



Bishop Drutt College  
Secondary School  
Years 7 to 12  
Handbook  
2017



# HANDBOOK CONTENTS

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## 2017 TERM DATES

<b>Term 1:</b>	<p style="text-align: center;">Tuesday 31<sup>st</sup> January: first day for Years 1 – 6 and Years 7, 11 and 12 Kindergarten Best Start commences</p> <p style="text-align: center;">Wednesday 1<sup>st</sup> February: first day for all other years End of Term 1: Friday 7<sup>th</sup> April</p> <p style="text-align: center;"><i>Thursday 26<sup>th</sup> January: Australia Day public holiday Friday 14<sup>th</sup> April: Good Friday Monday 17<sup>th</sup> April: Easter Monday</i></p>
<b>Term 2:</b>	<p style="text-align: center;">Monday 24<sup>th</sup> April to Friday 23<sup>rd</sup> June</p> <p style="text-align: center;"><i>Tuesday 25<sup>th</sup> April: Anzac Day public holiday Monday 12<sup>th</sup> June: Queen's Birthday public holiday</i></p>
<b>Term 3:</b>	<p style="text-align: center;">Monday 17<sup>th</sup> July to Friday 22<sup>nd</sup> September</p> <p style="text-align: center;"><i>Thursday 3<sup>rd</sup> August: Coffs Cup half-day holiday (pupil free day)</i></p>
<b>Term 4:</b>	<p style="text-align: center;">Monday 9<sup>th</sup> October to Wednesday 6<sup>th</sup> December</p>

## 2017 BELL TIMES

	Monday		Tuesday–Thursday	Friday
Roll Call		Roll Call	8:45 – 8:55	8:45 – 8:55
Period 1	8:45 – 9:45	Period 1	8:55 – 9:55	8:55 – 10:00
Period 2	9:45 – 10:40	Period 2	9:55 – 10:55	10:00 – 11:00
<b>Recess</b>	<b>10:40 – 11:00</b>	<b>Recess</b>	<b>10:55 – 11:15</b>	<b>11:00 – 11:20</b>
Period 3	11:00 – 11:55	House Period	11:15 – 11:35	11:20 – 12:25
<b>SPORT</b>	11.55 – 1:40	Period 3	11:35 – 12:35	12:25 – 1:30
		Period 4	12:35 – 1:35	
<b>Lunch</b>	<b>1:40 – 2:00</b> <b>2:00 – 2:20</b>	<b>Lunch</b>	<b>1:35 – 1:55</b> <b>1:55 – 2:15</b>	<b>1:30 – 1:50</b> <b>1:50 – 2:10</b>
Period 5	2:20 – 3:15	Period 5	2:15 – 3:15	2:10 – 3:15

***Assembly is held every Thursday at 11.15am***

## HISTORY OF THE COLLEGE

Bishop Druitt College takes its name from the Right Reverend Doctor Cecil Henry Druitt, MA, DD who served from 1914-1921 as the first Bishop of the Diocese of Grafton. Cecil Henry Druitt was a godly man who believed deeply in the potential of the younger generation. Educated in Bristol, England in the 1880s, he read the Old Testament directly from the Hebrew. He was awarded a Master of Arts in 1901 and a Doctor of Divinity in 1911.

A lecturer at St Aidan's College Birkenhead, Dr Druitt was appointed Coadjutor Bishop of Grafton and Armidale on the 6th of August 1911. The Diocese of Grafton was formed in 1914 and Dr Druitt was elected Bishop on the 26th of March. A diabetic, the bishop continued to work despite his increasing ill health. When he could not stand up he delivered many sermons from his chair and had a sign placed at Grafton Racecourse asking the question 'What will win? Come to the Cathedral at 3 o'clock and find out'. He travelled to the Lambeth Conference in England in 1920 but died the following year, not long after his return to Grafton.

Bishop Druitt College was the brainchild of Ken Langford-Smith, Headmaster of The Armidale School, and Father Stephen Pullin, Rector of St. John's Anglican Church Coffs Harbour. Among others, they decided that an independent Anglican college would be a success in Coffs Harbour.

After much preparation, land was purchased in the North Boambee Valley in 1993 and building began. The college opened in 1994 with 57 primary students and this number grew rapidly to 100 students by the end of the year. In 1995 the secondary school opened in newly built classrooms. Since then development has been rapid with the student body growing to around 1200 in 2011, with some 150 teaching, administrative and property maintenance staff.

The college aims to educate students within a Christian framework, providing quality teaching, excellent facilities and a wide program of activities all focussed on the full development of the individual. The school has quickly gained an enviable academic record, has become a leader in music, drama and art, and has a varied sporting program. Bishop Druitt College is one of six Anglican schools on the North Coast from Taree to Tweed Heads.

### The Bishop Druitt College Crest

The college crest portrays in stylised form a bishop's mitre that represents both the authority of the Anglican Diocese of Grafton and the office of the Reverend Doctor Cecil Henry Druitt, after whom the college is named. The waves evoke the waters of the Northern Rivers area in which the diocese is located and recall the same feature on the crest of the Diocese of Grafton. The school motto 'Faithfulness in service' is taken from a theme that Reverend Doctor Druitt addressed in a school sermon.

## COLLEGE INFORMATION

Street address:	111 North Boambee Road Coffs Harbour NSW 2450
Postal address:	PO Box 8004 Coffs Harbour NSW 2450
Telephone:	(02) 6651 5644 (Administration)
Facsimile:	(02) 6651 5654
E-mail address:	<a href="mailto:secretary@bdc.nsw.edu.au">secretary@bdc.nsw.edu.au</a>
CRICOS code	02333G
Motto:	Faithfulness in service
Consecration:	Reverend Doctor Cecil Henry Druitt, MA, DD First Bishop of the Diocese of Grafton, 1914-1921







### College Executive

Principal:	Mr Alan Ball
Chaplain:	Reverend Naomi Cooke
Assistant Principal (Head of Secondary):	Mrs Carmel Spry
Director of Learning and Teaching:	Mrs Kathleen Collin
Director of Pastoral Care:	Mr Jamie Murgatroyd
Business Manager:	Mr Shane Oxley

## SCHOOL HOUSES

The names of the six secondary houses at Bishop Druitt College acknowledge the outstanding achievements and contributions of six exemplary contributors to contemporary Australian culture. Their accomplishments establish goals for which all Bishop Druitt College students can strive - in the creative and performing arts, in sports and in community service.

Students are assigned to houses for pastoral care, tutor meetings, peer support, student leadership, chapel, sports, arts and other activities. All students are encouraged to represent their house in as many activities as their talents and interests allow. Some activities are compulsory whereas others are either voluntary, by appointment or by election. Every student is expected to support their house to the best of their ability.

SYMBOL	SECONDARY HEAD OF HOUSE House Colour	BACKGROUND
	<b>Mrs Alison Hollier</b>  Blue	<b>Cottee</b> House takes its name from Kay Cottee, Australian solo global sailor. Kay became the first woman in history to complete a solo, non-stop and unassisted voyage around the world. In recognition of her achievements Kay was made an officer of the Order of Australia and was then awarded the honour of being named Bicentennial Australian of the Year. Since her voyage Kay has been involved in many charities.
	<b>Mr Paul Driscoll</b>  Red	<b>Hollows</b> House takes its name from Fred Hollows, ophthalmologist (eye doctor). Fred Hollows, a New Zealander, became involved in the struggle for Aboriginal land rights and better health. He helped to set up the first Aboriginal medical centre and established the National Trachoma and Eye Health Program which provided treatment to more than 450 remote communities. In his lifetime Fred gave lost eyesight back to thousands of people from all over the world. Hollows said: <i>'To my mind, having a care and concern for others is the highest of the human qualities'</i> .
	<b>Ms Kellie Reinhold</b>  Orange	<b>Kngwarreye</b> House is named for Emily Kngwarreye (pronounced <i>Ung-warh-ay</i> ) who was born around 1910 at Alhalkere, Utopia Station, in the Northern Territory. She was raised on the land as a traditional Australian Aboriginal. Her first contact with Europeans was in about 1919. She worked as a stock hand on pastoral properties, showing her forceful independence at a time when women were only employed for domestic duties. Kngwarreye took up painting in her seventies and developed a distinctive and original style based on the traditions of her people. Though many aboriginal paintings are focused on dreamings, Emily chose to present a very broad picture of the land and how it supports the Aboriginal way of life. Today paintings by Kngwarreye are in the permanent collections of most of the public museums around Australia. Her paintings are sought after by art collectors both in Australia and around the world.
	<b>Mr Louis Van Dartel</b>  Green	<b>Murray</b> House takes its name from Les Murray, world-renowned poet and Australia's Poet Laureate. His poetry, which has made him one of Australia's leading literary figures, is revered for its perceptive and pungent evocation of rural life. Les Murray is the school's patron and officially opened the school on 13 July 1994. A poem written specifically for the school's foundation is located in the foyer of the school's front office.
	<b>Ms Maree Purcell</b>  Yellow	<b>O'Shane</b> House takes its name from Pat O'Shane, a leading Aboriginal magistrate in NSW. Many of her achievements have been a first for her people and she is seen as a role model. After finishing school Pat studied at Queensland University and became a teacher. After moving to Sydney she studied law, graduating as Australia's first Aboriginal lawyer. As a lawyer Pat has been able to influence from within what she describes as an unfair system. Her priority has been to improve health, housing and education facilities for her people.
	<b>Ms Katie Gudgeon</b>  Black	<b>Sutherland</b> House takes its name from Dame Joan Sutherland, one of the world's greatest operatic sopranos. When Joan auditioned to sing in her school's choir she was told that her voice was too loud as it overpowered the other singers. In 1951 she began study at the Royal College of Music and the next year she made her successful debut in <i>The Magic Flute</i> . Her international career was launched in 1959 with a stunning performance in Donizetti's <i>Lucia di Lammermoor</i> . Since then Dame Joan has graced all the stages of the world's great opera houses and has sung in nearly sixty different operatic roles.

