

St Mary's College Seymour



Enrolment Handbook



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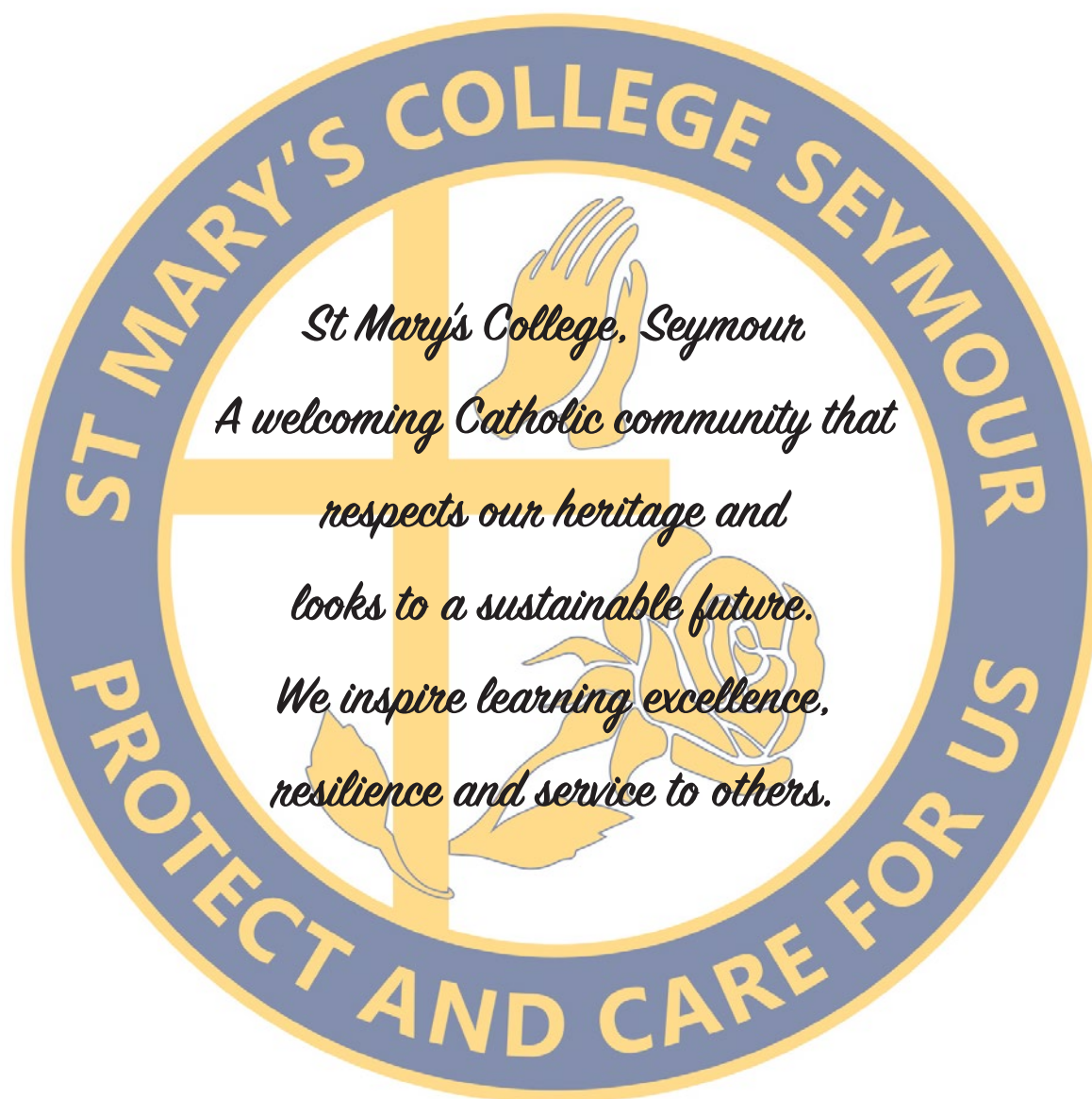
Web: www.smseymour.catholic.edu.au

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Vision Statement

Our Vision



St Mary's College, Seymour

*A welcoming Catholic community that
respects our heritage and
looks to a sustainable future.*

*We inspire learning excellence,
resilience and service to others.*

Child Safety Statement

St Mary's College Seymour is a child safe school.

