

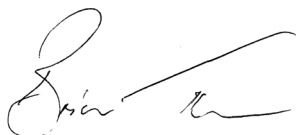


HOME HANDBOOK

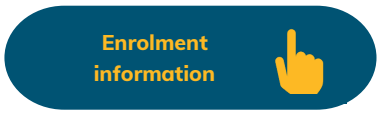
Principal's Welcome

We hope this handbook assists you in becoming familiar with the Catherine McAuley College community. It will provide you an introduction to important information and details of where you can find out more. We hope you find the book a useful guide to help you understand the College, our processes and policies and that it assists you connect with your child's learning and various activities.

If you are reading this handbook prior to enrolling, then can we suggest you also have a look on our website for enrolment information or contact the College. We hope that you join our Community.



Mr Brian Turner, Principal



Contents

Principal's Welcome	1
Contents	2
History and Governance	5
College Governance	5
Our Charter as a Mercy School	5
Our College	6
Future Direction 2020 – 2024	6
Our Vision	6
Our Touchstone Statement	6
Mercy Education Limited: Mission and Vision	6
Our Mission Statements	6
Our Intention	7
Strategic Pillars	7
reGEN	8
Democratic Principles	8
Faith, Mission and Social Justice	9
College Prayer	9
Mercy for our Common Home	9
Your Child's Learning	10
Deep Learning	10
Learning at Coolock (Years 7 – 9)	10
Learning at St Mary's (Years 10 - 12)	10
iGEN	11
STEAM	11
Veritas - Years 7 - 9	12
Virtues - Year 10	12
Co-Curricular Learning	13
Camps	13
Debating & Public Speaking	13
Immersion	13
Music	13
Theatre	13
Sport	13

Student Leadership	14
Your Child's Progress	15
Interviews	15
Pastoral Planning Day	15
NAPLAN	15
Your Child's Health, Wellbeing and Safety	16
Child Safe	16
Cyber Safety	16
First Aid	16
Houses	16
Student Advocates	17
Mercy Values	17
School Wide Positive Behaviour Support (SWPBS)	17
Student Code of Conduct	17
Supports	17
Tiers and Interventions	17
Learning Pathways	18
Careers	18
Data & Testing	18
Headstart	18
Year 7 Orientation and Transition	18
Learning Diversity	19
English Language Assistance Program (ELAP)	19
Literacy Interventions	19
Nationally Consistent Collection of Data (NCCD)	19
Personal Learning Plan (PLP)	19
Parents & the College Working Together	20
Attendance	20
Excursions and Activities	20
Grievances	20
Parent Code of Conduct	21
Staff Code of Conduct	21
Supporting Families	22
Bikes	22
Booklists	22
Canteen	22
Fees	22

Immunisations	22
Laptop	23
Lockers	23
Policies	23
Transport	23
Uniform	23
Keeping Connected	24
College Communication	24
What can I find on PAM?	24
Contact	25



History and Governance

Catherine McAuley College has a proud tradition of Catholic education dating back to 1876 when Sister Aloysius Martyn and the Sisters of Mercy first arrived in Bendigo. For over 140 years, the Sisters of Mercy have given extraordinary service to the Bendigo community. Inspired by their foundress, Catherine McAuley, the Sisters have educated thousands of children and worked tirelessly wherever their help was needed. Please take some time to read about our history and the Institute of the Sisters of Mercy and Papua New Guinea.

History



ISM PNG



College Governance

The College is governed by the Institute of the Sisters of Mercy of Australia & Papua New Guinea (ISM PNG) through Mercy Education Limited. Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISM PNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education Limited appoints the Principal, to whom they delegate the administration of the College. The Principal is responsible for the Catholic ethos of the College, the educational administration, the selection of staff and designation of duties within the College, the curriculum, the academic standards, school discipline within the pastoral criteria and the care and maintenance of the College.

The College is under the direction of the Bishop of Sandhurst through the Catholic Education (CEO) Office Sandhurst as a delegated authority. The CEO acts on organisational, administrative, support and service matters related to Catholic schools within the Diocese.

Mercy
Education Ltd



Our Charter as a Mercy School

The aim of all Mercy schools is to remain true to Catherine McAuley, the foundress of the Sisters of Mercy. Catherine McAuley wanted first and foremost for her schools to live and to teach the Good News revealed in Jesus Christ. The Mercy Education Ltd Charter reminds us of our commitment to Catherine's vision and is a lens through which we embrace the Gospel message, to inspire our school to strive for excellence in learning and achieve student success.