# GENERAL INFORMATION (A – Z)

## ATTENDANCE

To maximise opportunities for learning, students must attend school regularly and be punctual for all lessons. Students are required to be at school at least 5 minutes before the start of classes and will not be allowed to leave school before the formal close of lessons unless consent is given by a parent/carer, and/or the Assistant Principal (Head of Secondary). Typically, students must attend school for a minimum of 85% of all tuition days. Students with significant records of absence may be required to submit medical certificates each time they are absent.

## ABSENCE

In accordance with NSW law, absence from school for any period of time during the day requires a letter of explanation from a parent or carer:

### Absence for an entire day or for a couple of days:

Parents/carers are requested to notify the school via the Parent Lounge or by email to [absence@bdc.nsw.edu.au](mailto:absence@bdc.nsw.edu.au) by 9:00am if their child will not be attending that day and prior notification has not been given. If the school has not been notified of the absence through the Parent Lounge or email, an SMS message will be forwarded to parents asking them to advise the school of their child's absence. If the Parent Lounge submission or email has been used to supply details, no further notes are needed on return to school.

### Absence within a day (Years 7-11):

- Late arrival:** students must report to the secondary office immediately on their arrival at school to sign in. A parent or a note to explain the reason for the lateness must accompany any students arriving after 9.10am. If this is not provided, a confirmation phone call will be made to a parent/carer. After this is done the student reports directly to their current class and shows their late slip to their class teacher.
- Early departure:** if a student has an appointment during school hours they are required to bring a note written, signed and dated by a parent/carer. This note must be shown to the student's class teacher immediately prior to their departure. When dismissed from class students are required to report to the secondary office and wait for a parent to sign them out before leaving the school.
- Return after partial absence:** if a student returns to the school that day the procedure that applies is identical to that for late arrival.

Students who fail to comply with these guidelines will be treated as truants. Parents/carers may be asked to present identification when collecting students.

**Year 12 students:** are permitted to arrive after a study lesson if it falls before recess. They must sign in at the secondary office on arrival at school. Year 12 students may leave the college at the end of their last scheduled lesson of the day. They must sign out at the secondary office. This should be regarded as a privilege rather than a right, and any breaches of these procedures may put this privilege at risk of being forfeited.

If students are required to leave during the course of the day for appointments such as medical, etc. written permission from a parent/carer must be produced before students are permitted to sign themselves out.

### Extended leave

Requests for extended leave from school must be addressed in writing to the Principal. An 'application for extended leave – vacation/travel' form must be completed and can be delivered to the front office reception. These forms can be found on the college website at <http://www.bdc.nsw.edu.au/assets/pdf/General/Application-for-extended-leave-vacation-travel.pdf>

### Requests for substitute work

Substitute work can be arranged ahead of time if a student is going to be absent for a week or longer. Please note that the school staff need a week's notice for this to be organised. It is the responsibility of students to ensure they adequately catch up all missed work as soon as possible following their return to school.

## ACCIDENTS / ILLNESS

**Students should NOT be sent to school if they are ill.** However, if a student becomes sick or is injured during the course of the day it must be reported immediately to a member of staff. Minor injuries are treated at school and the secondary office sick bay is used in cases of mild illness where a short recovery period is envisaged. In more serious cases, or where it is clear the student will not be able to return to class, parents will be contacted to arrange further treatment or transport home. If the injury/illness is deemed serious the ambulance will be called. Where parents are unable to be contacted, persons listed as emergency contacts will be telephoned.



Please ensure that your contact details are up to date. The secondary office sick bay staff have basic first aid qualifications and offer first aid treatment only. Any health enquiries and issues should be directed to your local doctor. Students in Years 10-12 can apply for illness/misadventure provisions where appropriate. Students should refer to the *Years 10-12 assessment handbook* located on the library website or seek advice from the Director of Learning and Teaching as soon as the circumstances of the illness/misadventure permit.

## ALCOHOL AND BANNED SUBSTANCES AND ITEMS

The following items **must not** be brought onto the school campus or to any school event at any time: alcohol, tobacco, any illegal substance, aerosol sprays (including deodorant sprays), super glue, chewing gum or bubble gum, liquid paper (in bottles), cigarette lighters, any item designed to shock or injure other students, knives, skateboards and rollerblades (unless signed into the secondary office storeroom during school hours), water pistols and any other projectile weapons, laser pointers and medications (both prescription and non-prescription) that have not been approved by the family doctor for self-administration.

## BEHAVIOUR AND TREATMENT OF OTHERS

A school is a community of people of differing ages and experience – staff, students, parents/carers and friends. Bishop Druitt College is committed to developing and maintaining good lines of communication between people, based on mutual trust and respect, honesty and empathy. Bishop Druitt College aims for members of its community to be able to relate to each other in an open, positive and affirming environment. In order to achieve these aims there are areas of school life in which there are very clear policies:

- a) **Anti bullying and harassment policy** – Bishop Druitt College is committed to providing a safe learning environment. The physical, emotional and moral health of all students is valued above all else. The college actively discourages bullying and harassment of any kind, in line with current laws in New South Wales that state that bullying and harassment are illegal, as is the victimisation and harassment of anyone reporting bullying. A copy of the policy and further information for parents and students about bullying and harassment can be found at <http://www.bdc.nsw.edu.au/policies>
- b) **Behaviour management policy** – This policy reflects our *Respect for all* document and the 'rights and responsibilities' displayed throughout the school. Bishop Druitt College must be a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach must be supported. A copy of the policy and Bishop Druitt College's behaviour management procedures are available at <http://www.bdc.nsw.edu.au/policies>

## BRING YOUR OWN TECHNOLOGY (BYOT)

Bishop Druitt College has adopted an obligatory 'bring your own technology' (BYOT) approach for students in Years 7-12 and a voluntary policy for students in Years 5 and 6. This approach encourages and expects students to bring a computer device such as a laptop or iPad to school to use in their learning, as long as the device conforms to the recommended device specifications relevant to their year level that are published on the college website at <http://www.bdc.nsw.edu.au/byot>

Students are responsible for the care of their devices. While the school will support students to manage their individual devices, the final responsibility will rest with each student. Any phone internet connection, such as 3G, YesG or NextG, must be switched off, if possible, and the device priority pointed to the school's wireless network. Accessing the internet independently of the school's proxy servers (i.e. by personal ISP) is not allowed, in order to ensure cyber safety.

The policies below also relate to the use of BYOT and school supplied devices and networks.

### Electronic device policy

This policy covers the acceptable and unacceptable uses of personal electronic devices such as mobile phones, iPods, laptops and iPads that students bring to school. Classroom use of devices is at the discretion of the individual teacher in each lesson.

While not in use, all computer devices should be clearly visible in the classroom on the desk. Electronic devices must not disrupt classroom lessons with audible tones or beeping. Using electronic devices to photograph teachers or students without permission, to bully or to threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour. Electronic devices should be locked securely in lockers provided by the college during break times and when not in use. The full policy can be found at <http://www.bdc.nsw.edu.au/policies>

Using personal technologies brought to school in a way that breaches this policy may result in disciplinary action being taken. Disciplinary action may include limitation or removal of BYOT privileges and/or temporary confiscation of personal technologies.

## Mobile Telephones and Personal Sound Technology

Mobile telephones and personal sound technology are brought to the school at the student's risk. The school cannot be held responsible for loss or damage to such equipment, however caused.

- Mobile phones must not be used during school hours. Secondary students may use their mobile telephones at the end of the school day and/or on the conclusion of afternoon co-curricular activities if they need to make extraordinary transport arrangements with their parents or family members as authorised with the school.
- Mobile telephones must not be taken to lessons but should be kept secured in the student's locker or given for safekeeping to a member of staff.
- Parents needing to contact their children during the day must not call their child's mobile phone, but instead email their child's school email account, or contact the secondary office.
- Mobile phones that are seen, used or heard ringing in lessons or breaks will be confiscated by the member of staff and may be collected at the end of the day from the Assistant Principal (Head of Secondary).
- For health and safety reasons, as well as common courtesy, no students may listen to personal sound technology during formal lessons (including practical lessons such as visual arts). Students refusing to comply with this rule can expect to have their personal sound technology confiscated for at least the remainder of the day.
- Students should not use devices for recording sound or vision in class except when directed to do so by the class teacher.

Students who persistently disobey rules regarding mobile phones and personal sound technology will be banned from bringing them to school altogether, with serious sanctions applied for repeated breaches of the school's expectations.

## ICT network and internet policy

Access to the Bishop Druitt College ICT network and the internet can greatly enhance learning as well as demand some responsibilities. Students are expected to use these ICT facilities only for educational purposes and to behave in a responsible manner when working online. The full policy can be found at <http://www.bdc.nsw.edu.au/policies>

## Social networking policy

Online social network applications are dynamic, positive and collaborative when used appropriately. At BDC we safely utilise social media to enhance teaching and learning. We also educate our students in the safe usage of social networks through our Digital Citizenship Program (DCP).

Our college approved learning management systems (LMS) include Edmodo, Moodle, Google Classroom, Google+ (Years 7-12) and Google Apps for Education. These systems are monitored and managed by the school and are used in teaching and learning. Teachers and students may communicate using these networks.

Students must behave as responsible, honest and ethical digital citizens while using the school's computer networks. Students may not access personal social media accounts during class time. Social networking accounts or profiles using the school's name, media or images (e.g. BDC Year 9) must be approved by the Assistant Principal (Head of Secondary). Using school networks to post inappropriate or defamatory videos, pictures or comments, or to make derogatory statements or bully others is expressly prohibited.

## BOOKS AND STATIONERY

- Stationery lists for Years 7-12 are available on the website under the Our Community menu at <http://www.bdc.nsw.edu.au/assets/pdf/General/Stationery-Requirements-7-12.pdf>
- All exercise books should be covered with adhesive plastic film.
- Books and folders should be labelled with the student's name, class and subject.
- Unsuitable or unwholesome pictures, drawings or writing must not appear on any schoolbooks.
- Textbooks should be treated with care.