We promote the safety, wellbeing and inclusion of all children.



Catholic Education In Seymour

A Brief History

St Mary's School commenced in 1880 in the 'old Church' which in later years became the Parish Hall. Two lay teachers, Misses Renahan and Burns conducted the classes. The oldest building on the site was built in 1893, a brick classroom situated on the current primary site. Records tell us that in 1893 ninety-two children were enrolled under the care of a Miss O'Donnell. Later, a Miss Graham and a Miss McVeigh also served as teachers.

In 1900, at the request of Fr. J O'Neill the Parish Priest of Seymour, five Sisters of Mercy arrived from Mansfield and the school became known as St Mary's Convent School. The Sisters' first residence, 31 Crawford Street, proved too small and they moved to another house at the corner of Collas and High Streets, Seymour.

Sacred Heart College commenced in 1901, with both Secondary and Primary students. The Primary school buildings were also used for the secondary students. In 1903 a site for the Convent was purchased close to the Church and in time the adjacent Show Grounds was purchased for the Convent garden and playground area.

On 10 May Archbishop Carr, the then Archbishop of Melbourne, laid the foundation stone of the two-storey brick convent which was opened in October of that year. Sacred Heart College classes transferred to the Convent when it was completed and boarders were accommodated until 1909.

In 1946 the Primary classes from the College merged with those of St Mary's and Sacred Heart College continued to provide Secondary education in classrooms that were part of the original convent building.

In 1973 the administration of Sacred Heart College was transferred to the Parish.

In 1985 the Convent building was refurbished for Creative Art classes and Administration purposes. The Community of Sisters of Mercy moved to a new building in High Street.

In 1988 St Mary's Primary School and Sacred Heart College were amalgamated and became St Mary's College, a Foundation-Year Ten school.

In 1994, after a period of ninety three years of Mercy Administration, a lay principal was appointed.

The Sisters of Mercy continued their direct involvement in the school until their official departure from Seymour in 1998. St Mary's College continues its association with the Mercy Order as an affiliated school.

In March 2000, the Parish Hall (original church) was demolished. That site was cleared to provide more playground space for the students. Using the recycled bricks a new boundary fence was erected – known as the 'Hall to Wall' project. The new Parish Hall had already been erected in September 1999 on a new site close by.

In February 2006, a mosaic of the College crest, was officially opened in the centre of the newly refurbished area known as the Quadrangle.

In February 2008, a new Creative Arts Wing and two Multi-Purpose Courts, principally funded by a Commonwealth Capital Grant, were opened.

In September 2011, a new Science Wing and Multi-Purpose Hall were opened following the completion of the Building Education Revolution Project (BER).

In February 2012, the oldest building on the site, the Middle Primary Wing, was refurbished.

In 2018, a new Administration Centre, situated on the High St frontage of the College grounds was opened to provide a contemporary work space for the administration of the College.

Future Planning

In 2020 a Primary Learning Centre will be constructed on the Parish Car Park site, with a new Parish Car Park built at the southern side of the Church.

The Primary Learning Centre will have a variety of classrooms that are flexible in design, enabling curriculum interactions. The Centre will include toilets for the Primary Students. The current primary toilet block will be demolished.

ROAM Architects will continue their engagement with the College beyond 2020 to develop a Master Plan to meet the demands of future regional population growth.



A Letter From The Principal

“We should be shining lamps, giving light to all around us.” Catherine McAuley (Foundress of the Sisters of Mercy)

St Mary's is a wonderful Catholic College that has its origins in the vision Catherine McAuley, the founder of the Sisters of Mercy in Ireland (1831). In 1900 the Sisters were invited to Seymour and since that time Catholic education has served Seymour and district for over 140 years.

With a dedicated staff, visionary College Board, committed P&F and supportive parish led by Fr Eugene Ashkar, St Mary's continues to enrich the lives of all students. The College motto, 'Protect and Care for Us' reminds us that every member of our College community is valued.

St Mary's provides a F-10 Catholic educational pathway within the Archdiocese of Melbourne led by Archbishop Peter Comensoli and Acting Executive Director, Mr Jim Miles. As part of a highly professional education system we are dedicated to quality teaching, supporting the holistic learning success of all students while nurturing a personal relationship with Christ.

