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INTRODUCTION TO LOYOLA

Ignatius Loyola, the patron of our school, lived during the sixteenth century. During that time, two types of education were in currency: scholasticism and humanism.

Scholasticism was an academic tradition, which, among other things, focused on rigorous intellectual analysis and the professional teaching and appraisal of students in preparation for a future profession or career. The strong appeal of this tradition was to the mind and the development of its powers.

The other type of education, humanism, rested on the belief that the purpose of education was primarily for the formation of character, the training of the young in values and the responsibilities they had towards themselves and society at large. One became formed in these things by studying the literature of the great Greek and Latin authors. This literature inspired one to live more nobly and humanely. The notion of service to others ran through the whole of this tradition.

Ignatius and the early Jesuits attempted to integrate elements from both these traditions, along with the adoption of the progressive techniques for learning that were current at the time. They initially established colleges, usually near a university, to provide additional training for their own men, and their emphasis was on both competence and service in the context of giving thanks and praise to God.

In time, the leaders and the townspeople in various localities, attracted by what the Jesuits were doing in their colleges, petitioned to have their young educated in them as well. They wanted their children to receive a thorough education that combined intellectual rigour and Christian virtue.

Ignatius responded positively to such requests and Jesuit involvement in education and schools began and grew rapidly throughout the world over the ensuing centuries.

When the Jesuit missionary, Francis Xavier arrived in Goa, India, in 1542, he wrote to Ignatius, then his superior in Rome, expressing the great desire from local dignitaries for Jesuits to become a part of a diocesan school that was being established in that city. The Society of Jesus was soon to engage in its first educational enterprise there. Four hundred and fifty-one years later, a similar venture was established here at Loyola College, Mount Druitt, when it first opened its gates to students in 1993. In 2011 the school was expanded to include the Loyola Trade Training Centre.

Xavier was impressed by the extent of national backgrounds of the students he found in Goa. He wished them to preserve and celebrate the best of their cultures. This is also one of the great riches of the multi-cultural community that characterises Loyola, and as such represents a microcosm of Australia heading towards the new millennium. Such cultural diversity and richness also embodies and reflects the colourful tapestry of the whole Church.

Like many other schools, Loyola Senior High School and Trade Training Centre provides a sound senior education. But this is not enough. In fidelity to our Ignatian tradition, we are intent upon forming the whole person, such that not only is the mind informed, competent, and critically alert, but also that character is developed in virtues like integrity, generosity, and compassion. By adopting the model of Jesus, we aim to instil in our students the conviction that gifts and talents are not for oneself alone. They are to be spent generously in the service of others.

Moreover, it is our hope and prayer that through all that occurs in the life of the school, our ever-present, faithful and gracious God will continue to be an acknowledged and celebrated reality.
SAINT IGNATIUS LOYOLA – PATRON OF LOYOLA SENIOR HIGH SCHOOL & TRADE TRAINING CENTRE

Ignatius was born at Loyola in northern Spain in the year before Columbus' voyage to America. He was raised as a hidalgo in the Age of Discovery at a time of Spain's greatness, living a full life with all the enthusiasm of a Basque. After a time as a courtier, he turned to a military career. At the age of twenty-nine, while convalescing from a wound received at the siege of Pamplona, he read the Gospels and the lives of the saints. There followed a burning desire to follow in the footsteps of Christ.

Many spiritual experiences came Ignatius' way as he discerned where God was leading him. Returning to studies later in life, he gathered nine "first Companions" around him at the University of Paris. They included Francis Xavier. They took vows together and the Society of Jesus grew, being ratified by the Pope in 1540.

As first General of the Jesuits, Ignatius contributed greatly to the Catholic revival of the sixteenth century. Ignatius intended his society to be a mobile force whose members would go anywhere and undertake any work "for the greater glory of God". As the order grew, the work of Jesuits became more diversified - schoolmasters, preachers, scholars, missionaries and workers with the poor. In recent years two motion pictures, The Mission and Black Robe, have attempted to retell some of the missionary endeavours of the early followers of Ignatius.

These followers were to be, in Ignatius' terms, large-hearted people who would want to do what Ignatius called "The magis", the "more", to work for the "greater good". His desire for a generous spirit is summed up in a prayer ascribed to him:

Dearest Lord, teach me to be generous,
Teach me to serve you as you deserve,
To give and not to count the cost,
To fight and not to heed the wounds,
To toil and not to seek for rest,
To labour and not ask reward,
Save that of knowing that I do your holy will.
THE IGNATIAN INFLUENCE

Formation, not information, is the key to Ignatian education. The ideal is to form the well-rounded person who is intellectually competent, technologically skilled, open to growth, religious, reflective and loving. Since, as Ignatius wrote, "love is expressed in deeds and not words only", the school community is committed to doing justice in generous service to the people of God.

From the earliest days of Jesuit involvement in the educational process, the best of Christian humanism has been a feature. Whatever is the highest in humankind is to be fostered; the whole person is to be educated. This is expressed in the architecture at Loyola. It is seen in the harmony of the school with its bushland setting, the integration of human achievement and the gift of creation. At opposite ends of the school have been placed the library and a chapel - suggestive of the union, complementarity and nourishment of both mind and heart.

In union with parents, the staff at Loyola Senior High School and Trade Training Centre, lay and Jesuit, teaching and support, will strive for excellence - that is, to endeavour to draw out the full potential of each student. Students in a Jesuit school come to realise that their talents are gifts to be developed, not for self-satisfaction or for self-gain, but rather, with the help of God, for the good and growth of the human community.
STUDENT AWARDS

PRESENTATION NIGHTS
Students are acknowledged at both end-of-year presentation nights:

- Subject based awards acknowledging achievement, application and improvement
- KLA based awards for outstanding achievement by an individual
- Sporting awards for one male and one female
- Service awards
- Awards recognising all-round achievement and contribution to school life
- Leadership awards
- Trade Training Centre Awards

In order to recognise student achievement in application to studies and in broad contribution to the life of the school, Loyola has four major awards. They take the form of Loyola Awards, Merit Certificates, the Sigillum badge and the Insignis award.

LOYOLA AWARDS
Throughout the year, students are acknowledged for their efforts and achievements in a variety of areas within the life of the school.

Students are awarded certificates in three categories:

- **St Ignatius Award**: awarded on the basis of class work, homework/assessments (e.g., application, improvement, achievement)
- **St Francis Xavier Award**: awarded on the basis of extra-curricular involvement
- **Blessed Peter Faber Award**: awarded on the basis of service to the school community, demonstration of school spirit, upholding the code of conduct in the Student Planner

Once students have received THREE of these certificates IN THE SAME CATEGORY (i.e., Ignatius, Xavier or Faber), they are then eligible to be awarded the Level Two Certificate in the same category at a year assembly.