Mercy Charter



Our College

Future Direction 2020 – 2024

Our Vision

Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. We are a Child Safe School, our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

Our Touchstone Statement

Inspiring members of our community to be learners impelled to thrive and serve.

Mercy Education Limited: Mission and Vision

Mercy Education Limited is entrusted by the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) to provide governance for its member Colleges. It also supports a broad range of Colleges to offer excellence in contemporary education in a safe environment, enriched by the Gospels and faithful to the legacy of Catherine McAuley:

- A commitment to the Gospel of Jesus;
- Fidelity to the tradition and spirit of Mercy and the mission of Catherine McAuley;
- The provision of innovative, stimulating and inclusive educational programs;
- A passion for Social Justice.

Our Mission Statements

To:

- provide a broad and challenging academic curriculum which fosters a passion for learning, develops independent, critical thinkers and focuses on excellence;
- offer a mature and responsive student wellbeing program, as an integral element of an inspiring and rewarding education;
- recognise that quality educational outcomes are driven by excellence in teaching and learning provided by the highest quality, motivated teaching and educational support staff;
- lead and innovate in developing resources, sites and facilities that support students' learning in a dynamic 21st century environment;
- provide a rich source of opportunity, personal growth and sense of belonging for all members;
- secure a sustainable future that supports investment in facilities and resources, which deliver a visionary education for CMC students.

Our Intention

‘When educators incorporate inclusive pedagogical choices into their practice, they foster an environment that embraces the education of all students regardless of their cultural background, socio-economic status, learning needs, exceptional ability or disability, and create educational communities that celebrate diversity and combat discrimination’. ‘... set the same high expectations for all students and to provide differentiated levels of support to ensure that all students have a fair chance to achieve those expectations.’

(National Curriculum Board 2009, p. 8) Horizons of Hope – CEOM.



Strategic Pillars

2020-2024 DIRECTIONS Strategic Pillars

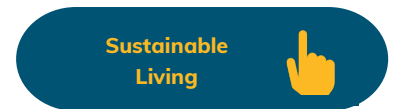
"Inspiring members of our community to be learners impelled to thrive and serve"

Student Learning and Achievement	Student Wellbeing	Excellence in Staff	Innovation and Resources	CMC Community	Secure Future
CMC provides a broad and challenging academic curriculum which fosters a passion for learning, develops independent, critical thinkers and focuses on excellence.	As an integral element of an inspiring and rewarding education, CMC offers a mature and responsive student wellbeing program.	CMC recognises that quality educational outcomes are driven by excellence in teaching and learning provided by the highest quality, motivated teaching and educational support staff.	CMC will continue to lead and innovate in developing resources, sites and facilities that support students' learning in a dynamic 21st century environment.	The diverse and extensive CMC community provides a rich source of opportunity, personal growth and sense of belonging for all members.	CMC has a commitment to secure a sustainable future that supports investment in facilities and resources, which deliver a visionary education for CMC students.

**CATHERINE
McAULEY
COLLEGE**



Catherine McAuley College is a member of Mercy Education Limited under the governance of ISMAPNG and supports the policies of the Institute. ISMAPNG is committed to promoting and adopting an integrated approach to sustainable living across the whole of the Institute ministries to respect, reverence, conserve and renew our global environment. Sustainable living is understood as living within Earth's capacity. We are guided by ISMAPNG 'An Integrated Approach to Sustainable Living'.



Our school takes action to minimise waste, save energy and water, promote biodiversity and reduce greenhouse gas emissions. This School Environmental Action Plan outlines our commitment to sustainability, our achievements and a plan for what we would like to achieve in the future. We have identified opportunities for improvement at each campus, within the curriculum and in the community with the developed waste, energy, biodiversity and water action plans. We are also identifying opportunities to shift our whole school culture to take action on climate change.

Democratic Principles

Catherine McAuley College is committed to the principles and practice of democracy in Australia, including a commitment to:

- An elected Government
- The rule of law
- Equal rights of all before the law
- Freedom of religion
- Freedom of speech and association
- Values of openness and tolerance.

We believe the above principles are implicit in our Mission, Vision and in the Mercy values and are explicit in our Learning and Teaching. Please refer to PAM for a full copy of the College Democratic Principles.

