

# Moving in to Year 7 2020



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# EMMAUS COLLEGE

Address all correspondence to  
503 SPRINGVALE ROAD, VERMONT SOUTH, VIC. 3133

Burwood (Y9@E)  
285 Warrigal Rd  
Burwood, 3125  
Vermont South  
503 Springvale Rd,  
Vermont South, 3133  
Tel: (03) 9845 3211  
Fax: (03) 9803 9912

Dear Parent/Guardian,

Welcome to Emmaus College and the "Emmaus Journey" that your child now commences. An Emmaus education is a prized possession which only comes with mutual commitment to Catholic and Emmaus ideals. It calls for active student and parent/guardian participation.

In taking up an Emmaus education for your child, you are accepting an ethos and a set of guidelines which underpin that ethos. Expecting a safe and disciplined environment on the one hand but with the "exception" of my child having to obey this or that rule simply will not work. Consistency between home and the chosen school is everything.

Emmaus emphasizes the importance of being at school – absent only when genuinely sick and needing to be away, wherever possible scheduling medical and other appointments outside school commitments.

Parents need to select a school which will closely match their own values and expectations. I hope that in accepting an Emmaus education, you have recognized these elements:

**CATHOLIC:** the school is supported by our Regional and Priority Parishes and importance is attached to prayer, religious education classes, sacrament, service, teachings of the Church and participation in parish life.

**CARE:** Emmaus is committed to the growth of the whole person including one's self esteem, relationships with others and self-discipline.

**CURRICULUM:** each student is to aim and settle for nothing less than their personal best, whatever the grades eventually achieved. Attention to schooling, including priority for home studies, is required.

**CO-CURRICULAR:** from the concern for the whole person and in the Emmaus tradition is an expectation on all students to take an appropriately active part in our co-curricular provisions – Christian service and spirituality, community and leadership, cultural and educational, sport and outdoor.

The next six years will pass very quickly and there will be enormous changes as your child moves through to adolescence, and even adulthood. Our partnership and working together will be crucial. Never hesitate to communicate your concerns, successes and hopes to myself or other appropriate people in the College.

Yours sincerely,

Tony Hirst  
Principal

## SECTION 1 UNIFORM REQUIREMENTS, RESOURCES & SCHOOL BAGS

### REGULATION UNIFORM

<p><b>Boys Summer</b></p> <ul style="list-style-type: none"> <li>White shirt, short sleeves with College Crest on pocket</li> </ul> <p><b>Either</b></p> <ul style="list-style-type: none"> <li>Grey trousers – College style</li> <li>Grey crew socks, black leather lace up shoes (boots not permitted)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Grey shorts – tailored – tab side</li> <li>Grey crew socks, black leather lace up shoes (boots not permitted).</li> </ul>	<ul style="list-style-type: none"> <li>Royal blue pullover, V-neck</li> <li>Royal blue blazer with College Crest</li> <li>Navy blue cap (purchased from the College)</li> <li>Plain black belt</li> </ul>
<p><b>Boys, Winter</b></p> <ul style="list-style-type: none"> <li>White shirt, long sleeves with Emmaus collar</li> </ul> <p><b>Either</b></p> <ul style="list-style-type: none"> <li>Grey trousers – College style</li> <li>Grey crew socks, black leather lace up shoes (boots not permitted)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Grey Shorts – tailored – tab side</li> <li>Grey crew socks, black leather lace up shoes (boots not permitted)</li> </ul>	<ul style="list-style-type: none"> <li>Royal blue pullover, V-neck</li> <li>Royal blue blazer with College Crest</li> <li>Plain black belt</li> <li>College tie</li> <li>Emmaus College scarf (optional purchased from the College)</li> <li>College waterproof jacket (can only be worn over blazer if raining)</li> </ul>
<p><b>Boys, Sport</b></p> <ul style="list-style-type: none"> <li>College waterproof jacket</li> <li>Ink tracksuit pants</li> <li>Ink shorts</li> <li>Royal blue/yellow polo top</li> <li>House polo top</li> </ul>	<ul style="list-style-type: none"> <li>Sports shoes</li> <li>Navy blue Emmaus cap (purchased from the College)</li> <li>EISM white sports socks (available from official suppliers)</li> <li>Emmaus College rugby top (purchased from the College)</li> </ul>
<p><b>Girls, Summer</b></p> <ul style="list-style-type: none"> <li>Royal blue check polyester/cotton dress (knee length)</li> <li>Black leather lace-up shoes (see details of prescribed shoes)</li> <li>Royal blue knee-high socks or anklet socks</li> </ul>	<ul style="list-style-type: none"> <li>Royal blue pullover, V-neck</li> <li>Royal blue blazer with College Crest</li> <li>Navy blue cap (purchased from the College)</li> <li>Royal blue ribbon or headband (optional)</li> </ul>
<p><b>Girls, Winter</b></p> <ul style="list-style-type: none"> <li>White shirt with Emmaus collar</li> <li>Blue check skirt (knee length) or navy blue slacks</li> <li>Black leather lace up shoes (see details of prescribed shoes)</li> <li>Ink navy tights or royal blue knee-high socks</li> </ul>	<ul style="list-style-type: none"> <li>Royal blue pullover, v-neck</li> <li>Royal blue blazer with College Crest</li> <li>College tie</li> <li>Emmaus College scarf (optional purchased from the College)</li> <li>College waterproof jacket (can only be worn over blazer if raining)</li> <li>Royal blue ribbon or headband (optional)</li> </ul>
<p><b>Girls Sport</b></p> <ul style="list-style-type: none"> <li>College waterproof jacket</li> <li>Ink tracksuit pants</li> <li>Ink shorts</li> <li>Royal blue/yellow polo top</li> <li>House polo top</li> </ul>	<ul style="list-style-type: none"> <li>Sport shoes</li> <li>Navy blue Emmaus cap (purchased from the College)</li> <li>EISM white sport socks (available from official suppliers)</li> <li>Emmaus College rugby top (purchased from the College)</li> </ul>

## NOTES ON WEARING UNIFORM

Correct, properly fitted, tidy and well-maintained uniforms should always be worn by students at every level. Where uniforms are poor fitting or in obvious need of replacement, House Leaders will inform students and parents. Parents are required to make the appropriate alterations or purchase replacement items.

When in doubt about appropriate appearance, correct shoes and uniform items, check with the College before, not after undertaking the expense.

**Students in breach of uniform, make-up, jewellery or code of appearance requirements may be, at the discretion of the Principal, required to remain at home until the matter is rectified.**

### Summer Uniform

It is not permitted to wear the Pullover as an external garment when travelling to and from College. All students are expected to wear the regulation Blazer, or a short-sleeved Shirt with College Crest, or Dress. The white shirt may be worn out, if of an appropriate fit. T-shirts, if worn, are NOT to be visible.

### Winter Uniform

It is not permissible to wear the Pullover as an external garment when travelling to and from College. T-shirts, if worn, are NOT to be visible above the shirt collar. All students are expected to wear the regulation Blazer. College waterproof jackets may be worn as part of winter uniform over the blazer and in wet weather as part of summer uniform. These jackets may not be worn in place of the College blazer. The jackets may be worn to and from school – **but are not to be worn in class.**

All students are expected to wear the College tie. Parents should ensure that the collars of Shirts/Blouses are always sufficiently large as to provide comfortable wear with the top button fastened. **Shirts/Blouses must always be tucked in.** The tie is always expected to be worn, when in formal school uniform.

Bicycle Riders may wear high visibility vests/coats.

### Physical Education Uniform

Students are required to have the correct Physical Education Uniform for Physical Education classes and sport, including appropriate headwear during Terms 1 and 4. Students are permitted to wear PE uniform to and from school on sport days and days where practical PE is timetabled. Incorrect wearing of the uniform will result in this privilege being withdrawn.

All inter-school sports teams are required to take to the field/court in correct uniform for that sport. Teams are penalised, or forfeit, for incorrect uniform.

### Drama/Dance

Students taking Drama/Dance (Years 9-12) are required to wear ink tracksuit pants together with the Rugby Top and sports shirt when required to change for practical activities. Girls may choose to wear 3/4 ink leggings rather than the tracksuit pants (only during class time).

### Prescribed Shoes

Plain, black leather (not suede) lace up school shoes (not black runners) are the prescribed uniform shoe for both boys and girls. Contact the College, prior to purchase, if uncertain about a particular style. All students must have proper athletic runners for PE classes and sport. No casual shoes are permitted.

### Headwear

Students are encouraged to wear a College cap during recess and lunch breaks during Terms 1 and 4. On days when the UV index is extreme students must either wear the College cap or remain in the shade.

The College cap is required for Physical Education and Sport classes during Terms 1 and 4 and may also be mandated for camps and excursions.

### Casual Dress Days

Occasionally students are permitted to wear casual dress to school, either for excursions or fundraising days. On such occasions, students are expected to dress appropriately and modestly.