## CANTEEN

The canteen is staffed by the Canteen Supervisor and one canteen staff member, with the help of volunteers. The canteen operates five days a week to provide a service to students. Students must be courteous and cooperative at all times. There are designated serveries for primary and secondary students. In addition to normal break times, the canteen is also open for Year 12 students during study periods up to 2:00pm each day.

- The college offers an online ordering system, Flexischools, which allows orders and payment to be made online. All Flexischools orders must be placed by 9:30am on the day your child's order is required. To register for Flexischools, simply go to [www.flexischools.com.au](http://www.flexischools.com.au)
- No canteen sales will be made between lessons, before breaks, or during the five minutes before lessons recommence.
- Students should behave responsibly in the canteen lines (as marked), without pushing.

- Students are to queue in the designated canteen lines and keep within the 'waiting line' so that orders can be clearly heard by canteen volunteers.
- Students are expected to use their best manners at the canteen and treat all volunteers with the utmost respect and courtesy. The use of **please** and **thank you** are essential.
- The canteen is **NOT** a playing area. Students must not loiter around the area, and should move away from the canteen after being served to allow space for others and reduce background noise for canteen volunteers.
- The canteen closes five minutes before the end of each break.
- The canteen menu is available from the school website <http://www.bdc.nsw.edu.au/canteen>

## CHANGE OF ADDRESS/PHONE NUMBER

It is important that the school is notified immediately of any changes in address, phone numbers, emails, or emergency contacts. The change of detail form is available on the school website under the Join Us menu or by using <http://www.bdc.nsw.edu.au/forms> You can also log changes via the Parent Lounge.

## CHAPEL

All students attend chapel once a fortnight. The chapel service provides time for quiet reflection. Students are expected to approach the chapel with reverence and respect.

## CLASSROOM BEHAVIOUR

- Before lessons students should wait quietly outside the classroom in two orderly lines, allowing room for other students and staff to move freely past to their next class and not interfering with their safe passage. Students must not enter any room without the relevant teacher's permission.
- When other staff or visitors enter the classroom, students are to stand as a mark of respect and welcome them appropriately.
- If a teacher is more than five minutes late a class representative should go to the secondary office to report the teacher's absence.
- Eating, drinking (other than water), or chewing is not permitted in any classroom.
- Paper scraps, or any other item, must not be thrown around, dropped, or left on the floor.
- School property, and property belonging to others, must be respected and should be cared for properly. Students will be required to clean, replace or pay for any item as a result of deliberate damage or defacement.
- Liquid paper in bottles and spirit-based felt pens are prohibited from use by students and may not be brought to school at any time. Teachers may supply these items if they are needed for specialist in-class activities.
- Student use of mobile telephones and personal sound devices must conform to the *Electronic device policy* referred to above. Digital storage media are to be free from files that contain inappropriate or offensive content. Students should label their devices clearly and are personally responsible for their property.
- Valuable items should not be brought to school and, if so, are brought to the school at the student's own risk. Items of value that must be brought onto the school grounds should be left at the secondary office for safekeeping until they are required.
- Students may not leave a classroom at the end of a lesson until dismissed by the teacher.
- All students must be familiar with the emergency evacuation procedures. These are posted in each classroom and must not be marked or altered in any way.

## CODE OF CONDUCT

The fundamental expectation governing student conduct is that each student should behave in a manner that respects others. Students are expected to treat others in the manner they would wish to be treated themselves. The best possible conduct is expected from all students at all times. This includes student conduct at school as well as during travel to and from school, irrespective of the method of transport. Poor conduct cannot be accepted. Please also refer to the section Discipline Procedures and Procedural Fairness below.

## Secondary Expectations: Rights and Responsibilities

<ul style="list-style-type: none"> <li>• I have a right to learn.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• listen to and follow instructions</li> <li>• concentrate and complete, to the best of my ability, set tasks at home and at school</li> <li>• seek help if I have a question or problem</li> <li>• accept ownership of my own learning.</li> </ul>
<ul style="list-style-type: none"> <li>• I have a right to hear and to be heard.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• listen and allow others to speak without interruption</li> <li>• respect the opinions of others even if I do not agree with them.</li> </ul>
<ul style="list-style-type: none"> <li>• I have a right to be treated with respect.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• respect the rights and needs of others regardless of race, colour, religion, etc.</li> <li>• discourage all put downs</li> <li>• be polite and co-operative at all times and in all circumstances.</li> </ul>
<ul style="list-style-type: none"> <li>• I have a right to feel happy, safe and secure in my environment.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• be in the right place at the right time – doing the right thing</li> <li>• help and care for others</li> <li>• behave sensibly in the classroom, the playground, at all school activities and while travelling to and from school</li> <li>• care for my environment</li> <li>• resolve disputes in an appropriate non-violent manner.</li> </ul>
<ul style="list-style-type: none"> <li>• I have a right to my own privacy and personal space.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• respect the personal property of others and to accept their right to privacy and personal space</li> <li>• take responsibility for my own belongings.</li> </ul>
<ul style="list-style-type: none"> <li>• I have a right to be an accepted part of my community.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• respect the rights and needs of all members of our school and wider community</li> <li>• wear appropriate school uniform</li> <li>• not have illegal drugs, alcohol, tobacco or weapons in my possession.</li> </ul>
<ul style="list-style-type: none"> <li>• I have a right to search for God's purpose in my life.</li> </ul>	<p><b><i>It is my responsibility to:</i></b></p> <ul style="list-style-type: none"> <li>• value the opportunity to do so</li> <li>• respect the right of others to also search for this truth.</li> </ul>

### COMMUNICATION WITH THE COLLEGE AND STAFF

**General announcements:** daily notices are read out each morning during roll call or at the start of Period 1 on Mondays. Notices are also available on the Student Café and placed on student noticeboards.

**College website:** our website is [www.bdc.nsw.edu.au](http://www.bdc.nsw.edu.au).

**Parent Lounge:** the Parent Lounge is available from the [MyBDC page](#) under the Our Community menu on our website and gives parents access to their child's medical, attendance and personal details. Parents can pay accounts, accept and pay for excursions, book times for scheduled parent-teacher-interviews and access student reports, timetables and calendars.

**Newsletters:** our newsletters are emailed out to parents weekly, or can be located on the college website. Families can also keep up-to-date with what is happening at the college by joining our Facebook page, using the link available in the Our Community menu on our website.

**Student Café:** this portal is available from the [MyBDC page](#) under the Our Community menu on our website and provides students with information about their timetable, subjects and the assigned work for their classes. It also provides students with an e-diary and e-calendar that automatically lists classes and tasks that staff have assigned, along with each student's activities, excursions and sports.

## Key staff email addresses

Staff Member	Role	Email Address
Mr Alan Ball	Principal	<a href="mailto:aball@bdc.nsw.edu.au">aball@bdc.nsw.edu.au</a>
Mrs Carmel Spry	Assistant Principal (Head of Secondary)	<a href="mailto:cspry@bdc.nsw.edu.au">cspry@bdc.nsw.edu.au</a>
Mr Jamie Murgatroyd	Director of Pastoral Care	<a href="mailto:jmurgatroyd@bdc.nsw.edu.au">jmurgatroyd@bdc.nsw.edu.au</a>
Mrs Kathleen Collin	Director of Learning and Teaching	<a href="mailto:kcollin@bdc.nsw.edu.au">kcollin@bdc.nsw.edu.au</a>
Mrs Naomi Cooke	Chaplain	<a href="mailto:ncooke@bdc.nsw.edu.au">ncooke@bdc.nsw.edu.au</a>
Mr David Morgan	Assistant Chaplain	<a href="mailto:dmorgan@bdc.nsw.edu.au">dmorgan@bdc.nsw.edu.au</a>
Ms Kathy Ross	Year 7 Coordinator (2017)	<a href="mailto:kross@bdc.nsw.edu.au">kross@bdc.nsw.edu.au</a>
Mrs Sue O'Connor	Year 8 Coordinator (2017)	<a href="mailto:sue.oconnor@bdc.nsw.edu.au">sue.oconnor@bdc.nsw.edu.au</a>
Mr Mick Klipin	Year 9 Coordinator (2017)	<a href="mailto:mklipin@bdc.nsw.edu.au">mklipin@bdc.nsw.edu.au</a>
Mr Drew Kadwell	Year 10 Coordinator (2017)	<a href="mailto:dkadwell@bdc.nsw.edu.au">dkadwell@bdc.nsw.edu.au</a>
Mr Troy Sodeau	Year 11 Coordinator (2017)	<a href="mailto:tsodeau@bdc.nsw.edu.au">tsodeau@bdc.nsw.edu.au</a>
Mr Ben Andrews	Year 12 Coordinator (2017)	<a href="mailto:bandrews@bdc.nsw.edu.au">bandrews@bdc.nsw.edu.au</a>
Mrs Julie Bain	Head of English	<a href="mailto:jbain@bdc.nsw.edu.au">jbain@bdc.nsw.edu.au</a>
Mr Craig Verbruggen	Head of Mathematics	<a href="mailto:cverbruggen@bdc.nsw.edu.au">cverbruggen@bdc.nsw.edu.au</a>
Mr Paul McCormack	Head of Science	<a href="mailto:pmccormack@bdc.nsw.edu.au">pmccormack@bdc.nsw.edu.au</a>
Ms Barb Kiemski	Head of Human Society and its Environment (HSIE)	<a href="mailto:bkiemski@bdc.nsw.edu.au">bkiemski@bdc.nsw.edu.au</a>
Mr Craig Lang	Head Commercial Studies	<a href="mailto:clang@bdc.nsw.edu.au">clang@bdc.nsw.edu.au</a>
Mrs Ethel Cooper	Head of Drama	<a href="mailto:ecooper@bdc.nsw.edu.au">ecooper@bdc.nsw.edu.au</a>
Ms Teena Goodman	Head of Visual Arts	<a href="mailto:tgoodman@bdc.nsw.edu.au">tgoodman@bdc.nsw.edu.au</a>
Mrs April Harris	Acting Head of Languages	<a href="mailto:aharris@bdc.nsw.edu.au">aharris@bdc.nsw.edu.au</a>
Mrs Rebecca Day	Acting Head of Music (Academic)	<a href="mailto:rday@bdc.nsw.edu.au">rday@bdc.nsw.edu.au</a>
Mr Tim Egan	Acting Head of Music (Performance)	<a href="mailto:tegan@bdc.nsw.edu.au">tegan@bdc.nsw.edu.au</a>
Mr David Findlay	Head of PDHPE	<a href="mailto:dfindlay@bdc.nsw.edu.au">dfindlay@bdc.nsw.edu.au</a>
Mr Mike Colless	Head of Information Services	<a href="mailto:mcolless@bdc.nsw.edu.au">mcolless@bdc.nsw.edu.au</a>
Mr Mick Booth	Director of Information Technology	<a href="mailto:mbooth@bdc.nsw.edu.au">mbooth@bdc.nsw.edu.au</a>
Mrs Claire Murphy	Head of the Learning Resources Centre	<a href="mailto:cmurphy@bdc.nsw.edu.au">cmurphy@bdc.nsw.edu.au</a>
Ms Vicki Woods	Secondary Administrator	<a href="mailto:vwoods@bdc.nsw.edu.au">vwoods@bdc.nsw.edu.au</a>
Secondary office	Secondary student services	<a href="mailto:officesec@bdc.nsw.edu.au">officesec@bdc.nsw.edu.au</a>
General enquiries	College administration	<a href="mailto:secretary@bdc.nsw.edu.au">secretary@bdc.nsw.edu.au</a>
Parent Portal	Parent Lounge access enquiries	<a href="mailto:parentlounge@bdc.nsw.edu.au">parentlounge@bdc.nsw.edu.au</a>
Mr Ben Pike	Canteen Supervisor	<a href="mailto:bpike@bdc.nsw.edu.au">bpike@bdc.nsw.edu.au</a>
Accounts Department	Accounts	<a href="mailto:accounts@bdc.nsw.edu.au">accounts@bdc.nsw.edu.au</a>