Faith, Mission and Social Justice

Our Faith and Mission program provides opportunities for students to realise and explore issues of Social Justice in our local and global communities. Students are encouraged to be aware of the needs in our community and for our environment, working together to create a just world in the true spirit of Mercy. Catherine McAuley College is grounded in the teaching of Jesus Christ, as lived through the gospels. We are centred in the Mercy tradition and actively engaged in the community of the Sandhurst Diocese.

The Gospel values and teachings are fundamental in the integrated programs of Veritas and Virtues, which support students in developing a greater understanding of issues and the connection to all areas of the curriculum. Outreach, community service and awareness of the needs of others is an integral part of the program undertaken across all year levels.

Students are supported in developing a meaningful contemporary connection to their faith through Social Justice activities, prayer, liturgies, community service and Mercy in action. Inspired by Catherine McAuley's courage and determination to educate, empower and serve the poor, Students are offered opportunities to engage in activities to support both local and global projects, including the Winter Sleep Out, Seeds of Justice conference, leadership days, Bendigo Foodshare, Mercy Works and the Caritas Challenge.

Faith & Mission



College Prayer

Loving God,

We ask you to bless Catherine McAuley College
and challenge us to act in the spirit of Catherine.

May we inspire all in our community to be learners impelled to thrive and serve.

Guide our community to live our Mercy Values and the Gospel message of Jesus Christ.

Amen

Mercy for our Common Home

Mercy for our Common Home is the College theme for 2020, which challenges our community to work together to contribute to the College goal of creating a sustainable future. The encyclical *Laudato Si'* provides the base for the reGEN program which encourages students to care for our environment and reduce our carbon footprint, minimise waste, save energy and water, promote biodiversity and reduce our impact on climate change. Many challenges and activities to support the reGEN project will be implemented by the student leaders.

Your Child's Learning

Deep Learning

The focus of the teaching teams is to guide students to know how to learn for themselves, preparing them for problem-solving and the jobs of the future. Students will:

Learn to Think &
Think to Learn



Learn how to learn: so that they are equipped to assume responsibility for their own learning, encouraging each individual to know how they learn best.

Learn for transfer: so that students can take concepts, knowledge and skills from one field and apply it to new settings, contexts or problem-solving scenarios.

Learning at Coolock (Years 7 – 9)

The future of work will be increasingly collaborative and global, so it is more important than ever for students to be able to interact and plan collaboratively. Through the junior and middle years programs, students are immersed in education that is inspiring, meaningful and connected.

Foundation Learning: Students focus on the concepts, knowledge and skills of English and Mathematics to continually develop the essentials of literacy and numeracy that underpin all other learning areas.

Hands-On Learning: Students undertake practical and applied learning opportunities through specialist subject areas such as Physical Education, Languages, STEAM, Technology and the Arts.

Integrated Learning: The Veritas program explores 'truth-seeking' through thought-provoking themes and connections between Religious Education and Humanities.

Learning at St Mary's (Years 10 - 12)

In the senior years, Students select from a wide range of electives across multiple learning areas to give them the best opportunity to succeed as graduates, with pathways to further study, apprenticeships and employment.

St Mary's
Years 10-12



In Years 11 - 12 students work towards obtaining the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). As our St Mary's campus includes Years 10 to 12, most Year 10 students take advantage of accelerating, with more than fifty VCE or VET subjects on offer.

3-year pathway
Years 10-12



With the support of teachers and parents, Students are able to design and map out a pathway from Years 10-12 which gives them the best opportunity to succeed as graduates, whether their successful pathway is to tertiary study, apprenticeships or employment.



iGEN Learning

InterGenerational Education Nexus

In partnership with Mercy Health, Australian Catholic University (ACU) and Mercy Education, Catherine McAuley College and Mercy Health Bethlehem Home for the Aged offer a unique opportunity for Year 10 students.

The students participate in an innovative program designed to develop a range of skills which will enhance opportunities and pathways for the future. The engagement and connection between the residents and students will enrich their lives and contribute to improved understanding and health and wellbeing.

Research in similar programs nationally and internationally has demonstrated that intergenerational partnerships benefit all participants.



STEAM

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics to guide student enquiry, dialogue and critical thinking.

Students are encouraged to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration and work through the Design Thinking process to become the next generation of innovators, educators, leaders and learners.