Once students have received TWO Level Two certificates from two DIFFERENT categories, they are eligible to be awarded the Level Three Certificate, awarded at a whole school assembly.

THE MERIT CERTIFICATES
Merit Certificates are awarded at the end of each reporting cycle in both Year 11 and Year 12. In Year 11; Merit Certificates are awarded three times – at the end of the interim, half yearly and yearly reporting periods.

A **Gold (Outstanding Merit) Certificate** is awarded where a student has gained X [Excellent] Grades for Application in at least 5 subject areas, and V [Very Good] Grades in the remaining subjects.

A **Red (Conspicuous Merit) Certificate** is awarded where a student has gained X [Excellent] Grades for Application in at least 4 subject areas, and V [Very Good] Grades in the remaining subjects.

A **Black (Merit) Certificate** is awarded where a student has gained X [Excellent] Grades for Application in at least 3 subject areas, and V [Very Good] Grades in the remaining subjects.

In order for a student to receive any Merit Certificate, application in all subjects must be above average (S) [Satisfactory].

Because they are awarded for Application rather than Achievement, these certificates recognise commitment to studies and conscientious effort, rather than simply academic ability.
THE SIGILLUM

The Sigillum acknowledges a student's outstanding contribution across a broad range of school involvement: studies, school life and service. Sigillum means "a seal" or "a stamp" which is used to verify something as authentic or true to what it proclaims.

The award takes the form of a small lapel badge. The Sigillum bears the ancient IHS logo in a "sunburst". It may be achieved by students once in Year 11 and once in Year 12. The award is a tangible recognition of the value the school espouses in forming well-rounded students. There are two levels of award.

The Red Sigillum

The Red Sigillum is awarded to a student no earlier than the beginning of third term in Year 11. To be awarded the Sigillum, a student would ordinarily be required to have:

- achieved a Merit Certificate for studies;
- made an outstanding commitment and contribution to a school "team" (e.g., in sport, debating, hospitality and liturgy, and,
- demonstrated a generous engagement in issues of charity or justice (Collection Days, Saint Vincent de Paul Society, Social Justice Group, Community Service, Amnesty International, etc).

The Gold Sigillum

The Gold Sigillum is awarded to a student in Year 12 who has already received the Red Sigillum in Year 11 (or even early in Year 12) and who has continued to make further significant contributions as described above. Notwithstanding the above, the Principal may award a Sigillum to a student who, whilst not fulfilling all of the foregoing prerequisites, has consistently demonstrated outstanding character and virtue in other ways. A Sigillum may be awarded to others associated with Loyola in recognition of generous support and encouragement.

THE INSIGNIS

When Ignatius spoke about the sort of person he wished to draw towards himself, the one he thought most able to build up God's Kingdom on this earth, the one he believed had most potential for the greater good, he described that person as an insignis. It was a Latin word meaning an "impressive, notable, distinguished" person.

But for Ignatius, it meant even more. For him, the insignis was an influential person, one who could shape opinions, inspire and persuade others, be a leaven in the community. And, of course, all this influence would be for the better. The insignis is the person who acts out of principle, one who is outstanding in character or virtue as well as ability.

In the language of this school, the insignis is the person of competence, of conscience and of compassionate commitment.

As such, the Insignis in the school would personify all the values we as a community endorse and to which we aspire. Awarded at the end of Year 12, this cast bronze medallion is the premier award of Loyola Senior High School.
TUTOR GROUP PROGRAMME

Students attending Loyola will be allocated to a Tutor Group.

The Tutor Group consists of approximately 20 students who are placed under the care of a teacher. This teacher will be known as the Tutor and will be responsible for the students in the group during their time at the senior school.

The purpose of the Tutor Group is to give the students the opportunity to relate to a teacher in a small group and to become well-known by a member of staff. It is also the main avenue through which students are informed of what is happening in the day-to-day running of the school.

The tutor meets daily in the morning with Tutor Group members for fifteen minutes.

This meeting will include prayer, administrative matters and issues of student welfare. At other times more extended time is made available for the specific purposes of student welfare. In these lengthier periods, matters such as full Year Group meetings are catered for as well as the following in the smaller Tutor Group: group unity and rapport, self disclosure, motivation, pursuit of excellence, health, hygiene, citizenship, etc.

The Tutor is expected to monitor the progress of members of the group, and to be ready to speak to parents, teachers and the students themselves about their progress.

The Tutor will assemble reports on each member of the group, write a summary Report of Progress, interview parents during Years 11 and 12, and also assist in preparing students’ final references.

The Tutor is available to students if they wish to approach him/her about problems.

COMMENCEMENT DAY 2014

The school year in 2014 will begin for Year 11 students on

Wednesday 29th January, 2014
beginning at 8.25 am

Full School uniform is to be worn. The day will conclude at 2.30pm.
STRUCTURE OF A SCHOOL DAY/WEEK

Students at Loyola are divided into four houses, Arrupe, Faber, Ward and McCormack Houses, and are able to follow 2 paths of study.
Students in Arrupe, Faber and Ward Houses follow the more traditional path of study to attain their Higher School Certificate (HSC). These students form Loyola Senior High School. Students in McCormack house attend the Loyola Trade Training Centre (TTC) and complete a trade whilst also attaining their HSC.

The school day commences at 8:25 each day. The period times are outline below.

<table>
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<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>8.25 - 9:15</td>
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<tr>
<td>Period 2</td>
<td>9:15 - 10:05</td>
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<tr>
<td>Tutor Group</td>
<td>10:05 - 10.20 (15 Mins)</td>
</tr>
<tr>
<td>Recess</td>
<td>10.20 - 10.40 (20 Mins)</td>
</tr>
<tr>
<td>Period 3</td>
<td>10.40 - 11.30</td>
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<tr>
<td>Period 4</td>
<td>11.30 - 12.20</td>
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<tr>
<td>Lunch 1</td>
<td>12.20 - 12.35 (15 Mins)</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>12.35 - 12.50 (15 Mins)</td>
</tr>
<tr>
<td>Period 5</td>
<td>12.50 - 1.40</td>
</tr>
<tr>
<td>Period 6</td>
<td>1.40 - 2.30</td>
</tr>
<tr>
<td>Break</td>
<td>2:30 - 2:45 (15 Mins)</td>
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<tr>
<td>Period 7</td>
<td>2:45 - 4:00 (TTC only)</td>
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Students attending Loyola Senior High School attend school five days per week with lessons being conducted periods 1 to 6 each day except Thursday. On Thursday most students will finish lessons at the end of period 4. Students studying extension courses will have lessons timetabled periods 5 and 6 on Thursdays and may also have lessons extending past 2:30 on some days. (This will be negotiated with students should this be necessary).