As a guide the following are not permitted:

- Offensive language/designs on clothing
- Shirts/tops that expose the midriff
- Low cut shirts/tops
- Inappropriate mini skirts or shorts
- For health and safety reasons, enclosed footwear must be worn for practical subjects.

**Thongs and similar footwear are not permitted at any time.**

House Leaders or the Director of Y9@E will determine if clothing/footwear is suitable. If students are dressed inappropriately, they will be asked to remedy the situation immediately. If this is not possible, inappropriately dressed students could be sent home.

OFFICIAL COLLEGE UNIFORM SUPPLIER

16103



**Emmaus College**  
503 SPRINGVALE ROAD, SOUTH VERMONT

UNIFORM PRICE LIST

  

**Girls Summer Uniform**

DRESS:	COLLEGE DESIGN & FABRIC	\$71.95
BLAZER:	ROYAL BLUE WITH COLLEGE LOGO	\$199.50
PULLOVER:	ROYAL BLUE V-NECK <span style="float: right;">From</span>	\$71.95
SOCKS:	DELIGHT ROYAL BLUE	\$5.95
SOCKS:	RYL COOL RIBBED KNEE HI WITH CUFF	\$8.95

  

**Girls Winter Uniform**

SKIRT:	REGULATION BLUE CHECK	\$72.95
TIE:	COLLEGE REGULATION DESIGN	\$24.95
PULLOVER:	ROYAL BLUE V-NECK <span style="float: right;">From</span>	\$71.95
BLAZER:	ROYAL BLUE WITH COLLEGE CREST	\$199.50
TIGHTS:	NAVY - 70 DENIER	\$11.95
SLACKS:	NAVY COLLEGE - TAILORED	\$62.95
SHIRT:	WHITE S/S - LOGO ON POCKET	\$42.95
SOCKS:	RYL COOL RIBBED KNEE HI WITH CUFF	\$8.95

  

**Boys Summer Uniform**

SHIRT:	WHITE S/S OVERSHIRT - LOGO <span style="float: right;">From</span>	\$39.95
SHORTS	GREY - TAILORED - TAB SIDES	\$54.95
SOCKS:	GREY ANKLE STYLE	\$4.99
PULLOVER:	ROYAL BLUE V-NECK <span style="float: right;">From</span>	\$71.95
BLAZER:	ROYAL BLUE WITH COLLEGE LOGO	\$199.50
TROUSERS:	GREY - COLLEGE STYLE - PQS	\$55.99

  

**Boys Winter Uniform**

SHIRT:	L/S WHITE - LOGO ON COLLAR	\$42.95
TIE:	COLLEGE REGULATION DESIGN	\$24.95
PULLOVER:	ROYAL BLUE V-NECK <span style="float: right;">From</span>	\$71.95
BLAZER:	ROYAL BLUE WITH COLLEGE LOGO	\$199.50
SOCKS:	GREY ANKLE STYLE	\$4.99
TROUSERS:	DARK GREY COLLEGE STYLE	\$55.99

  

**Sports Uniform**

POLO:	ROYAL/YELLOW S/S - EMB LOGO	\$45.95
SHORTS:	INK MICROFIBRE - LOGO	\$37.95
ZIP JACKET:	NAVY WATERPROOF - LOGO	\$95.95
TRACKPANTS:	INK MICROFIBRE - LOGO	\$65.95
SOCKS:	ROYAL WITH SCHOOL COLOURS	\$11.95
HOUSE POLO:	SUBLIMATED RED, BLUE, YELL, GREEN	\$39.95

ALL PRICES ARE SUBJECT TO ALTERATION

  

Westfield Knox  
Shop 1001a, 425 Little Burwood Highway, VIC 3152  
(03) 98003611



Please shop instore at



or online at  
[www.lowesschoolwear.com.au](http://www.lowesschoolwear.com.au)



**LOWES**  
will pay a commission  
to the school on  
every item of school  
uniform sold in our  
local store.

WITH YOUR LOWES ZERO CARD YOU WILL RECEIVE 5% DISCOUNT ON EVERY PURCHASE, RECEIVE 5% IN REWARDS POINTS TO REDEEM, PLUS GREAT FEATURES AND BENEFITS.  
For more information please contact Ezy-Way on 1300 156 937 or zero@lowes.com.au



# EMMAUS COLLEGE

503 Springvale road, Vermont South, Vic, 3133

## UNIFORM PRICE LIST

Lowes Knox Ozone

Shop 1001A Knox Ozone S/C, Wantirna South, Vic, 3032 PH: 03 9800 3611

UNIFORMS AVAILABLE ON LINE @ [www.lowes.com.au](http://www.lowes.com.au)

Save \$40 when you order your Emmaus College Blazer from Lowes Knox Ozone

**Normally \$199.50**

**NOW \$159.50**

All orders must be placed in store before 23<sup>rd</sup> November 2019 to receive

**\$159.50 Early Bird Price OR**

**Fittings also at Emmaus College Information night on Monday 18th  
November**

LOWES will pay a commission to the school on every item of school uniform sold in our  
local store. Please shop at LOWES, home of

### BEARE & LEY

**EXTRA 5% DISCOUNT OFF EVERYTHING YOU PURCHASE**

**WITH YOUR ZERO CARD**



## SUPPORTING LEARNING @ EMMAUS

### EmmLink: Learning Management System, Intranet & Portal

Our online learning management system and portal provides the tools to effectively enhance communication, collaboration and learning.

Students and parents will be given a unique username & password. With these logon credentials, parents will be able to view their son's/daughter's timetable, College news, activities taking place in classes, assessment tasks and results.

Using technology as a tool, students will enjoy the interactive nature of EmmLink and the variety of creative learning activities which can be accessed anywhere, anytime.

### Year 7 Laptops

In 2020, Windows 10 laptops will be the ICT learning device for Year 7 students. The laptop has been selected by the College with significant benefits for student learning.

The benefits include;

- One standard ICT device for collaboration, critical thinking, communication & creativity makes learning consistent as well as encouraging student group exploration of the many functions available.
- Secondary education requires students to complete more complex and longer tasks. Software functionality needs to be able to deal with the complexities involved.
- File management and organisational skills in using laptops is important. Students need to understand how to set up directories and establish consistent file naming procedures.
- Wi-Fi connectivity, fast processor and hard drive will facilitate anywhere, anytime learning.
- Connectivity will enable students to access online apps, Web 2.0 activities and interactive content, making learning engaging as well as catering for different learning styles.
- Multimedia functionality with inbuilt microphone & camera will enable creative presentations using images, videos & sound.
- A touch screen & tablet function will ensure that students have the benefit of taking notes in any classroom. From complex mathematical formulas to touch sensitive drawing capabilities, the laptop will be able to cope with a variety of learning activities.
- An 8-hour battery life will ensure that the laptop can be used throughout the school day.
- The laptop will be light & portable for ease of carrying to and from school as well as different classes throughout the school day.
- The College website has a comprehensive section on eLearning. Procedures for the use of ICT devices at home are provided with many useful tips for establishing limits within the family.

The College's ICT Acceptable User Policies can also be downloaded from the website.

## RESOURCE LIST (formerly known as the booklist)

The introduction of laptops has changed the way students use resources, in particular, textbooks. The College is currently finalising the Year 7 Resource List for 2020 and it is most likely that students will require digital resources. There may still be a need for students to purchase workbooks in some subjects and stationery may be required.

## COLLEGE BAG

The Emmaus College Bag, a compulsory item of uniform, is available from the College Office, Vermont South Campus.

Chiropractic Back Pack	\$85.00
Sports Bag (Optional)	\$11.00
All prices include GST.	

## SECOND HAND UNIFORMS

### SECOND HAND UNIFORMS

Families can buy and sell uniform items through the Emmaus College Second Hand Uniform Shop.

The Emmaus College Second Hand Uniform Shop is open regularly during each school Term. Please refer to the College Website and Newsletter for opening times.

### BUYING UNIFORM

- There is no refund or exchange on Second Hand Uniform items purchased.
- We accept EFTPOS, Cash and Cheque.

### SELLING UNIFORM

- Uniforms are sold on a commission basis.
- All items will be priced by the Emmaus College Second Hand Uniform Shop according to their condition.
- The Emmaus College Second Hand Uniform Shop reserves the right not to accept items they consider do not meet the College uniform regulations. Items considered unsaleable will be disposed of without notice.
- All items must be clean and in saleable condition ie no tears, stains, holes, fading, missing buttons or broken zips.
- Blazers must be dry-cleaned with the dry-cleaning tag attached.
- Items not sold after two years will become the property of the College.