## DISCIPLINE PROCEDURES and PROCEDURAL FAIRNESS

The best possible conduct is expected from all students at all times. This includes their conduct at school, as well as their travel to and from school, irrespective of the method of transport. Poor conduct will not be accepted.

Bishop Druitt College acknowledges and applies procedural fairness in its dealing with students. Procedural fairness at Bishop Druitt College includes giving a student who is under investigation the right and the opportunity to be heard and to understand the procedure to be used in the investigation, should an investigation be warranted. In such cases the student under investigation will be informed of the procedure to be used for investigating the particular issue at the time. A variety of discipline strategies may be used including those listed below:

- a) Detentions/Community Service:** the college has a detention program for students who have broken basic school rules. There may be lunchtime detentions, or for more serious misdemeanours, Friday or Saturday detentions. Secondary detention/community service is held on Friday afternoons until 5:00pm and on Saturday mornings from 9:00am to 12 noon. Community service during school vacation may also be arranged in consultation with parents/carers. Students will be supervised by staff during detention. Parents/carers will be informed in writing prior to a student attending detention/community service outside of school hours.
- b) Parent Interview:** the college aims to keep parents/carers informed of issues that occur at school or whilst travelling to and from school. There may be times that an event that has occurred outside school hours that is of sufficient concern for the college to request an interview. There will be times when a telephone interview will take place, and other times when a personal parent interview will be requested. All parents/carers are encouraged to

contact the college at any time during the school year to discuss concerns or to arrange an interview time with a particular member of staff.

- c) **Referral for counselling:** following interview(s) with parents/carers, the college may recommend a student seek assistance from the BDC chaplaincy or counselling team.
- d) **Behaviour Monitoring Card:** secondary students may be at times given a behaviour-monitoring card that is completed by all staff at the conclusion of each period. This behaviour-monitoring card records the student's progress and attitude within that period. A behaviour-monitoring card will normally, but not exclusively, be a requirement of students on probation. Parents/carers are asked to countersign the behaviour-monitoring card each day for the duration of the card.
- e) **Suspension:** the college reserves the right, should the need arise, to suspend a student from school for a period of time for a major breach of discipline. Should this occur, parents/carers would be immediately informed of the suspension and the reasons for it. A suspension may be either at school or at home. If at school, the student is not allowed into class or to have contact at recess or lunchtime with fellow students. If at home, the student is not allowed to come to school until the suspension is completed and a behaviour management contract developed in partnership with parents/carers, the student and the college. Suspension is seen as a very serious sanction. Students returning from suspension are expected to attend a re-entry interview with either the Director of Pastoral Care, The Assistant Principal (Head of Secondary) or the Principal, attended also by the student's year coordinator. Students will also be placed on a behaviour-monitoring card for two weeks post the suspension.
- f) **Representation:** representing the college at co-curricular activities and sporting events is a privilege and not a right. Students who represent the college are expected to display exemplary behaviour while on or off school grounds. Students who receive sanctions, which include Friday afternoon detention(s), Saturday detention(s), and internal or external suspension(s) as directed by the Principal, Assistant Principal (Head of Secondary) or the Director of Pastoral Care, will forfeit the opportunity to represent the college in extra-curricular activities for one complete cycle (fortnight) from the date of the sanction.
- g) **Expulsion:** when protracted misconduct or other circumstances allow no alternative, the college reserves its ultimate right of expulsion. Expulsion can become necessary when a major breach in discipline has occurred, all other avenues have been explored and the student's place at the school has to be withdrawn. Parents/carers will be informed in person of the expulsion as soon as it is possible to arrange a suitable meeting with the Principal.

For further information relating to the college's behaviour management policy and procedures please refer to the college website: <http://www.bdc.nsw.edu.au/policies>

**The Bishop Druitt College behaviour management policy expressly prohibits the administering of corporal punishment by staff and non-school persons, including parents/carers and volunteers.**

## DRIVING

Licensed students who wish to drive to school must be aware of the *Student vehicle use policy*, complete a 'Student vehicle use agreement and student driver request' form and meet with the Director of Pastoral Care. Student passengers travelling in cars driven by other students must have approval from both parents and be listed on the agreement. These forms are available from the secondary foyer. Students must park in the area allocated for students.

## EISTEDDFOD PARTICIPATION

The school will participate in the Coffs Harbour Eisteddfod wherever eisteddfod categories or events complement the school's academic programs in drama, music and other cultural activities. Individual students will be permitted to participate in eisteddfods in accordance with their parents'/carers' wishes and ability to provide transport. Where cases of over-commitment are detected, pastoral carers, class teachers, tutors, year coordinators and the Assistant Principal (Head of Secondary) - may intervene to assist students in setting priorities and, if necessary, provide advice to rationalise commitments. In these cases the respective parents/carers will be contacted to establish a suitable time for an interview.

## EXAMINATIONS AND TESTS

**Years 7-9** students will have progressive assessments conducted in-class. Examinations will be run during term according to faculty program. All tests (and assignments) will be scheduled in the assessment schedule issued near the start of each year. Secondary students will have examination periods in Terms 2 and 4, in addition to regular class tests and assessments throughout both semesters.

**Year 10** students will have progressive assessments in-class as well as hand-in assessments through the year that will be included in the assessment schedules provided at the beginning of the year. Yearly examinations will be held in a block mid Term 4.

**Year 11** will have extensive class tests and half-yearly examinations in most subjects, unless determined by special arrangement. Preliminary year examinations will usually take place in Week 8/9 of Term 3 Year 11.

**Year 12** will have half-yearly examinations typically at the beginning of Term 2, followed by the HSC Trial Examinations typically in the first half of Term 3. The external HSC Examinations usually commence in the second half of October.

Secondary school students are expected to be familiar with the *Examination code of conduct* that will be distributed prior to major examination periods.

## EXCURSIONS

A general permission note will be distributed via the Parent Lounge to all parents/carers at the commencement of each school year. This will cover all local excursions within a 50-kilometre radius of the school. All parents/carers will be informed of excursion activities that are covered by this general permission note prior to the event occurring. For all other excursions, permission forms outlining the purpose, cost, itinerary, activities, medical considerations, conduct code and standard of dress will be distributed via the Parent Lounge to parents/carers at the required time. The school organises value-for-money excursions that support the curriculum, to extend and enhance learning experiences.

## FURNITURE AND ROOMS

Students must endeavour to maintain school property in good order, and not mark or otherwise damage furniture, walls or property. Furniture must not be moved from one room to another without permission. If furniture has been damaged before the class entered the room it should be reported to the class teacher. School bags are not permitted in the library or in specialist rooms. Lockers must be kept clean and tidy. Each class is responsible for the tidiness and cleanliness of each room used. If a room is left untidy, representatives of the class will be recalled to clean it.

## HOMEWORK GUIDELINES

### The difference between homework and study

Homework and study are two aspects of the same exercise, *learning*. Whereas 'homework' is normally specific work that is assigned by the teacher, 'study' ideally is undertaken by students of their own accord to satisfy perceived needs. Students need to allow time for both activities. As students progress through their schooling the importance of study and regular review increases, but it is important that good work habits are established early in their school career.

### Students:

- Students should understand that time spent on homework contributes to learning and enhances educational success.
- Students are encouraged to undertake revision or review of classwork on a *daily basis*. Please note that this is separate and *in addition* to set homework.
- Students should record all homework on their calendar in the Student Café. Teachers may also assign homework using online tools such as Google Classroom. Assignment calendars, Year 7-10 assignment task sheets and online assistance are also available on the library website.
- Students need to have a quiet place to complete homework and select appropriate times to complete their set work day by day. A homework timetable of the student's devising may help students with their daily organisation. Templates for creating study planners are available on the library website.
- All students, in particular senior students, must ensure that adequate time for the completion of homework and/or study according to the recommended minimum daily times.
- Where justifiable circumstances prevent a student from completing set homework their parent or caregiver should email the teacher concerned with a brief explanation.

