

St Mary's College

Protect and Care for Us



Prospectus

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Vision Statement

Our Vision

St Mary's College, Seymour is 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.

Our Crest

Our College crest represents the following: -

The Cross is the symbol of Christ and Catholicity.

The Rose is the flower of Mary and the rose garden planted by the Mercy Nuns over 80 years ago.

The Hands are Praying Hands and Hands of Service.

The two yellow circles symbolise St Mary's & Sacred Heart amalgamating in 1988.

Our Motto: Asking for Jesus to Protect and Care for Us.

Blue and Gold: are the colours of our College Uniform.



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 of 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 School Advisory Council, committed Parents and Friends Committee 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 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 education 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-curricular 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 instil 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 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.

Best Wishes,



DipEd(ACU) DipREd(ACU) Bed(ACU) GradCertEdAdmin(Edith Cowan)
GradDipREd(ACU) Med(Charles Sturt) MTheoStudies(BBITAITE)



Catholic Education in Seymour

Our History

St Mary's School commenced in 1880 in the 'old Church' which in later years became the Parish Hall. Two lay teachers, Misses Renehan 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 Miss O'Donnell. Later, Miss Graham and 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 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 to Year Ten College.

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 Street frontage of the College grounds was opened to provide a contemporary work space for the administration of the College.

In 2020 the College sought advice from Sr Silvia Williams and past teacher Mr Brian O'Dwyer to refurbish the Mercy Centre as a place for reflection for staff and students.

Our Future Planning

This year 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 2021 to develop a Master Plan to meet the demands of future regional population growth.



Governance of the College

St Mary's College is governed by St Mary's School Advisory Council (SAC), under delegation from the Canonical Administrator (Parish Priest – Seymour) in accordance with the Constitution approved by the Archbishop.

The main responsibilities of the SAC 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:
 - a. maintaining the Catholic nature of the College;
 - b. ensuring that the Religious Education 'To Know, Worship & Love' texts are used as the basis for teaching;
 - c. promoting the development of a Christian community within the College;
 - d. sponsoring a comprehensive curriculum which underpins the Catholic ethos of the College;
 - e. 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:
 - a. elected Government;
 - b. the rule of law;
 - c. equal rights for all before the law;
 - d. freedom of religion;
 - e. freedom of speech and association;
 - f. 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 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 elevate the effects of the SAC'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 accordance 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 SAC 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 SAC for specific purposes.

The Decision-Making Process

The SAC 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 SAC's deliberative process.

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 (MACS) and is built upon the following principles:

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

Aim

To optimise student learning progression through the implementation of the F-10 Victorian Curriculum and the Renewed Education Framework from the Archdiocese of Melbourne.

Curriculum

Curriculum is the common set of knowledge and skills required for lifelong learning, social development, and active and informed citizenship. (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. Educator's support all to flourish by intervening as early as possible to meet the individual needs and abilities of each student.

Implementation

- The College maintains a consistent approach across all levels in planning and in the teaching of the content of the Victorian Curriculum.
- The College community is informed of curriculum direction and implementation across the school via the Annual Report to the College Community, the Marian newsletter, the College website and Parent Information Nights.
- The Director of Learning and Teaching 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 College professional development opportunities will be provided, as well as individual plans that cater for the 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. They include recording adjustments for students as required.
- 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.

Overview of Learning

Years Foundation to Year 4- Stability, consistency, confidence

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

Foundation to 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 classes in Indonesian, Art and Performing Arts.
- Specialist support is given to teachers in Physical Education.
- To support the strategic goal to improve reading outcomes. The College is implementing the phonics-based program 'InitialLit'



Years 3-4

Learning areas are expanded and deepened; the Humanities, Science and Technologies are incorporated into the design and inquiry units.

- Students become more resilient as problem solvers, they take increasing responsibility for their learning, they see themselves as learners.
- Specialist teachers

Years 5-6 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 a 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.
- They become more expressive and creative in Art, Music and Performing Arts.
- Specialist support is given to teachers in Science.
- Students use a range of devices and increase their awareness of being eSmart in their use of technology.

Years 7-8 Resilience and Exploration

Exploration

Students transition from primary school settings and structures to the secondary model of timetable and schooling. They learn to be accountable for their own learning and manage their routines, and to organise their work and study. They experience learning in a wider variety of subjects and locations in order to make informed choices for the start of Year 9.

- Students experience explicit teaching in all learning areas, and begin to see connections between skills and attitudes that can be applied across a range of subjects.
- Students are offered increasing public forums for their work. The College Production, Art Show and Parent Nights.
- Through the House Mentor System, students develop independent organisation skills and connect to our College Community.



Years 9-10 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 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 in Year 10 prepare for and participate in one week of work placement.
- Students assess their strengths in order to make course selection for Year 10.
- Students are offered VCE Mathematics Units 1 and 2 (2021) and VET (Vocational Education & Training) Certificate II in Applied Language – Indonesian.
- Year 10 students are also offered various external Certificate II and III VET courses.

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 Year 7-10 the capabilities are allocated across learning areas and explicitly taught.