**A Second Hand Uniform Items For Sale form needs to be completed with your details and included with items for sale.**

Items can be left at the College Office during business hours 8am - 4pm Monday to Friday. All enquiries to [uniformshop@emmaus.vic.edu.au](mailto:uniformshop@emmaus.vic.edu.au)

## SECTION 2 CONDITIONS OF ENROLMENT

### Introduction

Catholic Education is intrinsic to the mission of the Church. It is one means by which the Church fulfils its role in assisting people to discover and embrace the fullness of life in Christ. Catholic schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

Parents and guardians, as the first educators of their children, enter into a partnership with the Catholic school to promote and support their child's education. Parents and guardians must assume a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children.

### Enrolment

During the enrolment process parents are required to provide information about his / her / their child both at the application stage and if the school offers the child a place. The lodgement of the enrolment form does not guarantee enrolment at the school. If the information requested is not provided, the College may not be able to enrol the child.

To meet school and government requirements parents will need to provide the school with a completed enrolment form including, among other things, the information listed below;

- evidence of your child's date of birth
- religious denomination
- names and addresses of the child and parents / guardians, telephone numbers (home, work, mobile) of parents / guardians
- names of emergency contacts and their details
- specific residence arrangements
- information about the language(s) your child speaks and or hears at home
- nationality and or citizenship including the visa subclass granted upon entry to Australia (period to citizenship being granted) where applicable
- doctor's name and telephone number
- information on additional learning needs (for example, whether your child requires additional support in relation to mobility, language, social skills development, welfare needs, challenging behaviours, adjustments to the curriculum etc.)
- parenting agreements or court orders, including any guardianship orders

After lodgement of this form, school staff may need to request further information, for example in relation to any parenting orders, medical conditions or additional learning needs that noted on the enrolment form. In addition, it is often useful for parents / guardians to attend a meeting with school staff prior to enrolment to discuss any additional needs the child may have. An interpreter may be organised, if required.

### Enrolment Categories

The Emmaus College Board, in line with the Guidelines for enrolment of Catholic Education Melbourne, has established the following enrolment categories, subject to any special exercise of discretion by the Canonical Administrators, the following list provides an agreed order of priority for enrolment in our school, which is consistent with the enrolment policy for all Catholic schools. The order of priority is:

1. Siblings of enrolled Catholic children who are residents of a designated priority parish and have attended a Catholic Primary School in one of the parishes.
2. Catholic children who are residents of a designated priority parish and have attended a Catholic primary school in one of those parishes.
3. Siblings of enrolled Catholic children who are residents of a designated priority parish but have not attended a Catholic primary school.
4. Catholic children who are residents of a designated priority parish but have not attended a Catholic primary school.

5. Siblings of enrolled Catholic children who are not residents of a designated priority parish.
6. Siblings of other enrolled students of the College.
7. Catholic children from non-priority parishes, where the family has demonstrated pastoral grounds for enrolment at the College.
8. Children from non-Catholic Eastern churches who have attended a Catholic primary school and are residents of a designated priority parish.
9. Children from non-Catholic Eastern churches who have not attended a Catholic primary school and are residents of a designated priority parish.
10. Other Christian children who have attended a Catholic primary school and are residents of a designated priority parish.
11. Other Christian children who have not attended a Catholic primary school and are residents of a designated priority parish.
12. Non-Christian children who attended a Catholic primary school and are residents of a designated priority parish.
13. All other applications for enrolment.

**Note: Within each of the above enrolment categories, preference will be given to the sons and daughters of ex-students of Emmaus College, More College and Chavoin College.**

**\*The College accepts enrolments from non-priority parishes based on pastoral grounds.**

#### **Notice of Withdrawal**

In line with standard practice in most other Catholic secondary schools, parents or guardians are required to give one full Term's notice (in writing to the Principal) of cancellation of enrolment or withdrawal of a student from the College. If the required notice is not given, a fee of up to one full Term's fees will be charged.

**This change of practice is effective from the commencement of the 2020 school year.**

#### **Child Safe Environment**

Catholic schools have a moral, legal and mission driven responsibility to create nurturing school environments where children are respected, their voices are heard, and where they are safe and feel safe.

Every person involved in Catholic Education including all parents at our school, has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make.

Our school's child safety policies and procedures are readily available and accessible.

Further details on the Catholic education community's commitment to child safety across Victoria can be accessed by visiting:

- a. [Catholic Education Commission of Victoria Child Safety page](#)
- b. [Catholic Education Melbourne's Child Safety page](#)

#### **Terms of Enrolment Regarding Acceptable Behaviour**

1. **Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth.**  
The school community recognises that everyone has the right to be respected, to feel safe and be safe; and, in this regard, understands their rights and acknowledges their obligation to behave responsibly.
2. **Every person at the school has a right to feel safe, to be happy and to learn; therefore, we aim to:**
  - a. promote the values of honesty, fairness and respect for others
  - b. acknowledge the worth of all members of the community and their right to work and learn in a positive environment
  - c. maintain good order and harmony
  - d. affirm cooperation as well as responsible independence in learning.
  - e. foster self-discipline and develop responsibility for one's own behaviour.

3. **The school administration, in consultation with the school community wherever appropriate, will prescribe standards of dress, appearance and behaviour for the student body.** As a Term of your child's enrolment, parents and guardians are expected to comply with the school's behaviour aims and code of conduct, and to support the school in upholding prescribed standards of dress, appearance and behaviour.
4. **Unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or Termination of the child's enrolment.**

#### **Terms of enrolment regarding conformity with principles of the Catholic faith**

As a provider of Catholic education, the Principal will consider the need for the school community to represent and comply with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Students and families who are members of other faiths are warmly welcomed at our school. However, the school reserves the right to exercise its administrative discretion in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

#### **Terms of enrolment regarding provision of accurate information**

1. It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon their physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.
2. Parents and guardians must provide accurate and up-to-date information when completing an enrolment form and must supply the school, prior to enrolment, any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements. Provision of requested documentation is regarded as a condition of enrolment, and enrolment may be refused where a parent/guardian has unreasonably refused to provide requested information or knowingly withheld relevant information from the school.
3. Where, during a child's enrolment, new information becomes available that is material to the child's educational and/or safety/wellbeing needs, it is a Term of the child's continuing enrolment that such information is provided to the school promptly.
4. The provision of an inaccurate residential address or failure to provide an updated residential address for the child will also be treated as a breach of the Terms of enrolment.

#### **Enrolment for children with additional needs**

The school welcomes parents/guardians who wish to enrol a child with additional needs and will do everything possible to accommodate the child's needs, provided that an understanding has been reached between the school and parents/guardians prior to enrolment regarding:

1. The nature of any diagnosed or suspected medical condition/disability, or any other circumstances that are relevant to the child's additional learning needs (for example, giftedness or an experience of trauma)
2. The nature of any additional assistance that is recommended/appropriate to be provided to the child (for example, medical or specialist equipment, specialist referrals, specific welfare support, modifications to the classroom environment or curriculum, aide assistance, individual education programs, behaviour support plans or other educational interventions as may be relevant)
3. The individual physical, functional, emotional or educational goals that are appropriate to the child, and how the parents/guardians and the school will work in partnership to achieve these goals
4. Any limitations on the school's ability to provide the additional assistance requested.
5. The process for enrolling students with additional needs is otherwise the same as for enrolling any student.
6. As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess whether:

- a. the additional assistance remains necessary and/or appropriate to the child's needs
- b. the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals
- c. it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

### Assessment and updates

Various opportunities are provided to keep parents up to date with their child's progress. They will receive regular comprehensive reports on their child's progress via our continuous reporting program, and there are at least two parent teacher interviews arranged during the year where parents can discuss their child's development with their teacher. In addition, parents can always contact the school to arrange a meeting if they have any concerns or wish to receive an update on progress.

**Disclaimer:** *Personal information will be held, used and disclosed in accordance with the school's [Privacy Collection Notice](#) and [Privacy Policy](#) available on its website.*

### Other Relevant Documents (see school website)

School Fees and Charges

Parent Agreement Form

Parent Code of Conduct

### Review

This document has been reviewed and approved by the Education Committee in July 2019. It will be reviewed as required and no more than two years after approval.

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## THE ENROLMENT PROCESS

1. Enrolment at Emmaus College is conditional upon the Principal being satisfied that the applicant has met the College requirements for admission.
2. If enrolment cannot be offered at the time of application, an applicant's name will be placed on a waiting list for the appropriate enrolment category on request. When a vacancy becomes available in the appropriate category, the applicant at the top of the list will be immediately advised.

## SCHOOL FEES AND CHARGES

Emmaus College is committed to providing a quality education for young men and women in the Catholic tradition. The College has a reliance on parent(s) and guardian(s) to fulfil their financial obligations to enable the College to provide high quality teaching and learning experiences.

Despite the College being a recipient of Australian and Victorian Government grants, the financial contribution of parent(s)/guardian(s) is still a necessity to reduce the expenditure gap of educating a child not supported by Government grants. To enable parents to clearly recognise the full extent of their financial commitment and obligation, the following guidelines are provided.