St Mary's is a proud Catholic College, our staff and parents hold the spirit, culture and traditions as vital to the formation in educating for an ever-changing world. St Mary's is a dynamic learning environment where the nature of our school is seen in the academic and extra curricula achievements of all students regardless of age or need. We set high expectations and pride ourselves in providing a learning environment where every student can feel happy and safe. Our students are well prepared for the rigour of ongoing study and we instill in our students the importance of being the future leaders in their local community and beyond.



A holistic education brings together faith, community, friends and learning. We strive to develop the skills and knowledge that will assist students to become motivated and thoughtful citizens, promoting achievement, wellbeing and engagement. Students are asked to **'Act Justly, Show Respect'** and **'Do Their Best'** so they can make a difference in the lives of others. Our community fosters the mindset that all things are possible when individuals truly believe in their God-given gifts and abilities and who never give up on their career path dreams.

The College offers a welcoming, inclusive environment which allows students to effectively learn because they feel safe and nurtured. The College places a high priority on the importance of setting high expectations and developing literacy and numeracy skills. Our 2020-2023 Strategic Plan will focus on 'Improving Reading Outcomes for all Students' Academic success, student wellbeing and faith formation go hand in hand to help students to grow into responsible, respectful and capable young adults who understand the importance of giving back to their family, school and wider community.



St Mary's College has a committed staff who go above and beyond for the students. We value the role that parents, carers and grandparents play in the education of their children. When you enrol your child at St Mary's College you become part of this community.

Wayne Smith

Best Wishes, Wayne Smith

DipEd(ACU) DipRed(ACU) BEd(ACU)
GradCertEdAdmin(Edith Cowan)
GradDipRed(ACU) MEd(Charles Sturt)
MTheolStudies(BBITAITE)





Governance Of The College

St Mary's College is governed by St Mary's College Board, under delegation from the Canonical Administrator (Parish Priest - Seymour) in accordance with the Constitution approved by the Archbishop.

The main responsibilities of the Board are:

1. To actively support Catholic education as described in 'The Code of Canon Law' and in the directions and guidelines determined by the Archbishop, by:
 - (i) maintaining the Catholic nature of the College;
 - (ii) ensuring that the Religious Education 'To Know, Worship & Love' texts are used as the basis for teaching;
 - (iii) promoting the development of a Christian community within the College;
 - (iv) sponsoring a comprehensive curriculum which underpins the Catholic ethos of the College;
 - (v) becoming involved as appropriate in other Catholic adult education initiatives within the region.
2. Support and promote the principles and practices of Australian democracy including a commitment to:
 - (i) elected Government;
 - (ii) the rule of law;
 - (iii) equal rights for all before the law;
 - (iv) freedom of religion;
 - (v) freedom of speech and association;
 - (vi) the values of openness and tolerance.
3. To establish, ratify and review regularly the objectives of the College.
4. To select and determine policies in consultation with appropriate parties which will assist the Canonical Administrator (Parish Priest), Principal and staff in working toward the objectives stated above.
5. To ensure on behalf of the College community that the curriculum and education standards are adequate to meet the needs of the students.
6. To evaluate the effects of the Board's decisions in achieving these objectives.
7. To plan, implement and evaluate the financial and building programs necessary for the recurrent and long term effectiveness of the College in accord with its responsibility to consult appropriately with various diocesan and civil authorities.
8. To advise on the management of the College finances.

Membership

In addition to the Parish Priest and the Principal, the Board is comprised of the Business Manager of the College, a member of staff elected by the staff, up to six parents elected from the parent body and up to two members who can be nominated by the Board for specific purposes and approved by the Parish Priest.

The Decision Making Process

The Board works on a consensus approach and takes care to consider all viewpoints, to inform itself on current thinking and to seek advice as appropriate before concluding on any matter. Prayerful reflection is an important part of the Board's deliberative process.



Education In Faith

Education in Faith

Learning brings hope. In a Catholic school that hope is based on the experience of God's love and care for all. In partnership with parents and the broader Church, Catholic schools contribute to a life-foundation for students that is centered in Jesus Christ and grounded in truth, beauty and love.

