters to find a legal solution to their problems.</p>	<p>https://yla.org.au 1800 950 570 – Monday to Friday, 9.30am to 5pm (AEST)</p>