### Commitment

The College seeks a positive and co-operative relationship with parent(s)/guardian(s) and by accepting an offer of a place at the College, the parent(s)/guardian(s) are consciously making a commitment to honour their annual financial obligations to the College.

The College Board has a responsibility to ensure that all parent(s)/guardian(s) share equitably the education costs of the students at the College

### Aim of the Policy:

The aim of this policy is to provide guidelines to ensure the collection of fees are equitable and transparent with the expectation that the financial viability of the College is sustainable.

### Fees

The setting of school and compulsory tuition fees is endorsed by the Emmaus College Board after taking into consideration any shortfall of Australian and Victorian Governments grants provided to non-Government schools.

Other charges including extra-curricular items such as elective and overseas trips, music tuition, charter bus, etc. are separate and costs will be charged separately to the parent/guardian should your child participate. Additionally, a separate compulsory fee for a College provided laptop is mandatory at Years 7 and 10.

All fees must be paid for a child to enrol and for the enrolment to continue at the school. The school has the discretion to allow or not-allow a child to participate in optional extracurricular school events while fees remain due and payable.

### Fee Collection

- By agreeing to the Terms and conditions of enrolment, parent(s)/guardian(s) also declare their responsibility for all fees and charges when signing student enrolment forms.
- The College stands by the principle that where parent(s)/guardian(s) can afford to pay fees, they will be expected to contribute to the education of their children.
- School fee packs containing available payment plan options are emailed to all families with the expectation that one of the direct debit payment plan options detailed below is chosen.
- All fees must be paid by the end of November of each school year, unless an approved agreement is in place.

**For more information, see the College Fees and Charges on the College website ([click here for details](#)).**

### Application & Enrolment Fees

An **application fee** of \$50 is to accompany the standard Application for enrolment form. This fee must be paid for an application to be processed. Please note that an application for enrolment does not constitute an offer of a place. This fee is non-transferable and non-refundable.

Upon acceptance of an offer of place at Emmaus College for the first time, an enrolment fee of \$800 is payable. This payment reserves the student's place and confirms the acceptance of an offer of enrolment at the College. The fee is non-transferable and will be deducted from the following years total fees. Should the application be withdrawn after acceptance \$450 will be withheld.

In subsequent years, a re-enrolment fee of \$500 is payable in August each year at the same time as the intention for re-enrolment process. The fee is non-transferable or refundable and will be deducted from the following years total fees.

### Discounts

An **early payment discount** per student will be granted when all fees are paid in full by the end of February of the school year.

**Sibling discounts**, on tuition fees only, are granted for second and third students with the fourth and subsequent students attracting no charge. The discount is applicable to siblings enrolled at the same time at Emmaus College only.

### Payment Methods

The school offers several methods for paying fees to reduce any financial burden and to assist in financial planning. [Fee Payment Options](#) available ([click here for details](#));

- Payment in full by end of February to receive a one-off discount; or
- Direct Debit arrangement – fortnightly, quarterly or monthly; or
- In person (cash, cheque, credit card, EFTPOS;) or
- Via telephone- (credit card only); or
- Internet BPay

### Fee receipts and Statements

- Receipts for payment will only be issued by request.
- Statements will be issued at the end of each Term.

### Finalising Fee account by the end of the school year

It is an expectation of the College that all family accounts are to be paid in full by the end of the school year to ensure that the College is able to meet its financial obligations.

### Notice of Withdrawal – One Full Term

In line with standard practice in most other Catholic secondary schools, parents or guardians are required to give one full Term's notice (in writing to the Principal) of cancellation of enrolment or withdrawal of a student from the College. If the required notice is not given, a fee of up to one full Term's fees will be charged. This change of practice is effective from the commencement of the 2020 school year

### Family Assistance / Fee Remission

Emmaus College has a commitment to assist families in meeting the costs of secondary education. This includes assistance to those families whose circumstances prevent them from meeting the full cost of fees. In the interests of equity and fairness to full fee-paying families, assistance is means tested.

As a matter of fairness and equity the College Board have adopted a policy of not allowing recipients of concessions to undertake optional or extra-curricular activities including music tuition, overseas and interstate trips, etc.

Families experiencing difficulties meeting their fee obligation are required to contact either the Finance Manager or Parent Family Liaison (Accounts) via [accounts@emmaus.vic.edu.au](mailto:accounts@emmaus.vic.edu.au) or 03 9854 3211 as soon as possible to discuss the Terms and conditions of such arrangements.

### Camps, Sports and Excursions Fund (CSEF)

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A CSEF amount of \$225 per student per annum will be paid directly to Emmaus College and automatically allocated to expenses relating to camps, excursions or sporting activities for the benefit of your child.

For more information regarding CSEF including an information flyer and application, please visit [CSEF website](#).

### Change of Family Circumstances

In the event of a separation or change in family circumstances, it is a requirement that the enrolment signees advise the College immediately. The payment of the tuition fee account does not automatically become the responsibility of one person as all parties have signed the student enrolment form agreeing that all parties are 'jointly and severally liable' for meeting all College fees and charges.

All parties to the enrolment are required to complete and sign an amended enrolment agreement form which outlines the change in family circumstances and agreed split of fees. This agreement is only superseded by a valid Court Order.

The College reserves the right to automatically split the fee account 50/50 should an agreement not be reached between the signing parties.

### Overdue Fees:

As Emmaus College is not fully funded by the Commonwealth and State Governments, the College is dependent on family fees to be paid. Parent(s)/Guardian(s) acknowledge their obligation to honour their payment of all fees and levies that are applicable when they sign the Acceptance Agreement on enrolment.

Should an account be in arrears, the Family Debt Liaison Officer (Accounts) will contact the fee payer by email and/or telephone to remind the family of their obligation to pay the College Fees in full by the end of each year.

Should a family account be in arrears when future enrolment confirmations are being sent to families, the College reserves the right to review a further sibling enrolment prior to any offer being sent.

As a matter of justice and fairness, where any account remains in arrears and all avenues to have the family recognise and action their fee responsibilities have been exhausted, the next step would be to seek approval to engage a debt collection agency and/or prompt legal action.

The College reserves the right to commence litigation and if a court order (judgment) is obtained, the parent(s)/guardian(s) credit rating will be affected as well as being liable for any costs associated with the collection of overdue fees.

### Review

This document was approved in September 2019. It will be reviewed as required but no later than two years from the date of inception.

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## STANDARD COLLECTION NOTICE

1. The College collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the College. This may be in writing or in the course of conversations and may be direct from the individual or from another source. The primary purpose of collecting this information is to enable the College, Catholic Education Offices and the Catholic Education Commission of Victoria Ltd (CECV) to meet their educational, administrative and duty of care responsibilities to the student to enable them to take part in all the activities of the school.
2. Some of the information the College collects is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.
3. Laws governing or relating to the operation of a College require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.
4. Health information about students (which includes information about any disability as defined by the Disability Discrimination Act 1992) is sensitive information within the Terms of the Australian Privacy Principles (APPs) under the Privacy Act 1988. The School may require medical reports about students from time to time and may otherwise collect sensitive information about students and their families.
5. If any personal information requested by the College is not provided, this may affect the College's ability to enrol a student, respond to enquiries, provide the student with educational and support services or allow a person to visit the School.
6. The College may disclose personal and sensitive information for educational, administrative and support purposes. This may include to:
  - school service providers such as the CECV, Catholic Education Offices, school governing bodies and other dioceses.
  - third party service providers that provide online educational and assessment support services or applications (apps) such as Care Monkey, or services in relation to school improvement surveys which may include email and instant messaging.
  - school systems, including the integrate Catholic Online Network (ICON), Google's 'G Suite' including Gmail (limited use at Emmaus), School Box and Microsoft 365. Limited personal information (including personal learning plans) may be collected and processed or stored by these providers in connection with these services.
  - CECV and Catholic Education Offices to discharge its responsibilities under the Australian Education Regulation 2013 (Regulation) and the Australian Education Act 2013 (Cth) (AE Act) relating to students with a disability, including ongoing evaluation of funding adequacy for individual students.
  - CECV to support the training of selected staff in the use of school systems, such as ICON.
  - another school to facilitate the transfer of a student.
  - Federal and State government departments and agencies acting on behalf of the government e.g. for audit purposes.
  - health service providers and people providing educational support and health services to the school,