Veritas - Years 7 - 9

Students are engaged in an integrated curriculum that involves the skills that will be required in jobs of the future. They learn to research, design and adapt to a range of real-world problems. Students develop their own learning strategies and processes which they can then apply to future problems and learning.

In Veritas, students explore the concepts of stewardship and sustainability in a faith-based context. They investigate connections between the environment and people by looking at critical issues and responses to achieve positive change. Students develop creative and critical thinking skills in “making sense” of the world they live in. Above all, Students learn how to learn and innovate.

Virtues - Year 10

The notion of a “virtue” being a personal aspect through which people can contribute to the world has deep roots in Catholic tradition. Also, modern psychological and sociological research into the positive aspects of what makes us human have concentrated on “virtues”. The difference between a virtue and a value, is that virtues transcend cultural differences, whereas values can have quite different meanings depending on your culture and environment.

This subject concentrates on personal development and service, therefore the name “Virtues” resonates with developing students' understanding of humanity, themselves, their faith, and how they can make a difference locally and globally.



Co-Curricular Learning

Debating, sports competitions, arts performances, academic competitions, Justice camps, Tournament of Minds and the Frayne Speech Festival are just some of the co-curricular opportunities on offer to appeal to the wide range of student interests. We encourage students to have fun, extend their knowledge and skills and discover something new.

Camps

During the six-year journey, students will attend a variety of camps and retreats. In addition to the whole year level activities, there are many opportunities to attend camps in areas ranging from Social Justice to politics, arts and outdoor education.

Camps



Debating & Public Speaking

Students are given numerous opportunities to be a part of debating teams and public speaking competitions throughout their six-year journey at Catherine McAuley College, allowing them the chance to stand up and speak out about issues most important to them.

Debating & Public
Speaking



Immersion

Senior students are offered opportunities to travel to developing countries on faith based and cultural immersions, to experience the lives of those less fortunate than themselves. These experiences open students' eyes to the world, and the positive impact their actions can have on others.

Immersion



Music

We recognise that learning to play a musical instrument is a valuable activity in any student's development. Every Year 7 student participates in a semester-long instrumental program as a part of classroom music. Students can continue learning an instrument through their years at the College.

Discover Music



Theatre

Students perform in year level drama nights and a highlight of the performance calendar is the fully-staged College production, enhancing confidence and providing the chance to try something new.

Theatre



Sport

We believe that sport enables students to develop physical and social skills, encouraging participation, confidence and success. Students are empowered through their participation in sport and representing their College, displaying a strong sense of College spirit.

Sport



Student Leadership

Student voice is of great importance and we are always looking for ways to increase participation. This can improve individual confidence and more significantly students' connection to the College.

Student Leadership



There are many opportunities for students to become involved in leadership from Year 7 to Year 12, working with and for the school community. The Student Representative Council (SRC) comprises students from all year levels and provides a structured opportunity for students to raise issues, make recommendations and improve understanding and communication between all members of the College.

Students are consulted about significant developments and the future direction of the College. We nurture a culture that encourages and supports individuals and groups to create change, inspire action and share ideas and opinions.



Your Child's Progress

Parents are provided with two summative reports each year which are available via PAM. Parents are also provided with online access to their child's assessment results on a progressive basis across the semester through PAM. Assessment is an ongoing process of gathering, analysing and interpreting, reflecting on data to make informed and consistent judgements about Learners' progress and achievement to improve learning. You can view a full copy of the Assessment and Reporting Policy via PAM.

Interviews

During the course of the year the College hosts Parent-Student-Teacher Interviews. These are a great opportunity to develop the home/school partnership and build positive relationships in learning. For booking information please refer to the Parent Access Module (PAM).

Pastoral Planning Day

All students, with their parents and carers, are to attend a meeting with their Student Advocate at the commencement of each school year, to set goals and ensure they have the best possible start to the school year. Pastoral Planning Day is also set aside for school photos, timetable and bus information, booklist collection (unless delivered to your home) and laptop assistance.

NAPLAN

Students in Years 7 and 9 participate in the National Assessment Program – Literacy and Numeracy (NAPLAN), which tests literacy: reading, writing and language conventions (spelling, grammar and punctuation), and numeracy. The results of these tests, in conjunction with a range of data from other assessment strategies and data collection, give you information on how your child is progressing and where they could benefit from greater challenges or extra help.