Students attending the Loyola Trade Training Centre attend HSC lessons three days of the week. A fourth day is allocated to trade delivery. The finishing time of the Trade Day is dependent on the trade.
The fifth day is a flexible day and can be used for
- work,
- mentoring meetings,
- IBL (Industry Based Learning,
- compulsory excursion,
- individual tutoring,
- access to school facilities.
This diagram provides a bird's eye view of people with particular expertise or responsibility who can help you with any questions or difficulties you may have during your senior years.
POSITIONS OF LEADERSHIP AND SERVICE

PRINCIPAL
The Principal's role is to create an atmosphere in the school conducive to learning, which should provide opportunities for self-development to promote the growth of staff and students as loving persons according to the Gospel ideal.

ASSISTANT PRINCIPALS
The Assistant Principals’ roles are designed to provide professional support to the Principal in the effective leadership and management of the school. The Assistant Principals are primarily responsible for assisting the Principal with the development of the curriculum, the supervision of staff and the management of students.

RELIGIOUS EDUCATION COORDINATOR
The Religious Education Coordinator is responsible for Religious Education which includes preparation of school liturgies, prayer, sacramental programmes, retreats, faith development programmes and the formal religious studies course in the curriculum. He/She acts as contact person for the pastors of the parishes servicing Loyola Senior High School.

ADMINISTRATION COORDINATOR
The Administration Coordinator is responsible for the administrative operations of Loyola Senior High School, communicating and putting into effect matters concerning the daily administration of the school, and matters which call for variations to the normal school routine. The Administration Coordinator provides information to the Principal and Assistant Principal on the administrative requirements of the school.

LEARNING TECHNOLOGY SUPPORT TEACHER (LTST)
The LTST supports students and staff in their use of technology across both LSHS and the TTC. The LTST keeps staff and student’s informed of recent developments in technology and implements these developments where appropriate.

SCHOOL CHAPLAIN
The Chaplain has three broad areas of care at the school: 1. the Sacramental/Liturgical (e.g., leading prayer at Assemblies); 2. The Spiritual (e.g., organising retreats and faith experiences); and 3. The Pastoral (listening to students and staff about hopes and concerns). He is another person on the staff to whom students can talk.

CAREERS ADVISER
The Careers Adviser is available for consultation on up-to-date and relevant information on University and TAFE Courses, as well as giving information on job search requirements and available services. The Careers Adviser is an invaluable resource and students should make it a priority to consult with this person concerning future prospects.

UNIVERSITY ADVISER & PROJECT OFFICER
The University Adviser & Project Officer provides advice to students regarding their interests and discusses the possibilities that exist at University for undergraduate and postgraduate study.

SCHOOL COUNSELLOR
The School Counsellor is a trained professional who is available for students who may need support to work out issues re: school and/or home. The Counsellor is also able to help families who are experiencing difficulties. The Counsellor is available Monday – Thursday in 2014.
REGIONAL VET COORDINATOR
The Regional VET Coordinator is responsible for:

- managing the shared cluster courses,
- liaising and communicating with teachers who deliver VET courses, school executives and parents,
- representing the Diocese on various committees,
- reporting back to staff on current VET, government and educational information,
- the placement, supervision and tracking of student mandatory work placement, which includes the establishment and maintenance of strong relationships with local industry,
- working with school executives to develop additional VET initiatives.
- coordinating school based apprenticeships and traineeships.

INDUSTRY LIAISON OFFICER
The Industry Liaison Officer is primarily responsible for the organization of the work placement program within the Trade Training Centre. The Industry Liaison Officer coordinates the sign up of School Based Apprenticeships and liaises regularly with students, parents, employers and trainers to ensure that successful and meaningful ‘on the job’ and ‘off the job’ training occurs.

HOUSE COORDINATOR
The House Coordinator looks after the welfare of senior students, through attending to the overall pastoral, administrative, disciplinary and academic concerns relevant to each House group at the school. There are currently four House Coordinators.

TEACHING & LEARNING COORDINATORS
Each subject or group of subjects has a Coordinator or facilitator who is responsible for all matters relating to the delivery of the subject(s). Ask your subject teachers who these people are in case you need to bring a concern to their attention or seek advice from them.

SUBJECT TEACHER
The Subject Teacher is responsible for all matters relating to the preparation and teaching of his/her subject, and for classroom management.

TUTOR
The Tutor is the person with whom the student will have most contact. The Tutor is responsible for immediate student pastoral needs and for day-to-day management matters. Tutors welcome contact with parents. The Tutor is available to discuss with students and/or their parents any problems or concerns that they might have.

TEACHER LIBRARIAN
The Teacher Librarian has responsibility for all library services. In consultation with Subject Coordinators, the Librarian selects and acquires resources for teacher and student use, and sets guidelines to ensure efficient use of library resources by all members of the school community. The Teacher Librarian assists students and classes of students to use the library resources to enhance their learning.

ICT SUPPORT
The ICT support is there to support staff and students in their use and application of technology across the site. The ICT support ensures that all equipment is well maintained and functional.

OFFICE STAFF
The Office staff do administrative and secretarial work for the school. All confidential student and parental enquiries are to be directed to the Senior School Officer. General student enquiries are to be directed to the school office. School fees enquiries should be directed to the Senior School Officer - Finance (Direct Line – 9832 1471).
STUDENT GUIDANCE AND MANAGEMENT PHILOSOPHY

In order that Loyola can provide a proper context for the formation of its students, it must provide a disciplined and ordered environment. It is hoped that this Handbook provides an outline of the expected contributions of each member of the school community - from parents, students and teachers. Such contributions are essential if the school is to achieve its role as a Christian community and a centre of learning and personal growth.

Therefore Loyola Senior High School and Trade Training Centre wish to foster:

- A deepening appreciation of and respect for the uniqueness and dignity of each individual.
- A respect for the rights of the individual and for the differences between persons.
- A realisation of the value of a sense of responsibility for and control over one's actions.
- A movement towards a healthy discipline of self.
- An appreciation of the importance of the ideals of critical thinking, independence, honesty, integrity, courtesy and good manners.
- An ability to reflect on one's actions and their consequences, and to learn through experience.
- A genuine Christian attitude of forgiveness and provision for opportunity to redeem one's behaviour through the chance to try again.
- A healthy respect for authority at every level of school life.
- A developing of the Christian ideal of concern for each other.