Homework done in this way must be shown to the responsible teacher as soon as it is completed. Poor quality work may lead to another detention.

### Parents/Carers:

- Parents/carers can do much to encourage a positive attitude towards homework. Many students enjoy parental involvement in their learning. Typically, parents/carers may promote student learning by listening to their children read, hearing vocabulary, checking spelling and fact summaries, discussing ideas, encouraging the reading of novels, and providing an audience for debates, narratives and explanations. Targeting one or two subjects a week may be helpful.
- Parents/carers can also monitor the time a student spends on homework and contact the appropriate teacher if too much or too little time is being spent. Recommended time allowances for each year level are indicated later in this section.
- An active parental role in helping students with homework is encouraged. Guidance can be given for take-home projects but parents/carers are requested to ensure the great majority of work submitted is of the students' doing.

## Types of Homework:

Homework set by teachers may take different forms. There are six main areas:

1. **Nightly review:** although this work is not set specifically by the teacher it is an expectation of all students that they consciously think over (or jot down in a journal) the important points of the day's work in each subject before their **next lesson** in that subject. This should only take a few minutes for each lesson, using their textbook and notes, and is designed to help consolidate the day's work in long-term memory.
2. **Brief homework exercises:** these exercises are set specifically by the teacher and should be recorded by the student in the diary. They are relatively short exercises such as completing a summary, copying a diagram, reading a section of the text, etc. They are designed to help the flow of lessons and consolidate the nightly review.
3. **Extended homework exercises:** these exercises will be set specifically by the teacher and should be recorded in the student's diary. Normally at least a few days warning will be given for this type of homework. Such homework may require extended information gathering, a set of more difficult exercises, or an extended piece of writing. This homework may require more than an hour of the student's time; it is intended to augment the student's knowledge of the subject and develop research and organisational skills. Extended homework exercises are obviously **not designed to be done the night before they are due**.
4. **Reading texts:** a teacher may require that students read a set text over a period of time. Portions of the text may be expected to have been read by given dates. Students will need to allow regular time intervals in which to complete this task.
5. **Assignments:** the assignments are designed to assess the student's ability to work to a time deadline, to research information from a number of sources, to edit material in a logical fashion, to write clear and sensible English, and to take pride in presentation. The assignment will be set in writing and considerable time will be available to complete the exercise. Topics will be chosen which may be researched relatively easily using the school or local library resources and the internet. **Students are strongly advised not to leave assignments until the last minute** since extensions will only be granted under extreme conditions.
6. **General homework activities:** at times, teachers may recommend that students broaden their knowledge of a subject by reading reference material available in libraries, attending musical and theatrical events, listening to concerts and watching educational programs on TV, radio or the internet. These activities are less tangible than the other five areas already mentioned but they are also very important.
7. **Flipped classroom activities:** these are teacher-prepared videos and other media set for viewing and reflection before the actual class. The content of the lesson is discussed and explored in the next timetabled lesson.

## Secondary Homework:

At the beginning of **Year 7** all students may be expected to complete up to **1 hour per night** or **15 to 20 minutes per subject**. This should steadily increase to **2 hours per night** spent on homework and revision in **Terms 3 and 4 of Year 10**.

As students mature and become more aware of their learning styles, strengths and challenges, they are expected to take more responsibility for allotting times to each subject and determining the priority they give to preparation, assignments and regular revision.

**Notes on revision:** all students need to regularly revise their work and practise the skills appropriate to each subject. A cyclic process of review and note making is encouraged in which students:

- Read through the material covered **each day** for each subject (as appropriate)
- Make **summary notes** of that material, complete problems and/or revise related skills
- **Develop a revision folder** in which their summaries, tests, revision exercises and related materials for each subject are kept for future reference
- Set aside time each week to **review material from the previous month**. Students should use their summaries and refer to their class notes and texts wherever necessary. This helps to keep skills and knowledge current and increases the depth of their understanding.

It is important that students take responsibility for their own learning. The development of sound homework habits and effective revision methods will greatly assist students in achieving their academic goals. The skills learned by following the methods outlined above will also serve as a sound foundation for the rigours of future study.

Students in the senior secondary can expect an increased load of homework and assignments.

**Support:** heads of faculty and class teachers are available to provide advice to students and will assist with developing skills required for the development of suitable study methods. Students can gain assistance through the School's *Homework Help* which operates each Tuesday, Wednesday and Thursday from 8:20am to 8:45am in the secondary library with the Director of Learning and Teaching. Assistance, advice and support can also be accessed through the Learning Resources Centre (LRC).



**Assignment deadlines:** ultimately, it is in the interest of each student to develop planning skills to avoid a last minute rush. If possible, start assignments on the night they are set. Students should make sure they are familiar with the purposes of the assignment and the marking scale that will be used to assess it. Students should aim to complete each assignment several days before it is due so that they can proof read it and obtain advice (where appropriate) from their teacher.

**Plagiarism in homework:** plagiarism is the use of another person's ideas and written material as if it was your own original work (such as copying word for word from books or electronic sources). This is unacceptable in school assessment tasks. This includes information taken from books, encyclopaedias, magazines, CD-ROMs, the internet and other electronic storage devices. Proven cases of plagiarism will be dealt with in the same way as cheating in examinations. According to the discretion of the class teacher in consultation with the Assistant Principal (Head of Secondary), any work that has been plagiarised will be attributed zero marks and students may be required to complete an alternative task.

All sources of information must be appropriately and accurately acknowledged in a bibliography included at the end of the assignment.

**Conclusion:** this section is not intended as the definitive guide to homework and study. Rather, it makes suggestions that may be helpful to the majority of students. Learning is a highly individual task and it is ultimately necessary for each student to discover what works best for him/her. If further advice is required it may be helpful to consult the specific subject teacher, head of faculty or the Director of Learning and Teaching.

## LEARNING RESOURCE CENTRE

The Learning Resource Centre (LRC) is available to help students who are having difficulty with any aspect of their schoolwork. The LRC offers study skills sessions, small group workshops and individual remediation. Parents and students can contact the LRC directly or arrange a visit through their head of house or year coordinator. Students requiring assistance with homework are encouraged to come to the LRC during recess or lunchtimes.

## LEAVING SCHOOL/TRANSFERRING

Legislation requires that students complete Year 10. For young people who have completed Year 10 but have not reached 17 years of age there are a number of options. They are required to do one of the following on a full time basis:

- Enrol in a secondary school
- Enrol in a training course at TAFE NSW
- Undertake an apprenticeship or traineeship
- Enrol in a training course with another approved training organisation
- Undertake full time employment
- Undertake some combination of education or training and employment.

If a student intends to leave or transfer to another school official notification from his or her parent/carers must be presented to the Principal at least one term in advance. An exit form must be completed. All necessary monies must be paid and school property including textbooks, library books and equipment returned prior to leaving the school. The school is to be informed of the school to which the student is transferring. The Board of Studies, Teaching and Educational Standards (BOSTES) requires that all schools keep a record of this information.

## LIBRARY

The library offers a wide range of resources and services that support teaching and learning at Bishop Druitt College. The library is open to secondary students daily from 7.45am to 4:30pm. Junior secondary students can work in the library after school until 4.30pm and senior students can stay for study purposes until 6.30pm. Parents of younger students should note that due to staff meetings the library might be unsupervised by staff after 3.30pm.

The library offers many online resources to assist students with their research and all aspects of the preparation of assignments, including a calendar of the assessment and learning tasks set down for the term and links to task sheets (for Years 7-10). Parents and students can familiarise themselves with these resources by visiting the library website <http://www.bdc.nsw.edu.au/is-information-services>

## LITTER

It is the responsibility of all students to ensure that their rubbish is placed in bins provided and that the campus grounds and facilities are respected.

## LOCKERS

All secondary students are allocated a locker. Students are also provided with a lock that must be used to secure their locker. Locks cost \$20 and are charged to the family account. If students lose their lock an additional lock will be provided and the cost charged to the family account. Lockers must be kept clean and tidy and emptied completely at the end of each year.

## LOST (AND FOUND) PROPERTY

It is essential to clearly name all items of uniform, books and other property. Lost property for secondary students is located in the secondary office. Students are encouraged to check their emails daily for messages that may relate to items for collection from the secondary office.

## MEDICATION

**Students' medication** will be kept in the secondary office on their behalf, and it is the responsibility of students to present themselves at the appropriate time to take their medication.

**Anaphylactic students** who are prescribed an Epipen must supply the school with a spare Epipen, any other medication, and an up-to-date management plan signed by their doctor. It is recommended that these students wear a health alert bracelet at all times when at school.

## MESSAGES

Parents are asked to email students with messages when necessary, and students are asked to check their emails throughout the day. The school cannot guarantee to pass messages on to students during the day. Naturally, in emergencies, every effort will be made to ensure students are contacted. Students should be clear as to their transport and other family arrangements prior to leaving home in the morning.

In the case of forgotten items dropped off by parents at the front office for collection by students, our reception staff will email students advising them that the item has been dropped off. It is expected that students will make their way to the front office and collect these items.

## MOBILE TELEPHONES AND PERSONAL SOUND TECHNOLOGY

Please see the Electronic Device Policy section on page 9 above.

## MOVEMENT AROUND THE COLLEGE

- Students should be courteous to others, in particular by giving way to staff and visitors on walkways.
- All steps, stairways and exits must be kept free for easy and safe access.
- Students are not permitted in classrooms without suitable teacher supervision. Students should wait quietly for teachers outside the classroom.
- Students should move to the parent pickup and bus bay areas in a reasonable and considerate manner with care, courtesy and safety, without running or reckless behaviour.

## OUTDOOR EDUCATION

Outdoor education is a valued part of the school curriculum. The activities are designed to offer learning experiences and team building activities that cannot be offered in the formal school environment. The school takes great care to organise value-for-money camps that challenge and extend students' intellectual, physical and social gifts and capacities. Camps are run by college staff assisted by qualified specialist instructors whenever they are required.