UNDERSTANDING
DATA



Your Child's Health, Wellbeing and Safety

As an integral element of an inspiring and rewarding education, Catherine McAuley College offers a responsive student pastoral care program. We nurture students in a safe environment, to become confident and independent young adults. We acknowledge that all students grow and develop differently, which is supported by our structures and programs.

Child Safe

All students enrolled at Catherine McAuley College, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be the first priority and we have zero tolerance to child abuse. All allegations and safety concerns will be treated seriously and consistently.

Child Safe



Cyber Safety

To learn more about the online environment and keep up to date on the use of technology for children, see the Office of the eSafety Commissioner's information for Parents.

eSafety



First Aid

Staff at Catherine McAuley College are trained to offer first aid when required. Students who are unwell or injured are taken to Student Services where staff perform first aid. A student's illness or injury will be recorded on SIMON upon their arrival to Student Services where the student may then rest in sick bay if required. Administration staff may also administer medication to students whose parents/carers have completed the Medical Authority form. It is critical that families regularly update their child's Medical Profile on PAM to ensure the College is well informed about important medical information regarding your child. First Aid and Administration of Medication policies can be found on PAM.

Houses

On enrolment each child will be allocated into a house to form a community. House activities and competitions are popular features of student life. All students are invited to participate and compete in a range of sports and events that are organised throughout the year.

House information



Student Advocates

Each student has a teacher Student Mentor, who actively supports their learning and wellbeing. They serve as their 'champion'. Student Advocates encourage the small number of students in their group and develop an understanding of students' pastoral care and their learning through regular communication with the student, families and teachers. Student Advocates will always be your first contact point for all College matters.

Mercy Values

An education in the Mercy tradition invites us to take up a challenge - one that encourages us to develop fully our own God-given talents. At the same time, it enkindles within us a desire to assist others, so that they too 'may have life, and have it to the full' (John 10:10). The Mercy Values are - Compassion, Justice, Respect, Hospitality, Service and Courage.

School Wide Positive Behaviour Support (SWPBS)

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills, which in turn enhances learning and teaching. Schools have a responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive, and preventative school-wide set of behavioural expectations is a necessary first step for enabling schools to achieve their goals and responsibilities.

Student Code of Conduct

The Student Code of Conduct provides a framework within which students are able to develop the pro-social behaviours which are acceptable within the broader community and reflect the Mercy Values fundamental to the culture of the College.

Student Code
of Conduct



The Student Code of Conduct provides an outline of the behavioural expectations for students when they are on the school site, moving to and from school, travelling on public and contract transport services and when attending sporting events, school functions, excursions, etc.

Supports

Individual support for students is provided by their Student Advocate as well as Year Level Learning Leaders, Interdisciplinary Learning Leaders, Careers Practitioner, and when required the Learning Diversity and Wellbeing teams, Educational Psychologist, and Koorie Education Workers.

Tiers and Interventions

Maintaining a safe learning environment is achieved by operating with a restorative approach using a "tiered" pastoral chain. All incidents are reported directly to a specific member of the pastoral chain, as well as being recorded on SIMON, where trends may be identified and personalised strategies developed to better support students.

Learning Pathways

The College offers a broad range of subjects and program pathways. As students advance through the College there are more choices available, from choices in Year 8 to planning Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) pathways in Years 10 – 12. Vocational Education and Training (VET) subjects are also available, which develop skills that carry through to the workplace. The College is committed to working closely with students and parents, to work towards personal success in life beyond school.

Careers

We have one of Victoria's most comprehensive careers and vocational counselling services, which provides information, advice and support for students and parents. Our goal is to assist our students to develop the skills, knowledge, attitudes and behaviours that will enable them to be resilient, persistent, adaptable, flexible, enterprising and have the capability to manage their own career throughout their lives.



Data & Testing

Data is one of the most powerful tools to inform, engage, and create opportunities for students with their learning. Data is much more than test scores. Data gives us insight and helps us make connections that lead to improvements.



Headstart

At the completion of the year all current Years 9 – 11 students will participate in Headstart at our St Mary's Campus which provides students an understanding of what learning will be like the following year.

Year 7 Orientation and Transition

Year 7 Orientation Day aligns with the Department of Education date and is generally in the first week of December. In 2021, it will be held on Tuesday 7 December 2021. Information in relation to this process occurs following the completion of the College Enrolment Acceptance Form.