In accordance with these Christian foundations, students are encouraged to develop their best selves, with the encouragement, patience, and genuine concern of the staff to help them. They are urged to strive for the goals of acceptable Christian behaviour, self-discipline and self-control. The staff works towards providing a stable and consistent environment within Loyola Senior High School. Positive effort in all areas of school life - pastoral, religious, academic, social, cultural, sporting - is praised and encouraged. Negative un-Christian attitudes and behaviour are unacceptable and are dealt with in a firm and just manner. Students are encouraged to review their behaviour and modify it under the guidance of the teacher.
UNIFORM

Not all schools have a uniform. When Loyola came into existence the first students and the parent body decided that they wanted a uniform to identify them as being distinctive and clearly a part of the new Loyola community. The wearing of the uniform then is a symbol of belonging to a community that is bigger than the individual. Worn neatly, the uniform reflects a pride in the community to which we belong and is a mark of courtesy and respect to others with whom we come in contact. Worn shabbily, it diminishes the pride we have in our community and can be disrespectful to others. In uniform, each student is an ambassador for the School. It is expected that students and parents will assist the school staff in ensuring that the uniform is worn correctly to the benefit and esteem of the whole community.

UNIFORM REQUIREMENTS FOR 2014

<table>
<thead>
<tr>
<th>LOYOLA SENIOR HIGH SCHOOL UNIFORM</th>
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<tbody>
<tr>
<td><strong>SUMMER UNIFORM (Terms 1 &amp; 4)</strong></td>
</tr>
<tr>
<td>GIRLS</td>
</tr>
<tr>
<td>School tartan skirt (length below the knee)</td>
</tr>
<tr>
<td>School short sleeve, over blouse</td>
</tr>
<tr>
<td>School red jumper</td>
</tr>
<tr>
<td>White socks with turn over tops or black tights</td>
</tr>
<tr>
<td>Optional plain black hat</td>
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<tr>
<td></td>
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<tr>
<td><strong>WINTER UNIFORM (Terms 2 &amp; 3)</strong></td>
</tr>
<tr>
<td>GIRLS</td>
</tr>
<tr>
<td>School tartan skirt (length below the knee)</td>
</tr>
<tr>
<td>School short sleeve, over blouse</td>
</tr>
<tr>
<td>White socks with turn over tops or black tights</td>
</tr>
<tr>
<td>School red jumper</td>
</tr>
<tr>
<td>School blazer</td>
</tr>
<tr>
<td>School cap or plain black hat (optional)</td>
</tr>
<tr>
<td>School scarf (optional)</td>
</tr>
<tr>
<td>Black gloves (optional in Terms 2 &amp; 3 only)</td>
</tr>
<tr>
<td>Black School Trousers (optional in Terms 2 &amp; 3)</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>GENERAL REGULATIONS</strong></td>
</tr>
<tr>
<td>Polished black school shoes</td>
</tr>
<tr>
<td>Plain bag of black, dark blue or dark colour</td>
</tr>
<tr>
<td>Sleepers or small studs may be worn, one on the lobe of each year</td>
</tr>
<tr>
<td>One small ring on one finger may be worn</td>
</tr>
<tr>
<td>A Christian religious medal and chain is allowed</td>
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ANY VARIATION TO THE UNIFORM IS AT THE DISCRETION OF THE SCHOOL PRINCIPAL
**TRADE TRAINING CENTRE (TTC) UNIFORM**

- Black school trousers
- Black TTC shirt (compulsory for all formal occasions including masses/liturgies)
- Black leather school shoes
- Black socks
- Black TTC jacket (Winter)
- TTC polo shirt (optional)
- Black TTC Jumper (optional)
- Black TTC Trade jacket (optional)

**NOTE – SPECIFIC TRADE UNIFORM WILL BE REQUIRED AND IS COMPULSORY FOR ALL PRACTICAL LEARNING**

**Uniform Availability**
Most items of the school uniform will be available only from the School Uniform Shop at Loyola. The uniform shop is open at Loyola each week of the school term on a Wednesday. The hours of the uniform shop are **8.00am – 1.00pm Wednesday**.

In term 4 2013 the uniform shop is open:
- **Wednesday 27th November** - 8:00 am – 2:00 pm.
- **Friday 30th November** - 8:00 am – 2:00 pm.
- **Monday 2nd December** - 8:00 am – 2:00 pm.
- **Wednesday 4th December** - 8:00 am – 2:00 pm.

In term 1 the Uniform shop is also opened Monday from 8:00am – 1:00pm.

The Uniform shop is also open during the January holidays on
- **Friday 17th January 2014** – 9:00 am – 3:00 pm
- **Monday 20th January 2014** – 9:00 am – 3:00 pm
- **Wednesday 22nd January 2014** – 9:00 am – 3:00 pm
- **Friday 24th January 2014** – 9:00 am – 3:00 pm

**Wearing of the School Uniform**
Correct school uniform is to be worn travelling to and from school, while at school, and at any formal occasion designated by the Principal.

**Loyola Senior High School Students:**- On formal occasions, female students are to wear the School Blazer, skirt, shirt and opaque black tights, and male students are to wear the School Blazer, long trousers, shirt and tie. **College grey school trousers only** are to be worn by the boys throughout the year. No other shade of grey is acceptable. Black trousers are also unacceptable.

**Trade Training Centre Students:**- On formal occasions, students are to wear the School Jacket and shirt. **Polo shirts are unacceptable on formal occasions.**

Excessively baggy or oversized trousers are unacceptable for boys. No other coats, blazers, pullovers, tops are to be worn unless a letter from the student's parents is presented to the Tutor and this is signed by the tutor teacher. The student must present this signed note when requested by a teacher. The wearing of the correct school uniform is monitored by the Tutors and the House Coordinators in the first instance.

**Hairstyling and Grooming**
Students are expected to keep their hair clean, neat and tidy at all times. Students are to keep their hair off the face and out of their eyes. **Boys are to be cleanly shaven.** Long hair should be tied back by red, yellow or black ribbon. Also, hair accessories are to be worn in the School colours. There are to be no extremes of fashion, in hairstyle, cut or colour. The School reserves the right to decide on the appropriateness of a student's hairstyle.

The black school cap is the only headwear allowed.
A plain **black** scarf, or the school scarf purchased from the uniform shop, are the only scarves allowed.
**Make up and nail polish are not part of the school uniform.**
Jewellery
In the interest of safety and security, no inappropriate jewellery is to be worn. Jewellery is to be kept to a minimum. A watch and a small ring are permitted. A plain gold or silver chain with a religious medal may be worn under the collar. One pair of sleepers or small studs may be worn, one in the lobe of each ear. Body studs and facial piercings are not permitted. No other jewellery is permitted.

School Bag.
The school bag should be of a size which allows for school text books and folders to be carried within the bag. The school bag should NOT consist of multi colours but instead be only one colour. The colour may be black, dark grey or dark blue.

Uniform Prices.