At the very heart of each Catholic school is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains. It is a journey that is enlightened by faith, animated by love and leading to hope"

(Horizons of Hope – An Education Framework for the Archdiocese of Melbourne)



At St Mary's College, we strive to continue the Mercy tradition of justice, compassion, respect, hospitality, service and courage in action.



Our Curriculum

All classes are involved in a Religious Education curriculum that is drawn from the new Renewed Education Framework of the Archdiocese of Melbourne.

This curriculum is designed so that students have opportunities to develop:

- a personal relationship with Jesus Christ
- understanding and appreciation of the religious beliefs, values and practices of Christianity and the ways that Catholics live these out
- respect and appreciation for the religious beliefs, attitudes and values of others
- age-appropriate skills to research, discuss, analyse and reflect on information in an informed, intelligent and sensitive manner.





Education In Faith

Our Faith in Action

Our Catholic identity is enacted through our Religious Education curriculum, the Sacramental and Reflection Day programs, prayer life, Social Justice initiatives and our links with Parish and community.

Whilst the Sacramental program is part of the Foundation to Year 10 curriculum, specific emphasis is given in Year 3 to Reconciliation, Year 4 to First Eucharist and Year 6 to Confirmation

Our students participate in practical opportunities to put the words of the Gospel into action through awareness raising activities, visitation, fund-raising and other forms of social action.

St Mary's has a particular emphasis on fundraising for Caritas and St Vincent de Paul, as well as other local charities. Project Compassion and the Vinnies Winter and Christmas Appeals are always a major focus at the College.

There are many opportunities for the community to gather and celebrate, pray and reflect.

As a whole school, we gather for Masses and Liturgies throughout the year to celebrate Feast days and days of special significance. Our school parents and parish community are always welcome to join us during this time.



Receiving Sacraments

As a Catholic College the opportunity to strengthen the spiritual lives of all students is a purity of Faith.

Parents are welcome to contact Mrs Rochelle Gough (Religious Education Leader) at the College or Father Eugene Ashkar (St Mary's Parish Priest) to discuss the sacraments of Baptism, Reconciliation, First Eucharist and Confirmation.

Parish Telephone: (03) 9412 8406



Learning and Teaching

Background (extract from Learning and Teaching policy)

Learning and Teaching at St Mary's College reflects the vision statement of the College and the Education Framework Horizons of Hope (CEM) and is built upon the following principles:

- Student centered and inclusive
- Responsive to contemporary research
- Inquiry based pedagogy

Aim

To optimise student learning progression through the implementation of the Victorian Curriculum F-10 across each Learning Area.

Curriculum

Curriculum is the common set of knowledge and skills required for lifelong learning, social development, and active and informed citizenship. (HOH)

Pedagogy

Pedagogy is the art and science of how students will be taught and supported to learn. (HOH)

Personalising Learning

It is recognised that students progress through the learning continuum from Foundation to Year 10, students develop and learn at individual rates.

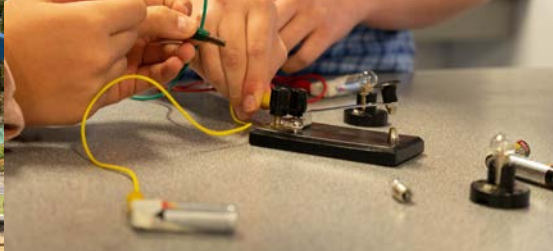
Learning Diversity refers to the infinite variety of life experiences and attributes a child brings to their formal learning. Educators support all to flourish by intervening as early as possible to meet the individual needs and abilities of each student.

Implementation

- The school maintains a consistent approach across all levels in planning and in the teaching of the content of the Victorian Curriculum.
- The school community is informed of curriculum direction and implementation across the school via the Annual Report to School Community, the Marian newsletter, the College Website and Parent Information Nights.
- The Learning and Teaching Deputy Principal leads the staff in the development and implementation of Curriculum including VCE (from 2020); In doing so, all systemic timelines and reporting requirements are met.

- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the Victorian Curriculum understanding and implementation needs of each staff member.
- All teachers work with their teams and at Professional Learning meetings to contribute to the development and implementation of guaranteed and viable Victorian Curriculum based learning areas for all students.
- Curriculum learning teams design and implement curriculum. They revise, review and maintain Scope and Sequence documents, unit learning plans or weekly planning overviews for curriculum delivery.
- Ongoing auditing takes place to ensure the knowledge, skills and dispositions of the Victorian Curriculum are being maintained.
- Teachers ensure in Curriculum design that the needs of all students including students with disabilities are addressed according to the Intervention Process.
(CECV Intervention Framework 2015)
- Teachers plan and implement the formal assessment schedule and use the data for planning learning activities and tasks.
- All staff participate in the collection of student achievement data and all staff have input into school decisions resulting from interpretations of student achievement data.
- Student achievement is measured and reported to students, parents, and the wider community against the Victorian Curriculum achievement standards, in each of the learning areas.
- All teachers belong to a number of professional learning teams with designated meeting times, according to the curriculum learning areas and across which year levels they teach.





Learning and Teaching

Overview of Learning

Years: Foundation to Year 4 - Stability, consistency, confidence

The first year at school aims to give students a secure, stable, entry into the learning environment. Classroom routines are established early with an emphasis on building positive relationships with teachers and their peers.

Foundation – Year 2

Learning is focused on knowledge, skills and behaviours in Education in faith, literacy, numeracy, health and physical education.

- Students learn to build resilience, increase independence, confidence and develop social awareness.
- Specialist teachers provide learning in Indonesian, Art, Music and Performance, and Physical Education.

Years 3 – 4

- Learning areas are expanded and deepened; the Humanities, Science and Technologies are incorporated into the design of inquiry units.
- Students become more resilient as problem solvers, they take increasing responsibility for their learning, they see themselves as learners.
- Specialist teachers provide more in depth learning in Indonesian, Art, Music and Performance, and Physical Education

Years: 5 – 7 - Expanding Deep Learning, Becoming Independent

Students in these years benefit from more frequent use of College resources and facilities.

Learning becomes the responsibility of the student, where a good home school partnership is supported by the use of PAM (Parent Access Module) and other forms of ongoing communication.

- Students develop deeper thinking and reflect on their work, they look for improvement and consider a wider range of possibilities and ways to present their learning.

- Specialist teachers broaden the range of learning in a variety of spaces and with specific tools and resources. Students in Year 7 design products with wood, food and fabric.
- They become more expressive and creative in Art, Music and Drama.
- Students use a range of devices and increase their awareness of being eSmart in their use of technology.

Years: 8-10 – Developing Pathways

Students in these years develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them. They experience learning in the classroom and in work and community settings. They are beginning to develop preferred areas of learning. Identifying personal strengths and developing pathways is emphasised. Students are preparing for their final years of formal schooling and beyond.

- Students make choices in Arts and Technology studies.
- Students present units of work to a wider audience, such as parent nights.
- Students participate in the B4W (Beyond 4 Walls) program at Year 9, which takes learning into the wider world.
- Students in Year 10 prepare for and participate in one week of work placement.
- Students assess their strengths in order to make course selections for Year 10.
- Students are offered VCE Mathematics Units 1 and 2 (2020) and Certificate II (Vocational Education & Training) Applied Languages - Indonesian.
- Year 10 students are also offered various external VET course.



Learning and Teaching



Capabilities

The Capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and across the learning areas. These capabilities include: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social.

(From SMC Curriculum Framework Document)



Planning, Implementation and Reporting

All teachers are accountable for embedding the capabilities curriculum across the College as follows.

- In F-6 the capabilities will be allocated to learning areas and explicitly taught. They are aligned to Inquiry units of study and outcomes mapped, taught and assessed accordingly. The student report is compiled from this information.
- In Years 7-10 the capabilities are allocated across learning areas and explicitly taught.

Outcomes are mapped, taught and assessed accordingly. The student report contains feedback about the capability as expressed in that learning area. We recognise that a student may be able to express capabilities differently in different learning areas.

Encounter Curriculum

In 2019 we provided Year 9 and 10 students with further subject elective opportunities so they can engage in a wider curriculum encounter. In recognition of the need for students to begin to explore pathways at this time in their education, some flexibility is provided to allow students to explore their passions, interests and individual educational needs through offering a variety of Art and Technologies subjects.