Camps are held for Year 7 (Term 1), Year 9 (Term 4) and Year 11 (Term 4, Week 1) and are compulsory components of the college's curriculum.

## OUT OF BOUNDS AREAS

**All areas outside the perimeter fencing/creek are out of bounds.** Other areas that are out of bounds include:

- **Teachers' staff rooms:** out of bounds to all students and may not be entered at any time.
- **Classrooms:** out of bounds before school, recess or lunchtime unless permission is granted by the classroom teacher or Assistant Principal (Head of Secondary).
- **Waste transfer area:** out of bounds at all times unless directed by a teacher.
- **Toilets:** are to be used in a sensible manner. They are to be kept as clean as possible at all times. Students must not loiter in or around the entries to the toilets.
- **Leaving school:** no student is to leave the school grounds during the normal school day without producing a written note or email from a parent/carer and signing out.
- **Bushland:** out of bounds to all students unless accompanied by a teacher.
- **Car parks:** all car parks are out of bounds to all students during school times, unless accompanied by a teacher or parent.
- **Primary school playgrounds:** are out of bounds to all students in secondary school.

## **PARENT-TEACHER-STUDENT INTERVIEWS**

Parent-teacher-student interview evenings are scheduled for each year group. A booking system via the Parent Lounge offering five-minute timeslots is used to ensure the smooth functioning of each evening.

All parents/carers are encouraged to contact the college at any time during the school year to discuss concerns or to arrange an interview time with a particular member of staff.

## **PARTICIPATION IN PHYSICAL EDUCATION/SPORT**

The college is based upon the concept of holistic development and therefore the curriculum includes physical education and sport. If, for medical or other valid reasons, a student is unable to participate in the program or meet a training commitment on a particular day the student must have a note completed by a parent or carer. Secondary students should present these to the sports organiser/coach prior to the lesson or training session.

## **PHOTOCOPYING**

Student photocopying and printing facilities are available in the library.

## **PHYSICAL CONTACT**

Students are to respect the personal space of others. Physical contact between students is not permitted. Holding hands and any form of petting are not permitted. Rough play or behaviour that results in personal contact is not permitted. This includes tackling, punching and any other forms of physical contact.

## **PLAYGROUND BEHAVIOUR**

Bishop Druitt College aims to be a safe and caring school in which each member of the community looks to the needs of others before they attend to their own. For this reason students should be aware of the following rules:

- Running is not permitted on any concrete areas, near buildings, stairways, or student movement areas, including verandahs.
- All dangerous games and rough play are prohibited.
- Students must stay within their designated areas and must not attempt to loiter in areas assigned to others.
- All litter is to be placed in the bins provided.
- Skateboards or inline skates must not be brought to school, unless being used for a specialist sport activity.
- Ball games are not to be played under the verandahs.
- Students are not to be out of bounds at any time – please refer to the section on **Out of Bounds**.

## **PLAYGROUND SUPERVISION**

Playground supervision is provided before school from 8.30am until the start of school, at recess, during lunch and at the bus bays and parent pickup area after school. Primary siblings of secondary students attending early co-curricular activities are supervised from 8.00am in the primary library on the mornings these activities meet. The secondary library is open from 7.45am and early students are welcome there. The secondary library is open until 4.30pm in the afternoons for junior secondary students, and senior students may stay until 6.30pm for study purposes. Parents of younger students should note that due to staff meetings the library might be unsupervised by staff after 3.30pm.

## **REPORTS (Academic)**

Bishop Druitt College formally reports on student progress twice a year for all students. These reports are issued via the Parent Lounge at the end of each semester (Terms 2 and 4).

## **ROLL CALL**

Rolls are marked at the start of Period 1 on Mondays and during morning roll call on the other weekdays. Students who are late for school must sign in at the secondary office as soon as they arrive at school. Rolls are also checked by class teachers each lesson throughout the rest of the day. Students who are noted as absent from class but who are recorded as present at the school will be reported to the Assistant Principal (Head of Secondary).

## STAFF AND THEIR ROLES

**The Principal:** the Principal is responsible for all aspects of the college's administration and teaching. The Principal is primarily concerned with the progress, conduct and welfare of all students under his care. The Principal is in fact, their legal guardian during school hours. While the Principal is accessible to all students, matters brought to the Principal's attention should be those of an important nature that cannot be solved by the class teacher or year coordinator. All staff are willing to help. In general, it is advisable for both students and parents/carers who wish to see the Principal to make an appointment via email on [secondary@bdc.nsw.edu.au](mailto:secondary@bdc.nsw.edu.au) or through the main school office.

**The Assistant Principal (Head of Secondary):** the Head of Secondary is responsible for the overall tone of the secondary school, encompassing Year 7 through to Year 12. The Head of Secondary supports the Director of Learning and Teaching in the implementation and resourcing of curriculum in secondary. The Head of Secondary also oversees the pastoral care of secondary school students in conjunction with the Director of Pastoral Care, supporting the teaching staff in ensuring appropriate levels of student engagement and behaviour. The Head of Secondary monitors the whole student and encourages the pursuit of academic excellence and appropriate levels of student involvement in co-curricular and community activities over the six years of secondary schooling.

**Director of Learning and Teaching:** the Director of Learning and Teaching manages the curriculum across the secondary school, including elective choices for students in Years 9-12. The Director of Learning and Teaching oversees the credentialing of students for the Higher School Certificate and is the point of contact for all matters relating to the Board of Studies, Teaching and Education Standards NSW (BOSTES).

**Director of Pastoral Care:** the Director of Pastoral Care oversees the school's pastoral care system, including the administration and structure of house periods in the secondary school. The Director of Pastoral Care is assisted by tutors, year coordinators and heads of house to promote positive interactions between students, both within and outside the classroom, and between staff and students. The Director of Pastoral Care works with house staff to arrange house activities that promote connectedness and house spirit, including whole-school house initiatives and fundraisers.

**School chaplains:** the Chaplain and Assistant Chaplain are members of staff who are available for advice and discussion about a wide range of issues. The chaplains arrange and conduct regular chapel services and special services that are a reminder of the Christian purpose of the college. Students should feel confident that they can approach the chaplains at any time to discuss any concerns or needs. The chaplains will keep matters in confidence in all situations, except those that present a legal obligation to seek expert advice.

**Year coordinators:** the year coordinators have overall responsibility for the pastoral care of each student within their year level. Students are encouraged to consult their year coordinator about significant pastoral matters, either during the regular house periods or at other times. Year coordinators will at times interview students regarding pastoral and welfare matters. Parents/carers may contact the relevant year coordinator concerning general academic progress, pastoral care issues, overall approaches to homework, uniform and issues pertaining to health that may influence the student's social well-being and general academic attainment.

**Heads of house:** each house is managed by a head of house who coordinates the activities of the house within the college.

**Tutors:** each student is assigned to a tutor group. Students are encouraged to consult their tutor about any matters that concern them, either during the regular roll call/tutor periods or at other times. Tutors are parents' first point of contact for questions or concerns about the student's general wellbeing at school.

**Teachers:** Class teachers are responsible for the broad education of students in their class. In secondary these issues would be more subject-specific and would typically encompass progress in the teacher's subject area(s), pastoral care issues that affect classroom performance, homework, study skills, extension and learning support, and other issues influencing attainment in the relevant subject(s).

## SPORTS DAYS AND TRAVEL TO AND FROM SPORTS VENUES

Secondary sport is conducted on Mondays for Years 7 - 10 from 11.55am – 1.40pm. Sport is compulsory for all students in Years 7 - 10. Students are expected to take transport that has been arranged by the school to and from sport, where required.

Students will make a sport selection in the preceding term. Parents/carers will then be informed via email and will need to visit Parent Lounge to accept their child's participation and pay the cost associated with the selected sport (where applicable).

Students unable to participate in sport are required to present a note completed and signed by parents/carers. Students will attend their selected sport under the supervision of the sport teacher, but will not participate. It is not appropriate for parents/carers to give permission for students to miss sport for unreasonable requests.

## STUDENT EXECUTIVE

The Secondary Student Executive comprises the college leaders and house leaders. Assistant house leaders are appointed to help organise the houses but do not attend Student Executive meetings.

The Student Executive aims to provide leadership of the student body and operates in the areas of the school's assemblies, chapel and other liturgies, fundraising and social functions. The Student Executive can also act as a forum for airing concerns and having input into the decision-making procedures affecting student conditions at Bishop Druitt College.

Students in junior years are encouraged to approach their house leaders and/or the college leaders on any matters that concern student conditions, social events and fundraising.

## STUDENT SUPPORT (PASTORAL CARE)

In secondary the tutor is central to the pastoral care of students. Students are encouraged to make use of tutor group times and other opportunities to discuss issues of a pastoral nature with these staff members. Parents/carers should also feel welcome to contact the tutor or year coordinator at any time they have pastoral issues that need to be discussed.

Bishop Druitt College pastoral care staff provide guidance and advice for secondary students. Students should feel free to contact the chaplains, counsellors, or Assistant Principal (Head of Secondary) to make an appointment.

The **Kids Helpline** (1800 551 800) is a free counselling service operating on a 24 hour, 7 days a week basis. The **Kickstart Program** (6584 0430) is available to students between the ages of 14 and 25 years to provide medical and counselling services.

## STUDY PERIODS

Year 11 students must attend the BDC Secondary Library each study period and are expected to use the time effectively to complete schoolwork and study quietly. Year 12 students are permitted slightly flexible hours, as advised by the Assistant Principal (Head of Secondary), but are generally expected to work in the BDC Library, the senior common room or another specialist area with staff permission.

## TIMETABLES

Student timetables are available to parents in the e-diary section of the Parent Lounge and to students in the Student Café.

## TRANSPORT TO AND FROM THE SCHOOL

Students must wear the school uniform appropriately at all times when travelling to and from the school and when in town after school. Parents are expected to encourage compliance with this rule **at all times**.