<table>
<thead>
<tr>
<th>LOYOLA SENIOR HIGH SCHOOL UNIFORM</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRLS UNIFORM</td>
<td></td>
</tr>
<tr>
<td>Blouse</td>
<td>$36.00</td>
</tr>
<tr>
<td>Skirt [Required length on the knee]</td>
<td>$56.00</td>
</tr>
<tr>
<td>White Socks</td>
<td>$4.95</td>
</tr>
<tr>
<td>Tights [Black Opaque]</td>
<td>$8.50</td>
</tr>
<tr>
<td>BOYS UNIFORM</td>
<td></td>
</tr>
<tr>
<td>Short Sleeve Shirt</td>
<td>$28.00</td>
</tr>
<tr>
<td>Long Sleeve Shirt</td>
<td>$29.00</td>
</tr>
<tr>
<td>Boys Trousers SIZE 8-16</td>
<td>$46.95</td>
</tr>
<tr>
<td>Men’s Trousers SIZE 3-10</td>
<td>$48.95</td>
</tr>
<tr>
<td>Grey Socks (3pk)</td>
<td>$14.95</td>
</tr>
<tr>
<td>Ties [Required for Term 2 &amp; 3]</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

| UNISEX UNIFORM                    |       |
| Scarf (Acrylic)                   | $7.50 |
| Pullover                          | $69.95|
| Blazer [Required for Term 2 & 3]  | $175.00|
| Blazer Pocket                     | $15.00|
| Cap                               | $12.95|

| SUBJECT SPECIFIC UNIFORM          |       |
| FOOD TECHNOLOGY                   |       |
| Food Technology White Apron       | $11.95|
| Food Technology White Beret       | $3.95 |
| CHEMISTRY                         |       |
| Lab Coat (Chemistry)              | $44.95|
| Goggles                           | $7.50 |
| PHOTOGRAPHY                       |       |
| Goggles                           | $7.50 |

| NICHOLAS OWEN UNIFORM             |       |
| Nicholas Owen Short Sleeve Polo   | $35.00|
| Nicholas Owen Long Sleeve Polo    | $35.00|
| Nicholas Owen Black Jacket        | $65.00|
| Ear Plugs                         | $1.00 |
| Goggles                           | $10.00|
LOYOLA TRADE TRAINING CENTRE UNIFORM

<table>
<thead>
<tr>
<th>GIRLS UNIFORM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blouse</td>
<td>$36.95</td>
</tr>
<tr>
<td>Polo</td>
<td>$29.95</td>
</tr>
<tr>
<td>Pants</td>
<td>$36.95</td>
</tr>
<tr>
<td>Jacket</td>
<td>$84.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOYS UNIFORM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>$36.95</td>
</tr>
<tr>
<td>Polo</td>
<td>$29.95</td>
</tr>
<tr>
<td>Trousers</td>
<td>$36.95</td>
</tr>
<tr>
<td>Jacket</td>
<td>$84.95</td>
</tr>
<tr>
<td>Jumper</td>
<td>$74.50</td>
</tr>
</tbody>
</table>

Accepted Method of payment in the Uniform Shop is Cash, EFTPOS, Visa/MasterCard [No AMEX] or a Cheque made out to Bob Stewart Pty Ltd.
Credit card purchases can be made via phone during trading hours.
All prices are correct at time of printing.

NOTE: VET and TTC students require special “Job specific” uniform and equipment.
The classroom teacher/trainer will be responsible for advising students of the additional uniform requirements.

MISCELLANEOUS INFORMATION AND REQUIREMENTS

Student iPads
All students within will be required to purchase an iPad, either through the school or privately, to be used for all learning purposes both at school and at home. All necessary Applications will be automatically uploaded to the students’ iPad via CEO software. All students are responsible for the appropriate use, maintenance and security of their own device. Policies and procedures in regards to appropriate protocols for the use of the iPad must be adhered to.

Assessment Tasks
Each year 11 student will be issued with an Assessment Policy and Subject Grids. The Assessment Calendar is available on the School Calendar. These set out the assessment tasks prescribed for each subject undertaken by the student in the Preliminary Year. Students and parents are strongly advised to read these documents. An information evening will be held in Term I to inform parents and students of assessment requirements.
Homework – Loyola Senior High School
The school recognises the value of homework not just in reinforcing class work but also in forming the whole person through assisting the development of responsible attitudes towards time management, study patterns and independent learning outside the classroom. Reinforcement is necessary if students are to consolidate work attempted in class and is achieved through regular setting and monitoring of homework. Homework tasks may be set for a variety of purposes, including to:

- reinforce and extend classroom learning;
- practise skills;
- develop research and inquiry skills;
- prepare for future lessons;
- prepare for assessment tasks.

Students will be given clear direction and the opportunity to develop the skills needed to complete homework tasks.

Teachers shall set homework regularly having regard to the course work requirements of each subject. With regard to reasonable expectations concerning time allocation for homework, as a guide, homework in all subjects should average:

- Year 11: a minimum of 2.0 to 2.5 hours per night;
- Year 12: a minimum of 2.5 to 3.0 hours per night.

Saturday Morning Tutorials – Free of Charge
Since 2001, a number of staff members have offered their time throughout the school year, to assist students in tutorials conducted on Saturday mornings (8.30 am – 11.30 am) at Loyola. Support is available in Mathematics (all courses), Science, English and Drama and is offered free of charge to interested Year 11 & 12 students.

School Website
The Loyola Senior High School website can be accessed on the net via [www.loyolashs.nsw.edu.au](http://www.loyolashs.nsw.edu.au). This link also allows access to the “Learning @ Loyola Portal”, L@LP, OnGuard, Clickview, the Library, student emails and other sites and cloud storage apps used by classroom teachers. The “Company” school newsletter is also available on the website. All school notes and events are updated regularly on the Loyola Senior High School website. The School Calendar and assessment information is available through the L@LP. All students have access to the portal and the calendar.

La Cova and the Canteen
**La Cova** is open five days a week from 8:00 am – 2:00 pm approximately and students can purchase breakfast and lunch. La Cova may also be used during study lessons as a quiet study area. Food may be purchased during these lessons. The **Canteen** is available most days at recess and lunch for the purchase of pre-packaged food and drinks.

Transport
Bus services to Loyola are in operation before and after school, and to find out about bus routes contact Busways on 96258900. The school is less than a kilometre from Mount Druitt station.
SCHOOL FEES

Tuition Fees – Sibling Discount
Families enrolling more than one child in a Catholic systemic school will receive a 25% fee discount for their second child and 50% discount for their third child. No fees are levied for fourth and subsequent children.

Tuition Fees in 2014 for Year 11 & 12, as set by the Catholic Education Office are: first child $2,532.00 per annum; second child $1,899.00 p.a.; third child $1266.00 p.a. These fees are subject to an annual review.