We seek to support our students' transition via opportunities to connect with the school prior to the Orientation Day. These include:

- Open Evening
- Primary School Visits
- Transition Day
- Transition Meetings

The transition experience continues through the Term 1 theme at Year 7, that focuses on Welcome and Community, aligned with one of our Mercy Education values, Hospitality. The Year 7 Welcome Evening/Mass and Camp are important parts of the commencement of Year 7.

Learning Diversity

Our school community is committed to providing a curriculum that enables each student to experience success according to their unique personal capabilities. A range of interventions support student needs and are regularly reviewed through ongoing feedback to ensure they effectively target individual and group needs.

Learning Diversity



The College Learning Diversity Team is dedicated to assisting students with additional needs to experience success and achieve their personal best. A range of support methods are employed to help students who may have language and/or cognitive difficulties, physical disabilities and specific emotional and/or social needs.

English Language Assistance Program (ELAP)

Our English Language Assistance Program (ELAP) supports the community by providing access to a Catholic education for students who have recently arrived in Australia, some of whom have already moved into mainstream learning. The intervention and support programs are focused to improve literacy, reading, social and school engagement skills.

Literacy Interventions

MacqLit is an explicit and systematic reading intervention program for small groups of low-progress readers. It provides a comprehensive sequence of learning that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Nationally Consistent Collection of Data (NCCD)

The College provides support to students who require additional physical, cognitive, sensory or social-emotional support. These students are provided with educational adjustments, or 'help', allowing them to participate in education on the same basis as students without a disability. We consider the uniqueness and dignity of each student and build respectful, collaborative relationships between students, teachers, families and the broader community. We must determine the degree of adjustment that has been provided and provide significant evidence (over at least ten weeks) to justify a student's inclusion in the NCCD count. NCCD is the funding model allocated for each student's level of adjustment.

Personal Learning Plan (PLP)

A PLP will record the student's SMART Goals, which are a means to record the differentiation, or level of adjustment, used to support students. The PLP will be referred to with parents and carers when discussing their child's learning. The goals will be - Specific, Measurable, Achievable, Relevant and Timed (SMART).

Parents & the College Working Together

Attendance

We expect that all students attend school each day, participate in all classes and remain on the property for the duration of the day. Catherine McAuley College has a legal responsibility to account for the presence of students at school and in each class.

Schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption from attendance or enrolment has been granted. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally.

If a student is absent from school this must be reported to the College. This can be done by entering a student absence via PAM, calling and speaking to administrative staff, leaving a message, or emailing the College. Parents and carers will receive a text message if your child has been marked absent from their morning classes and we ask that you contact the College with an update. Please refer to the Attendance Policy on PAM.

When **arriving late** to school, students must enter the College via the General Office so that a Late Pass can be recorded on SIMON. Students are encouraged to bring a note which explains the circumstances of their late arrival. After the Late Pass has been entered, the student is to move directly to the current period.

When **leaving school early**, students must first visit the General Office with a note regarding their departure. Alternatively, the College will have received a call regarding the student leaving early. This will be entered as a Leave Pass. The student must then wait in the General Office until they are collected from school.

Excursions and Activities

Parents and carers will be requested to approve their child's participation in any activity outside the College. Parents and carers will receive an email requesting they log in to PAM for excursion/activity details. Approval is required for their child to attend any external College event. Please refer to the guide on PAM.

Grievances

We understand that there will be times when you will have concerns. It is important to receive feedback about positive relationships and to clarify or resolve complaints or concerns. In responding to concerns, it is the aims of the College to value and respect each individual and their relationships. As a College community we recognise the importance of good communication and that talking with the person concerned is the first step in resolving the issue. The classroom teacher is often the best person to handle routine concerns about matters within their classroom and/or area of responsibility. The Student Advocate or Year Level Learning Leader may also be an appropriate initial reference contact. You may wish to refer to the Complaints and Grievances Policy via PAM for *informal* and *formal* options for raising your concerns with the College.

Parent Code of Conduct

The Mercy Education Ltd (MEL) Parent Code of Conduct encourages the development of effective and positive relationships within its school communities. It expects that parents and the wider school community will embrace the Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage, and respect its traditions and practices. Each Mercy Education school adopts the Mercy Education Parent Code of Conduct for its school community.