In alignment with the Victorian Curriculum, students in Years 9 and 10 will continue to undertake the compulsory studies of English, Mathematics, Science, Humanities, Health and Physical Education, Faith Education, Pastoral Care, B4W (Year 9 Students), Arts and Technology. Students will also have the opportunity to engage Languages - Indonesian, Vocational Education and Training (VET), School Based Apprenticeships and Traineeships (SBAT) and VCE General Mathematics in Year 10.

The Encounter Curriculum offers future opportunities for our students and College as we continue to support our students in preparing for the final years of compulsory education. The curriculum uses a VCE Assessment philosophy, providing rigour and preparing students for Years 11 and 12.



Student Wellbeing

Student Wellbeing

As a Catholic College, student wellbeing is a priority and pastoral care is provided to students by all staff members. We are committed to the personalisation of learning and we aim to get to know all students, notice changing needs and adapt teaching styles accordingly. This also applies to the social and emotional development of students.

To assist each student, there is a Homeroom/Classroom Teacher appointed for each group of students. This teacher is responsible for looking after the daily needs of the students in her/his care, and this includes each child's spiritual, social, physical and academic development.

Positive Behaviour School

St Mary's College is a Positive Behaviour School that places an emphasis on building strong positive relationships with both students and parents. This approach aims to teach and develop the expected behaviours. Our College Tag and Student Expectations were borne out of the pillars of the School Wide Positive Behaviour Program.

Wellbeing Team

The Wellbeing Team consists of Deputy Principal (Wellbeing) and three Level Co-ordinators. Each Level (F-4, 5-7 and 8-10) within the College contains a Level Co-ordinator. The Co-ordinators work closely with all staff and students within the level to maximise both wellbeing and learning opportunities. When issues arise with an individual student, parents/guardians are encouraged to make contact with class/homeroom teacher or the appropriate Level Co-ordinator.

Student Management Team

The Student Management Team includes the Principal, Deputy Wellbeing, Learning Diversity Leader and the College Counsellor. This team oversees the students across all levels and monitors progress from an academic and wellbeing perspective.



St Mary's College Tag

St Mary's TAG was developed across the College to enhance student wellbeing. The TAG: Act Justly, Show Respect & Do Our Best captures the three important pillars for maintaining good relationships. All students and staff belong to a TAG BUDDY team. These TAG BUDDIES are teamed up with students within the College. The TAG BUDDIES come together regularly with the aims of having fun, getting to know others and strengthening our TAG – Act Justly, Show Respect, Do Our Best.

Student Expectations

The College expectations provide students with knowledge and understanding of their rights and responsibilities and are the foundation for expected behaviour in all aspects of school life:

- to wear our College uniform with pride;
- be punctual and prepared for learning;
- to care for our environment and resources;
- be respectful of each other in our community with both voice and actions;
- to interact in a safe and inclusive manner;
- to challenge yourself to achieve your best;
- to support our Catholic Ethos which is at the heart of everything we do.



Student Wellbeing

Behaviour Management Policy

The St Mary's College Behaviour Management Policy is a redemptive policy that facilitates responsible self-discipline among students. The policy is grounded in the Restorative Practice view of welfare management – restoring right relationships. Welfare measures protect the rights of students, parents and teachers, enabling students to achieve in a safe and happy College environment. Rights and responsibilities encourage students to, “progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.” (*CEM Pastoral Care of students in Catholic Schools*).

Students are made in the image of Christ. Christ was caring; compassionate and forgiving. Christ also showed tough love when tough love was needed. Tough love has its place in this policy. Students need boundaries and feel secure when they have clarity of their rights and responsibilities. The emphasis on team is critical to positive outcomes in behaviour management. The policy is flexible, allowing for personal issues that can affect behaviours and the ‘possible welfare measures’ that can be applied.

The policy allows for sufficient flexibility and tolerance to accommodate individual differences and varying circumstances. Mediation, negotiation and restitution are integral to pastoral care and behaviour management promoting reconciliation with those who are affected by unacceptable behaviour.

Uniform Policy

St Mary's College will be recognised, in part, by the way we present ourselves in the community. This includes the way the uniform is worn and the grooming of the students.