Catholic Education School Building Levy is $669.00 per family in 2014. Because the levy is made this way, it alleviates multiple contributions from families with children in different schools. Due to the compulsory nature of the levy, it is not a tax-deductible contribution. The levy will be collected with school fees and transferred to the Diocese.

Additional annual School fees and charges are set out below:

<table>
<thead>
<tr>
<th></th>
<th>Loyola Senior High School</th>
<th>Loyola Trade Training Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Resource Fee</td>
<td>$333</td>
<td>$33</td>
</tr>
<tr>
<td>Subject Fee/Trade Training Levy</td>
<td>$243</td>
<td>$846</td>
</tr>
<tr>
<td>Technology Fee (per family)</td>
<td>$81</td>
<td>$81</td>
</tr>
<tr>
<td>Compulsory Extracurricular Fee</td>
<td>$150</td>
<td>$150</td>
</tr>
<tr>
<td>VET Hospitality Fee</td>
<td>$99</td>
<td></td>
</tr>
</tbody>
</table>

How Are Tuition Fees Charged:
Tuition fees are charged in Terms 1, 2 and 3 only.

How Can I Pay My Fees?
Methods of payment acceptable to Loyola are by cash, cheque (personal, bank cheque, money order) eftpos, bpay, post billpay and direct debit.

Automatic Cheque Transfer
Banks or Building Societies, which offer this service, may charge for the cheque and/or the transfer. You will need to enquire with your financial Institution about this service. Most credit unions do not charge for this service. If you are a member it may be worth speaking to them.

Families experiencing genuine financial hardship resulting in difficulty paying tuition fees should discuss their situation with the Principal on receipt of the first statement.

SCHOOL BUILDING FUND
For those families or friends of Loyola Senior High School who wish to obtain a tax advantage in making a donation to the School, a registered School Building Fund is in operation.

Voluntary contributions to this fund are fully tax-deductible. Only by contributing to such a building fund will educational facilities for younger brothers and sisters and other future generations be guaranteed.
YOUTH ALLOWANCE

To apply for Youth Allowance a school student must be an Australian Resident, must be 16 years of age or older, and must be studying full-time.

Youth Allowance is means tested. All Youth Allowances are subject to a Personal and Partner Income Test, which is based on gross earnings each fortnight. A Personal Asset Test also applies to students assessed as independent. Dependent students are subject to the Parental Means Test (as well as the Personal Income Test) which consists of Parental (taxable) Income, Family Assets and possibly the Family Actual Means. A Youth Allowance Rate Guide is available from any Centrelink office and gives an idea of how much a young person could receive if they qualify for Youth Allowance.

Students under 18 who leave school before finishing Year 12 and don't plan on doing any further study or training will not be entitled to receive Youth Allowance. In most cases they will be dependent on their parents for support. Exceptions to this will be young people who are sick, homeless, unable to find a place in a study or training programme, or who are temporarily unemployed but have had a job.

Application for Youth Allowance can be made with Centrelink. There is generally no waiting period for Youth Allowance. If young people qualify for Youth Allowance it will be paid from the day they lodge a form with Centrelink. A Youth Allowance claim form and information pack can be obtained from any Centrelink office.

Any questions parents or students have on Youth Allowance can be answered by calling 13 2490. An alternative information source for Youth Allowance is the website www.youthallowance.centrelink.gov.au

To make an appointment with Centrelink, students can call 13 1021.

Students applying for financial assistance will need to provide a number of documents with their application, including proof of age and identity. They will need to produce their birth certificate and any other identification that they have. This could include a driver's license, passport or school reports. Students will also need to provide proof of enrolment. This can be obtained by asking for a letter from the Principal’s Personal Assistant.

ABSTUDY

Abstudy provides financial assistance for Australian Aboriginal and Torres Strait Islander students. A claim form and information booklet can be obtained from any Centrelink office. For further information about ABSTUDY phone 13 2317.
COMMUNICATION GUIDE FOR PARENTS

Phone Calls
Loyola Senior High School reception is open from 7.30 am to 4.00 pm. Staff members may be contacted through reception. If they are unable to receive your call, leave a message and number to return calls.

Letters
Any staff member may be contacted directly by letter. These may be posted to the school or handed in directly to the teacher by your daughter/son.

Appointments
Appointments may be made with staff members either by phone or letter.

Visiting the School
Any parent who visits the school is asked to come directly to the Reception area in the Administration building at the front of the school. No visitors are permitted on school grounds without a visitor’s pass obtainable at the school administration office.

Contact Names
Principal  Mr Rob Laidler
Assistant Principal  Mrs Cathy Larkin
Assistant Principal – Vocational Programs  Mrs Tammy Prestage
Administration Coordinator  Mrs Cheryl Eather
Learning Technology Support Teacher  Mr Ben Deak
Senior School Support Officer  Ms Jenny Lo Cascio
TTC Office Administrator  Ms Julie Foster
Senior School Support Officer – Finance  Ms Rebecca Lawson
School Support Officer – Finance  Ms Louise Lee
School Support Officer – Attendance  Mrs Anne Borg & Mrs Sharon Daley

Teaching & Learning Coordinators
Religious Education  Mrs Virginia Arundell
English  Ms Debbie Harris
Mathematics  Mr Jeff Mizzi
Science  Ms Evelyn Price
HSIE  Mr Steve Corbett
Personal Development/Health/PE  Mr Christopher Bettiol
Technical & Creative Arts  Mr Ben Deak
Information Technology  Mr Ben Deak

House Coordinators
Arrupe House  Ms Samantha Cole
Faber House  Mr Anthony Pope
Ward House  Mrs Lyn Wright
McCormack House  Mrs Gabriela Osterlund

Careers  Ms Tracie Huet
School Counsellor  Mrs Lynn Robinson
Regional VET Coordinator  Mr Justin Graham
Academic Advisor & Project Officer  Dr Remy Low
Mount Druitt University Hub
CAREERS ADVISER

The role of the Careers Adviser at the Loyola is:

1. To provide information about specific careers -
   i) job description; and,
   ii) pre-requisites, both academic and personal.

2. To provide information about tertiary studies -
   i) university entrance requirements;
   ii) careers arising out of courses of study; and,
   iii) alternative ways of getting qualifications for a particular career.

3. To counsel students about subjects, subject combinations and subject levels necessary for particular careers.

4. To collect and circulate (via newsletters, notice boards, L@Lp and facebook) -
   i) information about careers - availability and entrance requirements;
   ii) information about courses of study at Universities and TAFE Colleges; and,
   iii) information about the Commonwealth Employment Service, the services it has to offer and job vacancies.

5. To arrange for guest speakers to come to the school and talk to students.

Any students wishing to see the careers adviser should make an appointment by writing their name on the booking sheet in the Careers Room.