### Bus:

- Students must line up and wait for buses in a safe and orderly manner.
- Students must have their bus passes ready to show to the driver when boarding the bus.
- Students must behave responsibly and safely whilst boarding, leaving and travelling on buses.

### Bicycles:

Students who ride bicycles to school must:

- Obey road rules.
- Wear an approved safety helmet.
- Ride in a safe manner and with due consideration for other road users.
- Take care on the entry road to the school.
- Dismount at the school gates and walk their bicycles along the footpath to the bicycle racks.
- Park the bike in the approved areas.

### Motor Cars:

Students must be dropped off in the parent pickup/drop off bays adjacent to the Branson Centre, not in the bus bays at the front of the school or in staff parking areas. Parents should not use the pickup/drop off bays for parking. If parents/carers wish to stay longer they should use the parking available. Parents/carers are requested to obey speed signs at all times on the school grounds.

## UNIFORM GUIDELINES

Bishop Druitt College aims to foster a sense of pride and belonging to the college and to encourage in students an understanding of the importance of personal appearance. The Bishop Druitt College uniform symbolises the pride we feel in our college. It has been developed in consultation with parents, fashion consultants and the Cancer Council of Australia, using quality materials that are both long-wearing and easy to care for. It is expected that all students will wear their uniform with pride.

Students must arrive at and depart from the college in full uniform. Formal school uniform is to be worn in winter, which includes blazer and tie for secondary students. School jumpers are to be worn appropriately at all times when needed. All students are to wear the college hat when they are outside in the sun. Please understand that uniform is regarded as important and that students will lose privileges if in breach of the uniform code. The college expects and appreciates unequivocal parent support in this matter.

### General uniform requirements for all students

**Footwear:** Black leather lace-up shoes. Jogger and skate styles are not permitted.

**Socks:** College socks are the only socks to be worn.

**Hat:** The college hat must be worn at all times when students are outside. Hats do not need to be worn in hard cover areas such as buildings and verandahs.

**Sports uniform:** When secondary students have PE in Periods 1 and 2 they may wear their sports uniform to the college. They must change into full college uniform following these lessons.

College tracksuits are optional on sport days with sports style runners for sporting activities. Non-marking soles are required for students to participate in activities in the Branson Centre.

**No jewellery is to be worn**, other than a watch and a single sleeper or small stud in base of the ear lobe. Christian emblems in the form of a small simple cross worn properly are accepted.

### MIDDLE SCHOOL - YEARS 7 - 9

**Summer:** college unisex shirt (can be worn out), college navy skirt or shorts, college socks, black leather lace up shoes, college hat.

**Winter:** college blazer, college navy skirt, shorts or trousers, college winter blouse, college tie, college jumper or cardigan, navy tights or college socks, black leather lace up shoes, college hat.

**Sport:** college sports shirt, college sports shorts, joggers, college sports socks, college hat. *Optional:* college tracksuit, red scrunchie.

### SENIOR SCHOOL - YEARS 10 - 12

**Winter:** college blazer, college senior blouse/shirt, college senior tie, college pleated senior skirt, shorts or trousers, college jumper or cardigan, college socks, navy stockings or tights may be worn in winter, black leather lace-up shoes, college hat.

**Summer Option:** college senior blouse/shirt with college crest worn without tie.

**Sport:** college sports shirt, college sports shorts, joggers, college sports socks, college hat.  
*Optional:* college tracksuit, red scrunchie.

### ALL SECONDARY STUDENTS

College bag (navy backpack with emblem).

#### Appearance

- Blouses and shirts should be clean and tucked fully in with blouses or shirts with their top collar button done up when wearing a tie. Any garment worn under the blouse/shirt is not to be visible.
- Hairstyles for all students should be neat, clean and should not restrict a student's vision. Hair is to be one natural colour and extremes of hairstyles and/or colour that cause comment are not permitted. The minimum length of hair is a number 3 cut. Hair products (such as gel, styling wax, and hairspray) are not acceptable when worn in detectable amounts.
- Students who have hair longer than shoulder length should have all hair tied back (i.e. no hair should be hanging loose) with a suitable headband, tie or ribbon so that the student's vision is not restricted and the hair is not a WH&S issue, particularly in practical classes.
- Facial hair is not permitted and sideburns are not to be grown past the earlobes.

- Students are not to wear make-up or nail polish.
- Students are permitted to wear a conservative styled wristwatch and may wear a small cross and chain, but the chain must be long enough for the cross to remain inside the student's clothing. Rings, necklaces, bracelets, glitter, stickers, bangles and anklets are not permitted.
- No facial jewellery or visible body piercing is allowed other than small plain sleepers or studs (gold/silver, no coloured stones) in the lower ear lobe. Other studs, rings, bars etc. are not permitted. If students are having a body piercing, this must be done at the start of the Christmas holiday time so that appropriate healing and settling can take place and the item removed before the start of first term. Visible body art or tattoos are not permitted.

### **Non-Uniform (Mufti) Days Guidelines**

The purpose of any mufti day is to raise money for a particular cause or group. Students who choose to wear mufti on such days must donate a gold coin. If they are not prepared to donate this amount they should be in full school uniform. The following guidelines apply when wearing mufti:

- Students **MUST** wear fully covered shoes and appropriate clothing. This means no midriffs or shoulders should be exposed and logos or text on clothing cannot be of an inappropriate nature. This also means no excessively short skirts or shorts. Students wearing clothing deemed to be too revealing will be asked to remedy the situation or be sent home to change when this is not possible.
- If the child has a physical education lesson that day then appropriate sports shoes must be worn or brought to school. If students do not comply with this rule they will not be permitted to participate in any practical lesson and disciplinary action, as per department policy, may ensue. All students must be dressed in a neat and appropriate manner
- Alternate bags may be used but these must be large enough to carry all necessary books and equipment for a normal school day.
- Students not prepared for each of their lessons will be subject to the relevant disciplinary action.

### **Swimming Carnivals**

Girls and boys must wear a hat and a shirt over swimwear when not in the water.

### **UNIFORM SHOP**

The Uniform Shop is now operated by Midfords and is located in the lower parent car park next door to the Branson Centre. The Uniform Shop stocks the complete range of all formal uniform requirements and shoes as well as bags, PE and sport uniforms, and stationery items. The opening hours for the Uniform Shop are:

Tuesday / Wednesday / Thursday                      8:00am to 4:00pm

For further information the Uniform Shop can be contacted on:

Phone: 66515644 ext 238

Email: [bishop.druitt@midford.com.au](mailto:bishop.druitt@midford.com.au)

Web: <http://www.bdc.nsw.edu.au/uniform-shop>

## **STUDY SKILLS**

Planning for success is very important. The following pages should give you some tips and hints on how to be more successful in your studies. You should try to read over these pages on a regular basis.

### **Getting started getting motivated**

Do you find that you tend to submit assignments late because you don't get yourself organised in time? Do all your assignments seem to be due on the same day and the night before you are trying to do them at the same time? Do you study for tests only the night before because there has been too much else to do? Would you like to change this behaviour?

### **Why do we put things off until it's too late?**

Procrastination is the avoidance of doing a task which needs to be accomplished. But leaving things until the last minute can lead to feelings of guilt, inadequacy and self-doubt. Procrastination often seems so harmless. It is amazing what excuses you can come up with to avoid doing whatever it is that needs to be done. But don't be fooled! Putting things off can be a deciding factor in your success at school and later life.

## Some reasons you might procrastinate

- |                              |                           |
|------------------------------|---------------------------|
| Poor time management         | Fear of failure           |
| Difficulty concentrating     | Unrealistic expectations  |
| Fear and anxiety             | Finding schoolwork boring |
| Negative beliefs in yourself | Perfectionism             |
| Personal problems            |                           |



## A plan to help you stop procrastinating

The following steps are aimed at helping you to get organised. Try them and see if it works for you! Some, or all, of them could be the key to getting yourself out of the procrastination cycle.

1. Make task lists of what you need to do - this may be daily, weekly, monthly or by each term. If you have a list of jobs to do in front of you, you will be more likely to do some.
2. Use your diary - all of it! Write all homework down every day and mark when you have completed it. Use the term planners to get a visual picture of what is due when for each term.
3. Break down large tasks into smaller, manageable parts. Allocate deadlines for each smaller part and for the whole task. Plan to work on a little bit of the project each day - even 10 minutes. This is the beginning of a study plan. Photocopy this plan and keep a copy on your fridge and your desk. You need to see it constantly.
4. When you have broken your tasks into smaller parts, prioritise them into three categories: Essential, Important and Less Important. Be sure to give yourself deadlines for each category. Do the essential tasks first. Do not move on to the next category, until all the tasks in the previous category are done. By the time you get to the Less Important category, you'll probably find the project needs nothing more than some finishing touches.
5. It's easier to procrastinate when you are feeling sorry for yourself and think that the world is against you. Use some positive self-talk and remember that there are many students who have gone before you, faced the same work load and succeeded. Remind yourself you've got to get this task done and to finish it, you have to start it!
6. Build rewards into your study plan. Learn to reward yourself when you reach certain milestones (but only when you reach them!). Don't just wait until the completion of a task - use the completion of a category of work, e.g., one set of maths questions. Give yourself a pat on the back by either watching a television show, phoning a friend, playing sport or doing some exercise (the last two are highly recommended).
7. Have you thought about the environment in which you work? Could you modify where you study that would be more motivational? Could it be cleaner, more attractive, warmer, cooler...? Could you put up pictures that will motivate you? For example, if you want to become a doctor, put up a picture of one.
8. Sometimes you are able to motivate yourself more if you work in smaller blocks of time to start with. If you are having trouble starting a task, tell yourself you will only work on it for 15 minutes. One of two things will happen. First you will at least have done 15 minutes of the task or secondly, you may find that once you get started, you end up spending more time on it anyway!
9. Take responsibility for yourself and realise that few great rewards come without hard work and constant effort. If you work hard to become organised, success will come your way and be a motivation within itself. Sometimes, you just have to.....**DO THE WORK!**



It mightn't be fun and it might take a lot of effort - but when you hear enough stories and read enough about people who have succeeded, the greatest common thread is that they all worked hard to get where they are. Just as you can't expect something for nothing, you can't expect to get good grades without doing hard work.