The Uniform Policy provides clear expectations for students and parents on Uniform requirements.



eSmart School

In 2016, St Mary's College received formal accreditation as an eSmart school.



eSmart is a program to assist schools to build and maintain positive culture and behaviours in relation to the use of digital technologies:

- a whole-school approach;
- embraces technology's benefits;
- reduces students' and teachers' exposure to risk.

eSmart provides the framework to:

- guide and support schools to implement relevant cyber-safety policies, practices and curriculum;
- equip school communities, particularly children and young people, to be safe and responsible when using computers and mobile phones;
- reduce cyber-bullying and other cyber-risks.

Student Leadership

Student voice is very important within the College. At Year 10 Student Leaders are elected to form the Student Leadership Team. This team includes 2 College Captains, 2 College Vice Captains and Community and Wellbeing Leaders. Together, with the Sports Captains, this team meets regularly with staff to discuss, plan, support and guide the College and students in a range of areas.

Year 5 – 9 Class Captains and Community Leaders are also elected each year for their leadership skills, their willingness to take on responsibilities, their ability to support fellow students and to act as a role model. Our Sports Leaders for Padua and McAuley are elected for the year in both primary and secondary.

Transition

St Mary's College takes pride in ensuring all new families feel welcomed and supported when transitioning into our College. Being a Foundation to Year 10 College means that there are many considerations within our Transition policy and procedures. This is to ensure we have an encompassing process that caters for:-

- Kindergarten to Foundation;
- Year 6 to Year 7;
- New Students in different year levels (Primary and Secondary).



Student Wellbeing

Some of the transition events include Open Day, Information Evenings, Kinder visits, and Orientation Days. All important transition events and dates are communicated to families in a timely manner through a range of sources.

Student Support

St Mary's College offers a College Counselling Service to all students. The College Counsellor is an employed member of the school faculty and as such, is required to interact in a holistic manner. This approach sees the College Counsellor working with and alongside other staff members, students, parents and at times external agencies. The College Counselling program is a collaborative program across the whole school community which is inclusive of but not limited to individual counselling, group counselling and mental health and wellbeing workshops.

Assemblies

Whole College Assemblies and Level Assemblies are prepared and presented by staff and students. They cover a wide range of topics and include a strong focus of student achievement.



College Production

Every two years the College presents, to the community, a major play or musical.

Students in Years 5-10 are given the opportunity to be involved as either cast or crew.

College Art Exhibition

Every two years the College presents, to the community, an exhibition of students' art works. The exhibition is linked to events that take place in the wider community and draws interest from a wide range of people.



Camps And Excursion

Students participate in a range of excursions, incursions and camps that support the curriculum program.

College Socials

College Socials are offered to students (Year 7-10) and provide a social outlet for young people in a supervised environment.



Sports Events

The students participate in College Swimming, Athletic and Cross Country carnivals.

The College is a member of the Seymour District Schools Sports Association (SDSSA) and the Sandhurst Northern Zone Sports Association. These organisations provide students with the opportunity to compete at inter-school, district and state level.





General Procedures

Daily Organisation

The Primary and Secondary Campuses run on a common timetable format. Whereas the Primary Campus uses blocks of time, the Secondary Campus timetable consists of a 25 period week, with lessons of 60 minute duration.

Bell Times 2020

Homeroom	8:45 – 8:55am
Period 1	8:55 – 9:55am
Period 2	9:55 – 10:55am
Recess	10:55 – 11:20am
Period 3	11:25am – 12:25pm
Period 4	12:25 – 1:25pm
Lunch	1:25 – 2:10pm
Period 5	2:15 – 3:15pm

College Office

Office Hours are 8:15am to 4:30pm.

The College Administration and Reception is situated at 90 High Street. All visitors are required to report to administration.

Newsletter

'The Marian' is named in honour of Mary, our Mother. The College newsletter is published fortnightly and is emailed home to families and uploaded to the College website and Facebook page in Week A on Friday afternoon.

Canteen

The Canteen is open every day and aims to provide healthy snacks, drinks and lunches.

A list of prices is uploaded to the College website at the beginning of the year. Parents are asked to supervise carefully the amount of money children have to spend each day.

The Canteen relies on volunteer helpers to operate. Parents, carers and grandparents assistance is welcomed.