ACADEMIC ADVISOR & PROJECT OFFICER | Mount Druitt University Hub

The Mount Druitt University Hub mentors students and provides advice and guidance on university courses and entry requirements for universities, including ATAR and non-ATAR pathways. It also works with parents so that the most suitable support for potential university students can be provided. Other services provided by the Uni Hub include:

- Identifying scholarships and support programs for potential university students
- Supporting and assisting students in making application to university through programs such as Early Entry Schemes, Equity Access Programs, Scholarships and Foundation Programs
- Conducting information seminars and informal cafe discussion groups with parents and other community members on university education
- Conducting regular university campus visits and social events for university students from Loyola to support them in their transition from school to university
LIBRARY INFORMATION

The school has a well-resourced, modern library with over 10,000 books, audiovisual resources (Clickview video-on-demand to your laptop or tablet, as well as borrowable DVDs featuring movies & documentaries), and electronic databases accessed via a universal computer catalogue available at either home or school. The library seeks to support both the academic and recreational needs of students and the wider school community.

**When is the library open?** Mon- Fri 7.45am - 3.15pm. By arrangement, the library staff will allow longer after-school access.

**How many items can be borrowed?** Two on a topic stemming from a current assignment; and two overnight loans (usually books kept temporarily in Closed Reserve, as they are in high demand during an assessment task). An unlimited number of fiction & non-fiction books for your general knowledge & enjoyment - please bring them back on time.

**Can laptops be borrowed?** Yes, during the school day for use in classes or study periods. Overnight loans are available after payment of a $30 refundable deposit, with $5 deducted from that amount for every day that the IT item is not returned on the agreed date (usually next morning).

**Can cameras be borrowed?** Yes, during the school day for use in classes or study periods. Overnight loans are available after payment of a $30 refundable deposit, with $5 deducted from that amount for every day that the IT item is not returned on the agreed date (usually next morning).

**What other services are available?** Photocopying and printing from the school computers – you pick up your printing from the print room in D9. A4 copies: Black & White 10c, Colour 50c. A3 copies: Black & White 20c, Colour $1.00. The printing is controlled via personal log-in to your PaperCut account - all students begin with a complimentary $2 credit. Photocopying - you pay in cash. Past HSC papers, syllabus documents, computers for research.

A Library online page, among many other pages, accessed via the Learning at Loyola (L@Lp) portal with information on current assignments, how to tackle bibliographies for assignments etc

**Who is available to assist students in the library?**
A Librarian and Library Assistant can help students find information and answer any queries they may have.

**Textbooks**
Textbooks are purchased by the school and will be made available for hire through the Library to students at the beginning of the school year. The hire cost is covered under the General School Fee. These books are hired under the understanding that they are returned in good condition at the end of the school year. Any lost or badly damaged text books must be paid for by the student and all students are expected to return the books borrowed by them.
PARENTAL INVOLVEMENT

i) Loyola Senior High School and Trade Training Centre Newsletter – “Company”
This is published regularly and contains information that we consider to be of importance and interest to parents. The “Company” is available on the school’s website and is emailed home to the nominated email address. Alternatively it can be posted home on written request to the school.

ii) Adult Education/Faith Development
It is anticipated that there will be some opportunities offered throughout the year to address issues such as: aspects of the HSC and your child; helping your child develop study habits and patterns; adolescent psychology and spirituality; aspects of social justice; networking with organisations in the Mount Druitt region.

iii) Examination Supervisors
Loyola invites parents to assist with the supervision of the four examination blocks held each year. This gives students experience at sitting for examinations with their teacher’s being present. This also allows teachers time for marking and lesson and assessment preparation. A letter outlining the opportunities will be sent early Term 1.
REPORTS, INTERVIEWS AND MEETINGS

Reporting and reflecting on what is reported in order to arrive at new understandings and directions for future action is an integral part of the learning process at Loyola Senior High School.

Any parent/guardian may phone the school at any time during office hours to discuss their child's progress, and if necessary make an appointment to see the relevant member of staff. Parent/teacher meetings are important times to gain and share information and all parents/guardians are required to attend (with son or daughter) these formal interviews with his/her Tutor/Subject Teacher/House Coordinator. From time to time, the school may make an explicit request to certain parents to attend an interview in the interests of their child's progress.

The following is an outline of the examination, reporting, interview and meeting process throughout the year.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Term 1</th>
<th>Week 3 &amp; 4</th>
<th>Year 11 2014 Information Nights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Monday 10/2/2014</td>
<td>Ward House – TG 17 - 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday 11/2/2014</td>
<td>Faber House – TG 9 – 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday 18/2/2014</td>
<td>McCormack House – TG 25 – 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday 19/2/2014</td>
<td>Arrupe House – TG 1 – 8</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Interim Reports Mailed home</td>
<td></td>
</tr>
</tbody>
</table>

The following dates are relevant to the Loyola Senior High School students in Arrupe, Faber & Ward Houses.

The Trade Training Centre students, in McCormack House, do not have formal examination blocks. The timeline for events within the TTC will be distributed separately.

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Week 3 – 4</th>
<th>Year 11 Examination Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 6 (TBA)</td>
<td>Student, Teacher, Parent Conferencing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Week 9 – 10</th>
<th>Preliminary Final Examinations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Week 1 – 2</th>
<th>Additional Parent Interviews, if required.</th>
</tr>
</thead>
</table>
INFORMATION FOR STUDENTS –

If you

- **are sick during the day.**
  Ask your teacher if you can go to sick bay. You may need to go home. If this is the case, the office staff will contact your parents to seek their permission. The office staff will then inform the House Coordinator.

- **are in need of first aid.**
  Go to the office. If you are not able to do this, ask someone to find the House Coordinator or another staff member.

- **lose something.**
  Search for it yourself first, making sure you ask your friends. If unsuccessful, go to the office as it may have been handed in as lost property. It is always useful to mark your books and clothes with your name.

- **want to smoke a cigarette during the day.**
  Loyola is a smoke-free school as are all government and non-government schools. No illegal drugs are allowed on the premises.

- **can’t wear full school uniform on a particular day.**
  After consultation with the House Coordinator, wear other clothes until you are able to wear your school uniform. **You will need a note from your parent or guardian to show your tutor and the House Coordinator.**

- **need to locate a specific teacher.**
  Go to the Student Foyer either before school or at lunchtime and ask for him/her. All teacher timetable are available on the Learning at Loyola Portal.

- **want to pay school fees.**
  These should be paid at the office after during tutor group and at recess and lunch only.