- including specialist visiting teachers, sports coaches, volunteers, counsellors and providers of learning and assessment tools.
- assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority
  - people providing administrative and financial services to the School
  - anyone you authorise the School to disclose information to; and
  - anyone to whom the School is required or authorised to disclose the information to by law, including child protection laws.
7. The College is required by the Federal Australian Education Regulation (2013) and the Australian Education Act 2013 (Cth) (AE Act) to collect and disclose certain information under the Nationally Consistent Collection of Data (NCCD) on students with a disability. The school provides the required information at an individual student level to the Catholic Education Offices and the CECV as an approved authority. Approved authorities must comply with reporting, record keeping and data quality assurance obligations under the NCCD. Student information provided to the federal government for the purpose of the NCCD does not explicitly identify any student.
  8. Personal information collected from pupils is regularly disclosed to their parents or guardians.
  9. The College may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These services may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia.
  10. The College makes reasonable efforts to be satisfied about the protection of any personal information that may be collected, processed and stored outside Australia in connection with any cloud and third-party services and will endeavour to ensure it will be located in countries with substantially similar protections such as the APPs.
  11. The College's Privacy Policy, accessible on the College's website, sets out how parents or pupils may seek access to and correction of their personal information which the College has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the pupil, or where pupils have provided information in confidence. Any refusal will be notified in writing with reasons if appropriate.
  12. The College's Privacy Policy also sets out how parents and pupils can make a complaint if they believe that the College has interfered with their privacy and how the complaint will be handled.
  13. The College may engage in fundraising activities. Information received from you may be used to make an appeal to you. [It may also be disclosed to organisations that assist in the College's fundraising activities solely for that purpose.] We will not disclose your personal information to third parties for their own marketing purposes without your consent.
  14. On occasions information such as academic and sporting achievements, pupil activities and similar news is published in College Newsletters and magazines, on our intranet [and on our website]. This may include photographs and videos of pupil activities such as sporting events, College camps and College excursions. The College will obtain permissions [annually] from the pupil's parent or guardian (and from the student if appropriate) if we would like to include such photographs or videos [or other identifying material] in our promotional material or otherwise make this material available to the public such as on the Internet. We may include pupils' and pupils' parents' contact details in a class list and College directory.
  15. If you provide the College with the personal information of others, such as doctors or emergency contacts we encourage you to inform them that you are disclosing that information to the College and why.

## Student Photographs & Performance

The regular College Newsletter is published on the College website and only shows low resolution photographs of students. Where shots of students are used for promotional purposes by Emmaus College permission will be obtained and no names will be attached to the photographs. Photos of students may also be requested by the Eastern Independent Schools Melbourne (EISM), Catholic Education Office Melbourne (CEOM) and the Catholic Education Commission of Victoria (CECV). In such circumstances, names will not be used, and there is an understanding that such material is made free of charge to the relevant organisation. Every effort will be made to contact parents in such circumstances.

If students wish to participate in the College Production they must be agreeable to their voice or image being used for general media purposes. Images of the cast are also likely to be displayed for promotional purposes.

## Parent Consent Form

The Emmaus College Board protocols require that photographs of students not be included on the College website or in printed promotional literature without the consent of the student and parents concerned. Where photographs are used in the public domain **NAMES WILL NOT BE INCLUDED.**

**Please access the online consent form using the link below**

**Parent Consent Form**

## COLLEGE RULES

### STUDENT RESPONSIBILITIES

A *right* can only be enjoyed when it is upheld and supported by the *responsibility* of the rest of the group. At Emmaus College, these responsibilities have been expressed in the form expectations, in the following documents, available to any member of the College on the website. Discipline and Welfare, Uniform Requirements, Classroom Protocols, dealing with Harassment – A Fair Go for All, Homework and Home Study Policy, Drug Education and Support Policy and Bus and other Transport protocols.

All students and parents should ensure that they read and understand our internet safety policies which can be found on our website and include Cyber Safety Policy, Information Communication Technology Policy, Mobile Phone (Student Use of) Policy and the Social Media Policy.

*Students are required to co-operate with their teachers in the conduct of all teaching-learning activities and co-curricular programs. Any behaviour which contravenes any legitimate directions of staff or which interferes with the learning process of other students will be dealt with under the "Working Together" policy of the College.*

It is necessary for students and staff to understand that actions which are contrary to behavioural expectations will have certain *consequences*. These consequences will be logically related to the broken rule and applied across the whole school. These consequences are regularly reviewed. A copy of the *Guidelines for Failing to Meet Behavioural Expectations* is available on request.

Students and families are reminded of their signed acceptance of the College Rules as part of the annual re-enrolment process.

#### 1. **Correct Behaviour**

Correct behaviour is always expected of all students and so a breach of customary standards of courtesy, decency, commonsense or consideration for the welfare of others is a breach of College Rules.

#### 2. **Wearing of the Uniform**

- 2.1 Each student must wear the correct College Uniform when going to and from College and on other occasions as directed.
- 2.2 All students must wear the currently approved uniform for Physical Education classes, games and matches as well as for specified Drama classes. Approved protective clothing for practical classes must be worn.
- 2.3 All articles of clothing worn to or at the College are to be clearly marked with the owner's name. When articles are misplaced students must check with the General Office/Student Services.
- 2.4 Each student must possess and use the approved College bag. If not maintained in good condition, free of stickers and graffiti, the College bag must be replaced.

#### 3. **College Grounds**

- 3.1 After arrival at school, no student is to leave the College grounds without official permission. Leaving the College grounds without the express written permission of the House Leader is an unexcused absence. Such absence is a breach of trust and is regarded as a serious matter.

#### 4. **Attendance**

- 4.1 All students are expected to be punctual and regular in their attendance. Parents are requested to ring the College office by 9.30 am if their son/daughter will be absent.
- 4.2 Appropriate action will be taken when a student is repeatedly unpunctual or is absent from school without an acceptable reason.
- 4.3 Students absent from school are responsible for all work missed and should discuss this matter with subject teachers immediately on return after absence.
- 4.4 To ensure satisfactory completion of courses students are required to maintain a minimum 90% attendance rate at school **and at all classes** for which they are enrolled during the Semester.

## 5. Lateness

- 5.1 Any student who arrives after the Morning Pastoral warning bell must report to the Student Services before going to class.
- 5.2 A message from parents is normally required to explain a late arrival to the College.

## 6. Permission to Leave

If it is necessary for a student to leave the College during College hours, a written request must be presented to the House Leader or Pastoral Teacher or have verification by telephone. Students in Years 7 - 10 given formal permission by their parent to leave the College must be collected from the Student Services.

## 7. Absence from College

- 7.1 Prior to a known and extended absence from the College, parents are required to advise the Principal in writing.
- 7.2 On return from an absence, parents/guardians are required to communicate with the College to indicate reason for such absence unless there has been prior communication with the College.

## 8. Legal and Illegal Substances

Whilst students are at the College or travelling to and from the College, attending any College function, or wearing the College Uniform, they are:

- 8.1 Not permitted to have or use any tobacco products.
- 8.2 Not permitted to use, possess, sell, or be under the influence of alcoholic beverages, mind altering substances or other illegal substances.

## 9. Make-up and Jewellery

- 9.1 Students are not to wear make-up of any kind, or coloured nail polish.
- 9.2 Students may wear in each ear one small discreet silver/gold/diamante stud or gold/silver sleeper. Students will be asked to remove extra jewellery and will receive a Uniform Infringement.

**No other form of body piercing is permitted.**

*(See "Notes on Wearing Uniform"). Jewellery may be confiscated at the discretion of the House Leader; if confiscated, a receipt will be issued and the jewellery secured.*

- 9.3 Student's hair must be clean and well clear of eyes at all times. Extremes of hairstyles (in Terms of style and colour), as judged by the College Principal, are not permitted. In the interest of health and safety hair below shoulder length must be tied back at all times.
- 9.4 Students are to be clean shaven at all times.

## 10. Transport

- 10.1 **Bicycles:** It is permitted for students to ride bicycles to the College. Although every precaution is being taken, the College can bear no responsibility for such bikes. Students are required to use the bike shed for storage of bicycles and helmets.
- 10.2 It is a legal requirement that students riding bicycles to and from College wear an approved safety helmet. Not doing so may result in students incurring a heavy fine.
- 10.3 **Students' Cars:** Licensed students who wish to drive vehicles to/from school are required to submit a Permission to drive form to the Assistant Principal – Students. The make, colour and registration number of the vehicle must be stated on the Request for Permission form.

Students are not permitted to drive vehicles onto, or park within either the Vermont South or Burwood Campus without written permission from the Assistant Principal – Students nor are they permitted to transport other students without written permission from the parents of the student.

The College bears no responsibility for the safety or security of vehicles driven to school by students.

- 10.4 Students travelling on buses/trams are expected to adhere to the College's Bus and other Transport protocols.

**11. Use of Classrooms and Buildings**

- 11.1 No student is to be unsupervised in any classroom without special permission.
- 11.2 No student is to be inside any building at recess and lunch time without staff supervision or at the written direction of a member of staff.

**12. La Strada**

A well-stocked cafe, La Strada selling hot foods, is available for use by students at morning/recess/lunch times. Students are required to form orderly queues in the waiting areas and to order their requirements with the normal courtesy.

**13. Lockers, Money and Valuables/Mobile Phones**

- 13.1 Money or valuables should be left at the General Office/Student Services or with House Leaders for safekeeping during the day, as needed.