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)

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

Beginning in 2019 we provided Year 9 and 10 students with further elective subject opportunities so they can engage in a wider curriculum encounter. In recognition of the need for students to be exploring pathways at this time in their education, some flexibility is provided allowing students to explore their passions, interests and individual educational needs, through offering a variety of Arts and Technology 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, Arts & Technology, STEM and Agricultural Studies have also been offered. Students will also have the opportunity to engage in 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.

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, fundraising 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 College, we gather for Masses and Liturgies throughout the year to celebrate Feast days and days of special significance. Our College parents and parish community are always welcome to join us during these times.

Sacraments

Parents are welcome to contact Mrs Rochelle Gough (Director of Faith & Mission) 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



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 centred 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 Faith Education curriculum that is drawn from the Religious Education Curriculum 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



Student Wellbeing

St Mary's College strives to create an optimal learning environment where students feel safe, supported and respected and where a strong sense of belonging is experienced through their connection to their peers, school, family and community.

Every member of our College community assumes an important role in promoting student wellbeing.

We recognise that students are able to engage fully with their learning when their social, emotional, spiritual and physical wellbeing is healthy and when they possess a strong sense of self-worth.

In keeping with the College philosophy of developing the whole person, House Mentor Groups operate from Year 7 to Year 10. House Mentor Groups are designed to develop and encourage a sense of belonging. The House Mentor promotes the charism of St Anthony of Padua and Catherine McAuley, as an example for the students to follow and reflect in their own lives. House Mentor Groups consist of students from across the Year 7-10 levels, in family groups, with the same House Mentor for the student's entire secondary school journey.

Our teachers seek to understand and meet the needs of all learners, so that every student can experience success. We acknowledge that all students grow and develop differently, which is supported by our structures and programs. Individual support is also offered to students, through the College Counsellor, Learning Diversity Leader, Defence School Mentor, Wellbeing Program Officer and the Wellbeing team.

Social and Emotional Learning (SEL) is the process through which we learn to recognise and manage emotions, care about others, make good decisions, behave ethically and responsibly. At St Mary's College SEL is woven into every learning opportunity and interaction. We use the Second Steps SEL program during Pastoral Care lessons with follow up sessions occurring as they become appropriate.

Supplementary activities are also provided in addition to the Second Steps programs. We endeavour to keep the program dynamic, relevant and accessible so that our students are well informed and equipped to make responsible choices about their wellbeing.



The Padua House at St Mary's College was named after St Anthony of Padua. He was born in 1195 and died in 1231. His feast is June 13th. St Anthony of Padua was a great teacher and an exceptional preacher. St Anthony of Padua is the saint to pray to when you have lost something. The Padua team colours are Gold and Green.

The McAuley House at St Mary's was named after Catherine McAuley. She founded the Sisters of Mercy in Ireland in 1831. She worked tirelessly for the poor and sick. Catherine McAuley established many convents and schools. St Mary's College was founded by the Sisters of Mercy. The McAuley team colours are Red and Blue



Defence School Mentor

St Mary's College Defence families are supported by our Defence School Mentor (DSM). DSM's assist Defence families transition into and out of school and support them to become integrated members of the College and local community. They provide lunch time activities for defence students, assist in classrooms and at school events. DSM's also provide support during times of parental absence and raise awareness of the unique needs of defence families due to the military lifestyle.

Mrs Emma Marrinan is currently based at the College Monday, Tuesday and Thursday during school hours and can be contacted via email: emma.marrinan@smseymour.catholic.ed.au or by phoning the College Office.

College Chaplain

St Mary's has received a two-year funding grant for a Chaplaincy role at the College.

This National Government position focuses on supporting wellbeing programs, specifically designed to benefit targeted student groups.

College Nurse

This is a new permanent position that will provide first aid and acute care for students who have chronic illness.

The College Nurse will promote healthy living programs and provide professional learning for staff and the College Community.



Painting by Ms Ally Yardley, Art Teacher St Mary's College

'Let our action and words be shining lights for others.'

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 lesson of 60-minute duration.

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 newsletter is published weekly and is emailed to families, uploaded to the College website and Facebook on Thursday afternoons.

Bell Times 2021		
Supervision of students begins at 8:30am		
Homeroom	8:45	8:55
Period 1	8:55	9:55
Period 2	9:55	10:55
Recess	10:55	11:20
Period 3	11:25	12:25
Period 4	12:25	1:25
Lunch	1:25	2:10
Period 5	2:15	3:15

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. Assistance from Parents, Carers and Grandparents is welcomed.

Student Passes

If it is necessary for students to leave the College 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-V/Line 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 and Yea.

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

College Fees and Levies

Information regarding the current Fee Schedule is available on the College website and is included in the Enrolment Pack.

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 or through 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 at a later time, simply click on the 'forgot password' link on the PAM homepage or contact the College Office for assistance on 579 22 611.

Operoo

Operoo 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 Operoo 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 Operoo 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 Operoo and enter details for your child/children. By following the instructions, you can create your own free Operoo account and control all data about your child/children. The Operoo system stores the information on your behalf and you will be able to grant (or deny) access to your data with the College. You are also able to share this data with any other group or individual you choose (e.g., your child's grandparents, their child-minder, their sports club, etc). From the College's 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 Operoo website for more information: www.Operoo.com or contact the College office for assistance on 579 22 611.