- **need to leave the school grounds during the day.**
  Bring a letter from a parent or guardian explaining the reasons. Show it to your Tutor and House Coordinator and take it to the office at the beginning of the school day. **If leave has been granted you must sign out at the office before you leave the School.**

- **are away from school for a day or longer on account of sickness.**
  Telephone the school, on 9832 4455, to let your Tutor and House Coordinator know so that work can be forwarded to you. On your return, bring a letter stating the reason for your absence. In your note please clearly write the student’s full given and family name, the day/s and date/s of absence/s. If you miss an assessment task you will need to phone the school on the morning the assessment task is due, or to be undertaken, and inform the House Coordinator. A Doctor’s Certificate will be required to cover your illness on the day.
If you

- **want to take extended leave from school for a period of time.**
  Download the “Letter of Exemption to attend school” from the school website. Complete this and submit this to the Principal, via the front office, for approval. Approval must be received before the leave is taken.

- **haven’t got a library/ID card.**
  These are supplied by the school during term 1. Students who enrol late will need to see the Administration Coordinator as soon as possible to arrange for a suitable photograph to be taken.

- **lose your library/ID card.**
  See the Administration Coordinator as soon as possible. Replacements are available for $15.00.

- **are late for school.**
  If you arrive late to school (after 8.25 am) go straight to the office and ask to be signed in. The office staff will sign you in and give you ‘Late Slip’. Take it to the teacher of the lesson you will be late for, and then give it to your Tutor in the next Tutor Group.

- **lose your bus pass.**
  A new pass is to be purchased from the bus company.

- **want to change subjects.**
  Speak with the teacher of the subject you want to change. Consult the relevant Teaching & Learning Coordinator who will discuss the request with you. If it is possible, and/or advisable, he/she will give you a ‘Change of Subject Application Form’, which you complete and submit to the Assistant Principal for consideration.

- **are sick during examinations.**
  Telephone the school on the morning of the examination and leave a message for the relevant Teaching & Learning Coordinator and the House Coordinator. When you return to school you will need to bring a Doctor’s Certificate with you and complete an illness and misadventure form available from the Assistant Principal or House Coordinator. Your Teaching & Learning Coordinator will inform you as to whether you will be required to sit an alternate examination or be given an estimate.

- **have problems at home.**
  There are several people who are available to help you to understand and deal with your problems before they begin to affect your study. Your Tutor, House Coordinator, or a teacher you trust are ready to listen and offer advice. If you would prefer more specialised help, make an appointment to see the Counsellor. It is better to do something about the issue as soon as you feel the need.

- **can’t organise yourself for study.**
  This is a common problem for most people at some time during their years of senior study. Don’t be disheartened. Talk over the difficulty with your Tutor, House Coordinator, School Counsellor or Careers Adviser.
INFORMATION FOR STUDENTS continued. –

If you

- **don’t live at home**
  Keep the school informed through your Tutor or House Coordinator. Your privacy will be respected. If you are finding it difficult to make ends meet financially, you may be eligible for YOUTH ALLOWANCE in which case you can speak with your Tutor, House Coordinator or Careers Adviser.

- **want to get a message to a teacher.**
  Go to the student Foyer and ask to speak to him/her either before or after school or at lunch time.

- **want to see the Principal.**
  The Principal is always available to speak with students; however, if you cannot locate him or her, make an appointment for an interview through the Senior School Support Officer (Ms Lo Cascio).

- **need specialised help.**
  Consult your class teacher, the relevant Teaching & Learning Coordinator or the Learning Support Team for advice.

- **want to be involved in a liturgy, Multi-cultural Day or some other special event?**
  See the Religious Education Coordinator, Chaplain or your Tutor.

- **are concerned about your faith, or worried about where your life is heading, or something that is happening to you.**
  These concerns are normal human development issues. We are from time to time confronted with questions, fears and doubts of one kind or another, especially during times of transition. Speak to a trusted teacher, your Tutor, House Coordinator, Student Counsellor, or the Chaplain.
Fire Drill / Emergency Evacuation Procedures

In the event of a fire or emergency an evacuation signal will sound.

1. **ON HEARING THE EVACUATION SIGNAL**

- Classroom teachers and Library staff will instruct students to:
  - Close windows
  - Close connecting doors
  - Leave classrooms in an orderly, quiet manner according to the directions given in each room.
  - Leave books, bags and other personal property behind.

- Classroom teachers and Library staff must:
  - Switch off lights fans, air conditioners, gas in science block and emergency switch for machines in the Owen and the TTC Wings.
  - Close the door when classroom is empty
  - Accompany their class to the oval where students will join their tutor group.

- All students and staff go quietly and immediately to the oval via the routes outlined on the Evacuation Plan found in each room and on the next page of this diary.

2. **ON ARRIVAL AT THE OVAL**

- Tutor teachers are to assemble students into tutor groups in **numerical order** as per the diagram below.
- Tutor teacher will have a sign indicating their tutor group.
- Students are to line up as they appear on the roll. i.e. **Alphabetically**

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Students from –

TG 1 – 8  TG 9 – 16  TG 17 – 24  TG 25 – 34
Arrupe House  Faber House  Ward House  McCormack House

OVAL

LIBRARY
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- Tutors will mark their roll promptly and report any absences immediately to the relevant house coordinator.
- Once the roll is marked the class must remain quietly in their lines and sit down on the grass if possible.
- **Students are NOT to leave their tutor group lines.**
- Students are to follow all instructions given to them by emergency personnel and staff.

3. **STUDENTS ARE ONLY TO LEAVE THE OVAL WHEN INSTRUCTED TO BY STAFF.**
Lockdown Procedures

In the event of the “Lockdown” signal being sounded:

1. If the lockdown occurs during class time all outside activities should cease immediately. Any classes and staff on the oval are to move immediately to D10 or H10. Students must listen to staff instructions.

2. Staff should check outside their classrooms for nearby students and direct any students in the immediate vicinity into their classroom. Staff should not leave the classroom to get students. The door should then be closed and locked.

3. Staff should secure doors and move students out of line of sight of doors and windows. Lights should be switched off and blinds closed if possible. Staff should ensure students remain calm and quiet.

4. Staff should record the names of students who are in the room. Any missing and/or extra students should be noted. If possible, staff should provide these details to the principal via email to the Principal’s Secretary. (Phone calls to the main switchboard should only occur as a last resort as the phone lines must be kept clear for emergency communication)

5. Staff should maintain room security and should not open doors for anyone under any circumstances. Students and staff should stay where they are until official notification is provided by the principal or an identified police officer or the all clear bell indicates that the lockdown is over.

6. Should the lockdown occur outside class times all students should obey instructions given by staff and move to the nearest safe, open classroom as directed by staff. Any students on the oval should move to the safety of the Library. Once inside a room the above lockdown procedure are to be followed.

   NO-ONE SHOULD LEAVE THE ROOM DURING LOCKDOWN.

   Students should turn off their mobile phones as it is not advisable for them to contact parents during this time.