**The College will not accept responsibility for the security of any possessions or valuables not deposited with the General Office/Student Services.**

Each student is allocated a locker for the year and is expected to keep the locker secured and tidy at all times. Any student who damages a locker will be required to pay for repairs and the use of the locker may be withdrawn. Any school padlock or key which is misplaced or lost will need to be paid for.

- 13.2 **Use of Mobile Phones:** While Emmaus College recognizes that mobile phones are an important communication tool the following must be noted in relation to the school environment.

**The College accepts no responsibility for the security of mobile phones unless they are left at the General Office/Student Services or with a House Leader.**

Mobile phones are not to be used during normal school hours. Mobile phones used during this time will be confiscated and a detention will be incurred. Mobile phones will be collected at the end of the day.

- 13.4 As a privilege of being responsible Years 10 - 12 students, mobile phones (or similar devices) are permitted to be used in designated areas for senior studies outside normal class time.

**14. Damages and Breakages**

Students are required to take care of College equipment and property. Any loss of equipment, damage to property or breakage must be reported to the House Leader or Pastoral Teacher. The financial responsibility for replacement/repair of such property or equipment rests with the student or group concerned.

**15. Substances NOT to be used**

The following substances are banned from all College buildings, grounds and vehicles:

Chewing Gum;

Liquid Paper, White-out, or other similar substance;

Permanent markers/textas; and

Laser Pointers.

As many students are asthmatic and suffer various allergies, aerosol spray deodorants should not be used. Stick and roll-on deodorants are appropriate.

## SECTION 3 TRANSPORT ARRANGEMENTS

Emmaus College is well served by a public transport infrastructure including buses, trains and trams. In addition, Emmaus College in conjunction with Crown Coaches also charters a number of buses which service the North Blackburn, Mitcham, Vermont, Burwood, Rowville, Scoresby, Wantirna, Knoxfield and Boronia areas.

A daily bus also operates between the Vermont South Campus and the Year 9 Burwood Campus.

### CHARTER BUS SERVICE

*Cost at time of printing*

#### Vermont South Campus

\$980.00 per annum return trip

\$490.00 per annum one-way trip

#### Between Campuses for Year 9

\$560.00 per annum return trip

\$280.00 per annum one-way trip

### PLEASE NOTE: Prices are subject to annual review

Bus information (including charter bus travel forms) will be included in the Information Pack you will receive at the Meeting for Year 7 Parents 2020 on Monday 18 November 2019.

## SECTION 4 DATES FOR 2019 - TERM 1 2020

### CLOSURE OF SCHOOL OFFICE

The College Office will close on Wednesday 18 December 2019 at 12.00pm and re open on Wednesday 22 January, 2020.

**Note: The General Office at both Campuses will be closed Monday 27 January for Australia Day Public Holiday/Weekend.**

### ORIENTATION PROGRAM 2019 – 2020

- Year 7 Orientation Morning: Tuesday 19 November 2019 9.00 a.m. to 12.30 p.m.
- STAFF CONFERENCE DAYS: Tuesday 28 January and Wednesday 29 January 2020. Note: The General Office at both Campuses will be closed until 10.00am on Tuesday 28 January and 11.30am on Wednesday 29 January.
- Year 7 Students will commence on Thursday 30 January 2020 8.35 a.m. to 3.15 p.m.  
**Year 7 students are to be in full summer uniform and bring their school bag and books**
- Year 7 to 9 students will commence Friday 31 January 2020 8.35 a.m. to 3.15 p.m.
- Years 10-12 will commence Monday 3 February 2020 8.35 a.m. to 3.15 p.m.
- To promote a smooth beginning for 2020 the College will continue to conduct an Orientation Day for Year 7 students during the first week of the College Year. This has proved very successful in the past.
- Normal charter buses will be available to transport students to and from school to meet the above times.
- The Vermont South Canteen **WILL** be open at recess and lunch on Thursday 30 January 2020.

**The Burwood and Vermont South Canteens WILL be open at recess and lunch from Friday 31 January 2020.**

### CALENDAR

Each family will receive a Calendar containing dates of all College activities for 2020. It is hoped that this Calendar will enable parents to be informed of all College activities and plan their personal and family commitments accordingly. This Calendar will be distributed early in the 2020 school year. The College website ([www.emmaus.vic.edu.au](http://www.emmaus.vic.edu.au)) also includes a calendar with important dates as does Emmlink.

### TERM 1 DATES FOR 2020

Tuesday/Wednesday	28 & 29 January	Staff Conference
Thursday	30 January	Year 7 Orientation 8.35 a.m. to 3.15 p.m.
Friday	31 January	Year 7-9 Full Program
Monday	3 February	Year 7-12 Full Program
Friday	27 March	End of Term 1

## SECTION 5 LEARNING PROGRAMS FOR 2020

### YEAR 7 CURRICULUM OUTLINE

RELIGIOUS EDUCATION ENGLISH MATHEMATICS SCIENCE HUMANITIES	LANGUAGES (two of) <ul style="list-style-type: none"> <li>• Indonesian</li> <li>• Italian</li> <li>• German</li> </ul> HEALTH & PHYSICAL EDUCATION	THE ARTS <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Drama</li> </ul> TECHNOLOGY <ul style="list-style-type: none"> <li>• Design Technology Food</li> <li>• Digital Technology</li> </ul> SPORT
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The curriculum at Years 7 and 8 is made up of a Common Course for all students. The curriculum objectives at Years 7 and 8 include providing students with the foundation and exposure to those subjects offered at higher levels of secondary education.

At Year 7, students study two languages, each for one Semester. All students will undertake one Semester of Indonesian and have the choice of either Italian or German for the other Semester. This will enable students to make a choice of one language to continue in Year 8, based on a significant experience in Year 7.

In each subject area there is ongoing assessment and at the end of each Semester, formal examinations are held in core subjects.

### YEAR 7 PROGRAM

Key Learning areas	Semester Allocation
Religious Education	2
English	2
Mathematics	2
Science	2
Humanities	2
Languages	
Choice of one Italian )	1
German )	1
Indonesian - Compulsory	1
Health & Physical Education	2
The Arts	
Art, Music, Drama	1
Design Technology Food	1
Digital Technology	1
Sport	1

**Sport** – In addition to the College Inter-house competitions, students will have an opportunity to participate in a series of Interschool competitions in Swimming, Athletics, Cross Country and Summer/Winter sports. Recreational activities will be provided for those students not competing in Summer or Winter sports.

### **MEETING SPECIAL NEEDS OF STUDENTS IN MATHEMATICS AND/OR ENGLISH**

Provision has been made to meet specific needs of a number of students who require specialised programs, either to allow them to proceed at a slower rate or to extend talents and aptitudes identified in various situations.

Parents will be advised of these special programs in English and Maths, and their permission requested for students to be allocated to appropriate groups.

Additional Language Support classes are to be offered as an alternative to Languages to provide further assistance to cater for special needs.

## YEAR 7 SUBJECT OUTLINE

### RELIGIOUS EDUCATION

Students are introduced to the nature of sacred texts and the bible. They learn about the tradition of Emmaus College and its connection to the local and global community. Students explain key narratives from the Old and New Testaments, identifying their significance for an understanding of Jesus and the relationship between God and humanity. They reflect on the role of prayer, symbol and ritual in their lives and that of the faith community. Students explain key steps in a Catholic moral decision-making process, and they refine their skills of discernment in decision-making.

#### Areas of Study

- What is my place in this faith community and how can I make a difference?
- How can we come to know God?
- How can we connect with God and develop our relationship with him?
- How do I know what choices to make and does it matter?

#### ASSESSMENT

- Assessment Tasks
- Journal
- Inquiry Tasks
- Semester Examination

### ENGLISH

#### Learning Area: English

At Year 7, English focuses on the consolidation and expansion of students' knowledge and understanding of a range of texts as well as on the development of their written and verbal expression.

The Victorian Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: The conventions of the English language

Literature: Understanding, appreciating, responding to, analysing and creating literature  
Literacy: expanding the repertoire of English usage

As such, students read and respond, insightfully and critically, to a variety of print, visual, electronic and multimodal texts, which explore both familiar and challenging themes and issues. Students also develop an understanding of the ways that texts are designed and influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive texts, for example: narratives, poetry, essays and presentations. They draft and edit their writing for accuracy and effect. Students are given multiple opportunities to develop their oral skills through class discussions, small group work, individual presentations and debates.

#### Areas of Study

- Reading and responding to texts
- Introduction to persuasive language and advertising
- Exploring, writing and analysing poetry
- Film study
- Debates
- Creative writing
- Language and writing skills

### Curriculum Strands

- Language
- Literature
- Literacy

### ASSESSMENT

- Writing Folio
- Texts Responses
- Oral Presentation
- Semester Examination

## MATHEMATICS

### Learning Area: Mathematics

The Year 7 Mathematics course aims to equip students with useful mathematical and numeracy skills. Students are assisted to see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.