## TIPS FOR EFFECTIVE STUDYING

Once you have your motivation organised, then it is time to look at HOW you are studying and if there are any ways you can increase your study effectiveness.

### Find a good place to study

Having an environment that helps you study is very important. You should set up a good study area, which will be free of distractions such as the television or radio. If you do not have space in your room, negotiate with your family for some space somewhere in the house where you can have a quiet environment in which to work.





Your work space should have good lighting and be organised with your relevant study materials. Have a good flow of fresh air to avoid feeling tired. The surface of your desk should be clean and organised before you start your study. A clear desk helps to make a clear mind.

### **Find a good time to study**

Have you thought about when your best time to study is? Not everyone studies effectively straight after school. Night-time suits some better, whereas there are a number of people who work most effectively in the morning. Try studying at different times to determine when your best time is. A good tip is to do your most challenging tasks and subjects when you are rested and feel refreshed, as your concentration levels will be higher.



### **Use your time wisely by planning**

Use a study planner, your school diary, your own diary, a wall chart... anything that works for you to plan your study. Allocate times for study, work, time with your family, sport and other commitments - even your favourite television show. Remember to allocate your study time in short blocks (between 30-40 minutes) and build in breaks - this helps to keep your concentration higher. When you take the time to plan your study, stick to the plan, but be flexible and modify it at times when you need to.

### **Understand your tasks**

With all work associated with school it is very important that you understand exactly what the task is asking you to do. Always ask your teacher what you should be doing if you are not 100% sure what the task requires of you. If you are doing a task incorrectly, you could be wasting time and this should be avoided.



### **Break it down**

An assignment or set of study notes is going to be easier to deal with when it is broken down into smaller pieces. Remember to break down big jobs into smaller jobs and then prioritise each job - Essential, Important and Less Important.

Also separate the work you do at home into categories - homework, study and assignments. Keep the work associated with each category separate so you are able to gather all information about each separate task and keep all related information together.

### **Get your notes in order!**

You should have a folder or notebook for EACH subject - not one for every subject. This type of basic organisation should help to keep all notes and handouts together for each subject - this is especially important for senior students. Lost notes and handouts are NOT an added stress that you need.



### **Revise**

Revise work very soon after you have learnt it. This is particularly important when learning new work. If you do not revise new work within 24 hours you will lose up to 75% of the content. It's no use revising work six months down the track - you have to do it when it's freshest in your mind. Make sure your study timetable incorporates time dedicated to revision of work. Keep your knowledge active in your mind. Summaries of class notes can be a great help in revision. If you have worked from the text that day - summarise the text book! If you revise regularly, it will save you having to re-study a topic in detail when exams come along.

### **Anticipate obstacles along the way**

Make no mistake about it, as much as you can make the perfect study plan, things happen all the time that get in the way of your achieving your goals. Things go wrong, tasks take longer than you plan or old Auntie Gerty turns up for the weekend just before an assignment is due in! Don't let obstacles become a reason for your failure. Try to anticipate unforeseen events and incorporate flexibility into your study plan.



### **Be an active learner**

When you sit down to do homework or study, don't limit yourself to what you have done in class that day. Read further or do some extra research on the web. Being widely read in a subject area increases your depth of understanding. Make summaries of extra reading you have done and discuss items of interest with your teacher. Do learning exercises to increase your memory or revise your work. Do extra exercises than just those set for homework. There is nothing to stop you doing more than the teacher gives you - only your willingness to put in the extra effort!



## EDITING AND PROOFREADING CHECKLIST

### Editing Checklist

**Why/what** is editing? Editing requires you to examine your work critically and make major or minor changes to improve the quality of your writing.

**When** should I edit? You should edit your work each time you complete a draft.

**Who** should edit? You should attempt to edit your own work and then ask peers or an adult to assist.

**Where** do I edit? You edit on your original handwritten draft making comments or changes on the double line spacing that you left.

**How** do I edit? You edit using the editing checklist below

### Proofreading Checklist

**Why/ what** is proofreading? Proofreading requires you to examine your work critically for technical features to improve the quality of your writing.

**When** should I proofread? You should proofread your work each time you complete a final draft.

**Who** should proofread? You should attempt to proofread your own work first and then ask peers or an adult to assist you.

**Where** do I proofread? You proofread on your word-processed copy.

**How** do I proofread? You proofread using the proofreading checklist below

#### I have checked:

#### I have checked:

- Does my assignment have a clear introduction, a body and a definite conclusion?
- Does my writing meet the required word limit?
- Have I fully answered the question or task?
- Have I written in the required genre?
- (If required), have I used correct referencing and included a bibliography?
- All my sentences contain a complete thought.
- All my sentences make sense.
- All my sentences have a subject and an action (noun and a verb).
- My sentences are not long run-on sentences or short fragments.
- I used a range of different sentence structures.
- I varied the length of my sentences.
- I varied the way I start each of my sentences.
- My sentences are not awkwardly expressed which would make it hard to discern the meaning.
- Each paragraph begins with a topic sentence.
- Each paragraph has supporting evidence.
- Each paragraph deals with one main point only.
- Each paragraph has a concluding statement /clincher/transition sentence.
- My sentences are in the best/right order.
- The sentences flow smoothly and logically from point to point.
- I have used appropriate linking words.
- Each sentence clearly follows on from the one before.
- The major points relate to the topic and contribute to answering the task or question.
- All verbs agree with their subjects.
- My paragraphs are clearly connected and coherent.
- Each paragraph states its case clearly and completely.
- My writing has a clear introduction, a body and a conclusion.
- My writing stays in one verb tense throughout.
- I have selected the most appropriate tense for my writing.
- I have selected the most appropriate words for the context I am writing in.
- I have used formal rather than slang language.
- I have expanded words instead of using contractions.
- Each new thought has its own paragraph.

- I spelled all words correctly.
- I used a dictionary for all unfamiliar words.
- The numbers one through ten are spelled with letters.
- Numbers over ten are written with numbers **unless** they begin a sentence.
- I capitalised all proper nouns correctly, including names of characters, people, nicknames, and place names.
- I ended each sentence with the correct punctuation mark: . or ? or !
- I began each sentence or direct quotation with a capital letter.
- Commas, semicolons, apostrophes, hyphens, and quotation marks have been used correctly.
- In long sentences I have separated related ideas with commas or semicolons for easier understanding.
- Possessive words have apostrophes, for example, the dog's bone.
- Non-possessive plural words do NOT have an apostrophe. For example, many dogs.
- Book titles are italicised. Poems are in quotation marks. Movies are italicised, Television shows are italicised. Songs are in quotation marks. Note: when hand writing a paper, you underline instead of italicising.
- I capitalised each word in the title of my assignment except: **and, but, or, a, an, the,** and prepositions that are less than five letters long (**from, to, in, out, on, of, over,** etc.). The first word of a title is always capitalised.
- I replaced all contracted words with their non-contracted forms. For example, if I used 'don't' I replaced it with 'do not'.
- I used the correct form of words that sound alike but have different spellings and meanings. For example here and hear, there and their.
- My writing stayed in one verb tense throughout **unless** intentionally varied in a **narrative**.

## BOARD OF STUDIES TEACHING & EDUCATION STANDARDS NSW (BOSTES) KEY WORDS GLOSSARY

The purpose of the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

**Account** - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse** - Identify components and the relationship between them; draw out and relate implications

**Apply** - Use, utilise, employ in a particular situation

**Appreciate** - Make a judgement about the value of

**Assess** - Make a judgement of value, quality, outcomes, results or size

**Calculate** - Ascertain/determine from given facts, figures or information

**Clarify** - Make clear or plain

**Classify** - Arrange or include in classes/categories

**Compare** - Show how things are similar or different

**Construct** - Make, build, put together items or arguments

**Contrast** - Show how things are different or opposite

**Critically (analyse/evaluate)** - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to

**Deduce** - Draw conclusions

**Define** - State meaning and identify essential qualities

**Demonstrate** - Show by example

**Describe** - Provide characteristics and features

**Discuss** - Identify issues and provide points for and/or against

**Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** - Make a judgement based on criteria or determine the value of

**Examine** - Inquire into

**Explain** - Relate cause and effect, make the relationships between things evident, provide why and/or how

**Extract** - Choose relevant and/or appropriate details

**Extrapolate** - Infer from what is known

**Identify** - Recognise and name

**Interpret** - Draw meaning from

**Investigate** - Plan, inquire into and draw conclusions about

**Justify** - Support an argument or conclusion

**Outline** - Sketch in general terms, indicate the main features of

**Predict** - Suggest what may happen based on available information

**Propose** - Put forward (for example a point of view, idea, argument or suggestion) for consideration or action

**Recall** - Present remembered ideas, facts or experiences

**Recommend** - Provide reasons in favour

**Recount** - Retell a series of events

**Summarise** - Express, concisely, the relevant details

**Synthesise** - Putting together various elements to make a whole



## **COLLEGE PRAYER**

Creator God,  
We ask you to bless our school,  
Please give us pure hearts,  
Meek spirits and careful tongues,  
That in all our life and conduct  
We may show that we love you and each other  
In deed and in truth.  
Through Jesus Christ our Lord, Amen.

## **THE NATIONAL ANTHEM: ADVANCE AUSTRALIA FAIR**

Australians all let us rejoice  
For we are young and free;  
We've golden soil and wealth for toil;  
Our home is girt by sea;  
Our land abounds in nature's gifts  
Of beauty rich and rare,  
In history's page, let every stage  
Advance Australia fair  
In joyful strains then let us sing,  
Advance Australia fair.

Beneath our radiant Southern Cross  
We'll toil with hearts and hands  
To make this Commonwealth of ours  
renowned of all the lands  
For those who've come across the seas  
We've boundless plains to share  
With courage let us all combine  
To Advance Australia Fair  
In joyful strains then let us sing  
Advance Australia Fair