Student Passes

If it is necessary for students to leave the school during the day, notification should be provided via PAM or in writing. It is expected that requests are only made for important matters, such as a doctor's appointment. Passes for the purpose of buying lunch are not permitted as there is a College Canteen.

Yard Supervision

Teachers are on duty from 8:30am. Students must not arrive at school prior to this time.

After school supervision is provided in McIntyre Street at the Bus Departure points from 3:15pm until the departure of the last bus (approximately 3:40pm)

Students still in the grounds when the last bus departs will be expected to wait for their parents/guardians at the Office.

Transport

Train- VLine travels from: **Wallan, Kilmore, Wandong, (Heathcote Junction), Broadford and Tallarook.**

Bus- Buses travel from the following areas:
Avenel, Glenaroua, Highlands, Nagambie, Puckapunyal, Pyalong, Tallarook, Strath Creek, Yea.

For more information contact Seymour Coaches on 5792 1181 or via the website: seymourcoaches.com.au

Tuition Fees and Levies

The current Fee Schedule is available on the College website.

Fees and Levies for the whole year are charged to the account in first term. Direct Debit is the preferred payment option. Arrangements may be made with the College to pay per term, per month or per fortnight and prompt payment of the arrangement is appreciated.

Family Fees

Applied per family per year. Charged to the account first term and payable in full by the end of October each year.

Curriculum and Excursion Levies

Applied per student per year. Charged to the account first term.

- Curriculum Levies are due by the 1st June.
- Excursion Levies are due by the end of October.

The Tuition Fees and Levies cover the cost of general materials and equipment used by all students.



General Procedures

Excursion/Camp/Fees

Excursions/Camp fees will be within guidelines set by the College Education Board and charged to accounts.

Concessions

Concessions are available for those who have either short or long term difficulty paying fees. Parents who have such difficulties are urged to contact the Principal or the Business Manager as soon as the need arises so that the appropriate arrangements can be made.

SIMON

SIMON is a Learning Management System used by the College that allows staff and students to interact with assessment materials, and to view daily communications, timetables and calendars.

The parent version of SIMON is the **Parent Access Module (PAM)**.



As a parent/guardian you are able to use PAM for the following:

- View a calendar of upcoming school events.
- View your child's timetable and our bell times.
- View your child's commendations.
- View and reflect on completed student assessment tasks (Years 7-10).
- View your child's School Report.
- Book Student/Parent/Teacher Interviews.
- Report a daily student absence to the school.

PAM can be accessed through the St Mary's College website smseymour.catholic.edu.au or via the following direct link: <https://pam.smseymour.catholic.edu.au>

Your PAM account will be set up as part of the initial student enrolment process and an invitation will be emailed to you. Your username will be your email address. To set up your PAM password or to reset it any later time, simply click on the 'forgot password' link on the PAM homepage.

CareMonkey

CareMonkey is a parent controlled electronic medical form for schools, clubs and other groups that have a duty of care to your child. It provides parents the opportunity to update medical information promptly and accurately while providing the school with instant access to the emergency information provided by you. St Mary's College uses the CareMonkey app in the best interest of the children whilst also reducing the burden on parents to fill out the same information on multiple forms throughout the year for camps and excursions.

Users can access CareMonkey via a PC, laptop, tablet or smartphone. The following are some of the details you can enter:

- Medical conditions, for example: anaphylaxis & allergies, asthma & diabetes. Note children diagnosed with anaphylaxis, allergies & asthma must have a current Management Plan signed by their doctor.
- Emergency contacts.
- Medical contacts.
- Health and ambulance insurance details.
- Notes and other care instructions from parents and more...

As a parent/guardian you will receive an invitation to join CareMonkey and enter details for your child/children. By following the instructions you can create your own free CareMonkey account and control all data about your child/children. The CareMonkey system stores the information on your behalf and you will be able to grant (or deny) access to your data with our school. You are also able to share this data with any other group or individual you choose (eg. your child's grandparents, their childminder, their sports club, etc).

From the schools perspective, this information will only be visible by the relevant staff for your child and will be managed in accordance with the Privacy Act. You don't need to do anything until you receive the email requesting the information.

You can also visit the CareMonkey website for more information: www.caremonkey.com or contact the College office for assistance.