Students who have difficulty with mathematics may be eligible for the Modified Mathematics class which is generally smaller in size and works at a pace that is better suited to students who struggle with mathematical concepts.

Higher ability students may be eligible for the Accelerated Math class.

Maths Help is organised at times to suit both the student and the teacher involved when required.

### Areas of Study

- Whole numbers
- Number properties and patterns
- Geometry
- Fractions and Percentages
- Decimals
- Algebra
- Negative numbers
- Statistics and Probability
- Equations
- Measurement
- Polygons and solids

### Curriculum Strands

- Number and Algebra
- Measurement and Geometry
- Probability and Statistics

### ASSESSMENT

- Tests
- Application Tasks
- Semester Examination

## SCIENCE

### Year 7 Science

In Year 7 the curriculum focus is on explaining phenomena involving science and its applications.

- Students explain the role of classification in ordering and organising information about living and non-living things.
- They classify the diversity of life on Earth into major taxonomic groups.
- Students use and develop models including food chains and food webs to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena.
- They explain changes in an object's motion by considering the interaction between multiple forces. Students learn that mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
- They distinguish between different types of simple machines. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations.
- They make predictions and propose explanations, drawing on evidence to support their views.
- Students also learn that scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science. Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.
- People use understanding and skills from across the disciplines of science in their occupations.
- Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge.
- They plan experiments, identifying variables to be changed, measured and controlled. They consider accuracy and ethics when planning investigations, including designing field or experimental methods. Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships and use these when justifying their conclusions.
- They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others.
- They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

### Strands

- Science Understanding
- Science Inquiry Skills

### Areas of Study

#### Semester 1

- Working Scientifically
- Classifying Living Things
- Measuring Forces

#### Semester 2

- Separating Mixtures
- Earth, Moon and Sun
- Simple Machines
- Ecosystems

## ASSESSMENT

- Practical Reports
- Tests
- Semester Examination

## Year 8 Science

In Year 8 the curriculum focus is on explaining phenomena involving science and its applications.

- Students classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.
- They link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change.
- Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.
- Students also learn that scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.
- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management. People use understanding and skills from across the disciplines of science in their occupations.
- Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge.
- They plan experiments, identifying variables to be changed, measured and controlled. They consider accuracy and ethics when planning investigations, including designing field or experimental methods.
- Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions.
- They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others.
- They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

## Strands

- Science Understanding
- Science Inquiry Skills

## Areas of Study

### Semester 1

- Digestion
- Particles of Matter
- Rock Hunting

### Semester 2

- Introducing Energy
- Elements and Compounds
- Heart, Blood and Circulation

## ASSESSMENT

- Practical Reports
- Tests
- Assignments
- Practical Booklets
- Semester Examination

## HUMANITIES

### Learning Area: Humanities

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. Students focus on the disciplines of Geography and History in year 7 and are also introduced to Economics and Business and Civics and Citizenship. There is a strong focus on critical thinking skills across the Humanities curriculum at Emmaus.

In Geography, a focus is placed on two sub-strands: Water in the World and Place and Liveability. Water in the World focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards. Place and liveability focus on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

In History, students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). Three ancient societies are studied in year 7: Aboriginal and Torres Strait Islander Peoples and Cultures, Ancient Rome and Ancient China. The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history.

### Areas of Study

- Geography: Place and Liveability
- Geography: Water in the World
- History: Historical Skills and Concepts
- History: Indigenous Australia
- History: Ancient Worlds of Europe and the Mediterranean (Ancient Rome)
- History: Ancient Worlds of Asia-Pacific (Ancient China)

## ASSESSMENT

- SPICISS task
- Weather reading activity
- Urban development task
- Investigative Essay
- Research Project
- Semester Examinations

## INDONESIAN

### Learning Area: Languages

Students studying Indonesian at Year 7 level are exposed to a variety of themes that assist them to gain a clear understanding of the language and culture of one of Australia's closest neighbouring countries. The Year 7 Indonesian course at Emmaus College adheres to the Victorian Curriculum Languages achievement standards and includes the strands of Communicating and Understanding. All students at Emmaus College study Indonesian for one semester and a number choose to continue in Year 8. Students demonstrate skills in these strands through different listening, speaking, reading and writing activities and are assessed through the choices they make in

formulating their response to, or use of, the language. A combination of language and cultural activities provides a broad introduction to the unique language and culture of the Indonesian archipelago. The purpose of studying Indonesian at Year 7 level is to introduce a variety of themes that assist them to gain an insight into the language and culture of one of Australia's closest neighbouring countries.

### **Intercultural Understanding**

Language and culture is inextricably linked and therefore both language and cultural aspects are generally taught concurrently. An in-depth study of the various cultures found across the archipelago is done a cultural research task. Role-play activities, using costume and other resources are used to provide a more authentic flavour. The showing of film documentaries and drama enhances the cultural experience for the students. Students are also given the opportunity to meet with, or host, students from the Indonesian sister school in Jakarta who spend a month at Emmaus College each year.

### **Areas of Study**

- Manners (Greetings, Farewells, Please, Thank you)
- Let's start at the very beginning (Indonesian Alphabet, Counting from 1-100, Writing the date)
- All About Me (Introductions, Likes and Dislikes, Family, Telephone Number, Address)
- Naming Other Countries (Flags, Colours, Your Family Background)
- Wonderful Indonesia (Geography and Culture)

### **Curriculum Strands**

- Communicating
- Understanding

### **ASSESSMENT**

- Listening & Reading Comprehension
- Speaking
- Written and oral activities
- Culture Research Tasks
- Semester Examination

## **ITALIAN**

### **Learning Area: Languages**

Students studying Italian at Year 7 level are exposed to a variety of themes that assist them to gain a clear understanding of the language and culture of Italy.

The Year 7 Italian course at Emmaus College follows the Victorian Curriculum Languages achievement standards and includes the strands of Communicating and Understanding. Students demonstrate skills in these strands through different listening, speaking, reading and writing activities and are assessed through the choices they make in formulating their response to, or use of, the language. A combination of language and cultural activities provides an interesting platform for learning all things Italian.

### **Areas of Study**

- The Greetings
- Numbers, age and dates
- Culture – Introduction to Italy and Carnevale

### **Curriculum Strands**

- Communicating
- Understanding

### **ASSESSMENT**

- Listening & Reading Comprehension
- Speaking
- Written and Oral activities

- Culture Research Tasks
- Semester Examination

## GERMAN

### Learning Area: Languages

During this course the students will be introduced to basic vocabulary, grammar and expressions. Students will learn about the cultural aspects of the German-speaking people through texts, notes and a project.

### Areas of Study

- Grammar
- Vocabulary
- Writing Tasks
- Listening Activities
- Oral Work
- Culture

### Curriculum Strands

- Communicating
- Understanding

### ASSESSMENT

- Listening
- Speaking
- Reading
- Writing
- Culture
- Semester Examination

## HEALTH AND PHYSICAL EDUCATION

### Learning Area: Health & Physical Education

Physical activity, sport and recreation are an important part in the lives of people in Australia. Participation in physical activity provides opportunities for relaxation, enjoyment, recreation, fitness, social interaction and competition. The experience of physical activity in play, recreation, sport, fitness and outdoor environments, provide challenge, personal growth and enjoyment. It promotes lifelong participation in physical activity through the development of movement competence and examines the factors that affect people's participation and performance in physical activity.

During theoretical studies, students explore the health concerns of young people and the nutritional strategies that are designed to improve their health. They also explore the nutritional requirements for athletes in various sporting situations. Students identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies when focusing on a Drug Education unit.

Students will experience a variety of physical activities including a three- week self defence unit which develops a basic understanding of self-protection when faced with difficult situations. Students will also look at the components of fitness and ways to improve an athlete's performance, including participation in a range of fitness based incursions.

### Areas of Study

- Nutrition
- Fitness
- Drug Education
- Practical work

### Curriculum Strands

- Personal, Social and Community Health
- Movement and Physical Activity

### ASSESSMENT

- Tests
- Self Defence Program
- Assignments
- School Based Practical Performance

## VISUAL ARTS

### Learning Area: The Arts

Students work a range of project topics using a variety of media and materials. They include a major lettering exercise, the colour wheel, landscape and still-life. Students also work on painting exercises that focus on technical accuracy and colour mixing clarity. A substantial, individual painting follows these exercises. Students also work on mosaic, suitable for use on a front doorway, letterbox or wall. They also complete a recycling task.