Staff Code of Conduct

The Staff Code of Conduct has been developed to provide a framework of appropriate and acceptable behaviour expected of all Mercy Education Ltd (MEL) employees and volunteers in respect of their duties. The principles contained within the Code of Conduct promote MEL's education values of Compassion, Justice, Respect, Hospitality, Service and Courage.



Supporting Families

Bikes

Our Coolock Campus is well serviced by bike paths coming from a number of directions. Many students utilise these trails. Our central St Mary's location also allows Year 10-12 students to ride to school. There are bike racks available at both campuses. Students are required to use their own locking device and follow government laws and College directions regarding bike safety.



Booklists

We try to keep booklist items to a minimum. Orders are placed online, and you will receive annual instructions about ordering via Campion.

Canteen

The canteen menu and instructions on how to order are available on PAM.

Fees

To support the provision of outstanding educational service to the community, the College, sets an appropriate fee level. Justice to all requires that fee levels be equitable, while in the tradition of Mercy compassion is shown to those in need. If you experience difficulties paying fees, please contact the Business Manager. Assistance is available where genuine need exists. Confidentiality is assured. Certain concessions apply for families who hold a Health Care Card or have other children in a Catholic Primary School. The Fees Policy is available on the website or via PAM.

[College Fees](#)



Immunisations

Catherine McAuley College hosts immunisations for Year 7 (Term 1 and Term 3) and Year 10 (Term 3) students. These vaccinations programs are run by the City of Greater Bendigo.

[Immunisation information](#)



Laptop

To ensure our students remain as leaders in technology the College provides a laptop to all students. The cost to provide laptops and technology infrastructure is included in the family fee. In addition to the laptop, students are provided with a carry bag, a comprehensive collection of educational software, extended warranty, comprehensive insurance cover, full service and maintenance conducted by College technicians. If accidental damage is caused to the laptop, please complete the form linked on PAM. Please refer to the Network Password Policy on PAM.

Lockers

Each student is allocated a locker with room for bags, books and hanging space for blazers. At the commencement of Year 7 students are issued a combination lock. These locks provide security for the student's possessions as long as students do not disclose their combination to other students. No two locks have the same combination. Students should keep their locker locked at all times and students are responsible for their lock. If your child needs a replacement lock, they should see Student Services.

Policies

Student and parent policies are available on PAM.

Transport

Catherine McAuley College is well-serviced by the urban and country bus networks. Our website has information about the bus network, bus passes, conveyance allowance as well as timetables for all of the routes.

[Transport](#)



Uniform


Catherine McAuley College has a clear required Uniform and Dress Code expectations, which cover correct wearing of uniform and accessories, hair, jewellery and makeup. These expectations accompany the College Uniform List.

[Uniform information](#)



Keeping Connected

College Communication



Keeping Connected – College Communication

MOBILE APP

The Catherine McAuley College App is a great tool to be able to access everything from one place and receive important notifications.

Parent Access Module

- Timetable
- Excursions
- Correspondence
- Bookings

Publications
What do you want to see

Socials

- Facebook
- Instagram
- Twitter

Settings
Customise your experience

In addition to notifications via the Mobile App and the Parent Access Module (PAM) we may communicate via the methods below.

EMAIL

- Activity Permissions
- Reminders

PHONE



- 5445 9100

TEXT

- Absences
- Weather event
- Reminders


Notifications
Personalise – Year level &/or Campus

News
Rolling news feed of latest articles

www.cmc.vic.edu.au

What can I find on PAM?



What can I find on PAM?

<https://pam.cmc.vic.edu.au>


Parent Notified Absences
View and record attendance and sick passes

Daily Messages
Some of these are for students but all are for the information of parents/carers

Medical Profile & Personal Details
View details – send updates to info@cmc.vic.edu.au

Student timetable
Subject, Teacher names and rooms

Learning Tasks
View all of the classes and the learning tasks



School Activities
View the details and manage permissions for excursions

School Links
Parent Resources, news and publications

Calendar
Student and College activities

Assessment Reports
End of semester reports

Interview Bookings
Online booking for Interviews

Email Teachers
Email one or all of your child's teachers

Knowledge Bank
Correspondence: Whole College or Year level

Policies
A-Z list



Coolock Campus
(Years 7-9)
1 St Vincent's Road
Junortoun 3551



St Mary's Campus
(Years 10-12)
164 Barkly Street
Bendigo 3550

 **5445 9100**

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