### Areas of Study

- Lettering and Drawing
- Colour mixing
- The techniques of painting
- Working in 3D
- Use of ICT in the Visual Arts

### Curriculum Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

### ASSESSMENT

- Elements of Art
- One Point Perspective
- Colour Wheel Composition

## MUSIC

### Learning Area: The Arts

In Year 7 Music students learn to play and develop performance skills on a variety of Concert Band instruments including: Saxophone, Clarinet, Flute, Trumpet, Trombone and Pitched Percussion. Students are introduced to music theory concepts such as Rhythm, Pitch, Metre, Intervals and Scales- helping to develop basic music literacy and aid performance skills. Students also analyse the role of music in film and use compositional devices to create a short film and musical soundtrack.

### Areas of Study Instrumental Practice

Students learn to play brass and woodwind instruments of the Concert Band. Weekly sectional rehearsals are held in class by a team of classroom music teachers. The culmination of which is a monthly, in-class large ensemble performance.

### Theory and Aural studies

Students undertake weekly theory and aural training classes where they develop music literacy skills by studying concepts such as Pitch, Rhythm, Metre, Intervals and Scales. Students engage various iPads applications and aural training software to enhance their theoretical understanding and aural awareness.

### **Film Music**

Students study excerpts from various contemporary films, analysing the function of the music and devices used by composers to create character and enhance the film experience.

### **Curriculum Strands**

- Explore and express ideas
- Music practices
- Present and perform
- Respond and interpret

### **ASSESSMENT**

- Theory: Grade 1
- Practical: Concert Band
- Film Scoring Task

## **DRAMA**

### **Learning Area: The Arts**

Students are introduced to the world of Drama through the unit Role & Character. Students devise characters in given situations and begin establishing both expressive and performance skills. The Class Play gives students the opportunity to perform an established play script to a public audience and strengthen their understanding of performance and stagecraft – particularly through the use of costume, lighting, sound and set design as well as memorising dialogue and movement. Students also explore drama through Improvisation, developing thinking and confidence skills. This culminates in a formal assessment task which tests students' knowledge.

### **Areas of Study**

- Play
- Dramatic play
- Role play
- Play building
- Improvisation
- Characterisation
- Theatre
- Reflection

### **Curriculum Strands**

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

### **ASSESSMENT**

- Role Play
- Class Play
- Improvisation
- Folio

## **DIGITAL TECHNOLOGIES**

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

Students write programming code to learn how a computer follows instructions. Binary puzzles are solved so students can see how sound, images, text and numbers are created in a digital environment. Students learn to program Edison the robot using the python programming language. Instructions are given to Edison to create digital solutions to solve the problems of Edison being able to go forward, turn corners, blink LEDs, go around a square and travel through a maze.

#### Curriculum Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

#### ASSESSMENT

- Digital Systems Investigation
- Data and Information Analysis
- Digital Solution Analyse, Design and Evaluate

### DESIGN TECHNOLOGIES FOOD SPECIALISATIONS

Food specialisations explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues. Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety.

Students create a designed solution to the problem of producing a healthy lunch time burger. They document their application of the problem solving the process of Investigating, Generating, Producing, Evaluating and Planning in a digital based folio. The student's folio becomes their major assessment task. Students create graphical representations of meat and non-meat protein sources to analyse sustainability of protein consumption.

#### Curriculum Strands

- Technologies and Society
- Technologies Contexts (Food Specialisations)
- Creating Designed Solutions

#### ASSESSMENT

- Food Characteristics and Properties Analysis
- Planned and Managed Designed Solution showing Investigation, Generation, Production and Evaluation

### ENHANCEMENT

Emmaus College caters for the cognitive, emotional, physical and affective development of capable students through a variety of extension and enrichment opportunities. To establish a firm base for future learning, across all subjects, in Years 7-9 units of work are differentiated so that high achieving students are individually engaged and extended. Excellence in achievement is acknowledged and celebrated through certificates and Award ceremonies.

In Years 10-12, students who have shown themselves to benefit from academic challenge, are offered opportunities to accelerate their learning by completing VCE units one year ahead of their peers. Building on research skills that students begin to explore in the Year 9 unit Investigation, the subject Individual Investigation is available to students who wish to investigate a topic of interest to them. Along similar lines is the VCE subject Extended Investigation which is available in Years 11 and 12 to students who want to challenge themselves academically.

Enrichment experiences that develop knowledge application, problem-solving and creative thinking skills are offered in extra-curriculum provisions. These include intra and inter-school competitions, for example Debating, Public Speaking, Tournament of Minds, Robotics and The Australian Maths Competition. The College is renowned for its excellent music and drama productions and students regularly participate at a high level in a variety of sports.

## ORIENTATION CAMP

To help settle into life at Emmaus College all Year 7 students are taken on an Orientation Camp to Rawson during February. The dates for each House are:

**More & Rice House:** Monday 10 February – Wednesday 12 February

**Chavoïn & Colin House** Wednesday 12 February – Friday 14 February

The students will stay at Rawson Village with most of their activities shared between Rawson and the historic township of Walhalla. The activities include exploring the township of Walhalla, canoeing on the Thomson River, 4WD Tour, walks, games, swimming at the local pool and other supervised learning activities. As the prime purpose of the Orientation Camp is to bond as a House group, the students will live as a community for the three days with their classmates and teachers. Year 10 Peer Support Leaders will help and will continue to work with their classes upon their return to school. Meals are fully catered but students will be required to assist where necessary. Students will sleep in bunk room accommodation.

Details such as what to pack, departure and arrival times etc will be sent home early next year. It is advisable to purchase or arrange to borrow a weatherproof coat and a sleeping bag.

The approximate cost of the camp is \$315 per student. This amount will be included on the annual tuition fee account in 2020.

All students look back on their camp as a great experience. It is the ideal way to make new friends and become part of the Emmaus family.

## MUSIC EDUCATION AT EMMAUS

Music plays an important role in the College Curriculum as a Core subject at Year 7 and 8 and in the elective program at Years 9 and 10. It continues through theoretical and practical studies as Music Performance within the Victorian Certificate of Education (VCE).

### Instrumental Music Program @ Emmaus:

Individual or Group music tuition is available across a wide range of instruments from Years 7 to 12 with students enrolling for **A SEMESTER** at a time. Instrumental music tuition lessons are normally held during the school day, with lessons being timetabled on a rotational basis over each Semester.

A formal agreement is drawn up at the commencement of the year ensuring a continuity of a student's instrument tuition over the Semester and outlining the specific conditions applying to such tuition. Parents should note that group tuition is possible with most, but not all of the instruments.

The costs involved in the **Instrumental music program** for 2020 are:

1 Semester Tuition - Individual	30 Mins	\$646.00 (Solo student)
1 Semester Tuition - Individual	45 Mins	\$969.00 (Solo student)
1 Semester Tuition – Group		\$425.00 (2-3 students)
Instrument Hire, per Semester		\$120.00 (if applicable)

### Music Workshops and Masterclasses:

These days are run by the College's instrumental music tutors and College music staff and will feature guest performers and clinicians. The workshop days are held once per semester – the cost of which is included in the Instrumental Music tuition fees (workshops will be counted as 1 x lesson).

### Instrumental Music Ensemble Participation:

At Emmaus College, our focus is on ensemble music making. This is reflected in our Year 7 and Year 8 concert band classroom program, the recent implementation of a variety of new College ensembles and the success of our existing ensembles.

Students enrolling in Instrumental music lessons are strongly encouraged to join an extra-curricular College ensemble. Students select their preferred ensemble when completing the Instrumental Music enrolment form. All instruments (including voice) may elect to join/participate in any ensemble, however there are often appropriate instruments for each ensemble. Below is a list of College ensembles students may choose to join:

- Year 7 and 8 Training Band
- Vocal Ensemble
- Concert Band
- Junior Soul Band
- Junior Rock Band
- String Ensemble
- Year 9 Soul Band
- Percussion Ensemble
- Guitar Ensemble
- Senior Soul Band
- Senior Rock band
- Piano Ensemble
- Show Band
- Year 9 Rock Band

All applications for music tuition must be submitted to the Director of Music (Mr John Collins, Phone: 9845 3310) by Friday 15 November 2019.

## SECTION 6 STUDENT WELL-BEING PSYCHOLOGY & COUNSELLING SERVICE

The College Psychologists provides counselling and support to individual students, on a confidential basis. All counselling practices incorporate the standards and ethics of the Australian Psychological Society and the Psychology Board of Australia.

The Psychologist's major role is to provide care and assist in the general well-being of those students who request assistance or are referred by House Leaders. Examples of the areas in which the Psychologists may be of assistance include:

- Social Development
- Self Esteem
- Grief
- Absenteeism
- Cognitive Development
- Depression
- Stress
- Motivation
- Anxiety

Please note that this is not an exhaustive list. In certain circumstances the College Psychologists can offer psycho-educational assessments to support students' learning and overall well-being.

If you have concerns about any other matters regarding your child, we would welcome any enquiries. Please contact the College Psychologists on 9845 3266.

### STUDENT MEDICAL INFORMATION

In Term 4, 2019, parents will receive an email inviting them to join CareMonkey, create a profile of their child and share it with the school.