



Year 9, 2019 Parent Information Evening

St Francis Catholic College
Learning Vision



Quality Learning

Successful, holistic, lifelong learner
Creative and critical thinker

Every student
can learn

Every teacher
can teach

Our Challenge

Meeting the learner where they're at
High expectations
Collaboration
Reflection

Acknowledgement of Country

We at St Francis Catholic College acknowledge the Dharawal people, the Traditional Owners who have walked upon and cared for this land for thousands of years. We acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander peoples to this country and commit ourselves to the ongoing journey of Reconciliation.



Leader:

Service is modelled on the life and ministry of Christ and echoes the footsteps of St. Francis.

All:

May we make Jesus' message of compassion, justice and peace a reality within our community.



Gospel Spirituality

Leader: We understand community to be a lived experience which is based on inclusion and encourages supportive relationships both within and beyond the College.

All:
Help us to be accepting and welcoming to all members of our community.



Inclusive Community

Our community is accepting and welcoming, fostering right relationship and committed to the common good.

Leader:

Learning is a collaborative, holistic and dynamic process that nurtures and challenges each individual to realise his or her full potential and to be open to possibilities.

All: Help us to use our learning to build a better world for all.



Liberating Education

Leader:

Prayer provides us with opportunities develop our relationship with God.

All:

Help us to follow the words of St Francis and let us preach the Gospel through our actions.



Justice and Solidarity

Role of a Year Coordinator

Year Coordinator

- Student wellbeing.
 - Day-to-day school life.
 - Monitoring attendance
 - Organisation.
 - Communicate with parent/carer about positive behaviour and concerns.
 - Respond to parent/carer queries and concerns.
 - Facilitate Pastoral Program to develop Social Emotional Learning Skills.
- Management of student behaviour.
 - Adherence to PB4L expectations.
 - Affirm positive behaviour/issue redirection and consequences for negative behaviour.
 - Support plans.
- Year meetings.
 - Important announcements and information about College events.
 - Term by Term theme that incorporates the Catholic life of the school.

Role of a Year Coordinator

- Reports.
 - Review academic performance and reports.
 - Affirm student achievement and support student improvement.
- Events.
 - Organise and facilitate year group events such as Year Nine Camp (Term One, Week Seven).

“The secret to success is constant and consistent management”

K-10 Pastoral Scope and Sequence

Term: 1	Inclusive Community Our community is accepting and welcoming, fostering right relationship and committed to the common good.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	PB4L			Personal Strengths			Emotional Literacy			



Term:2	Liberating Education We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	Positive Coping				Problem Solving					



Term: 3	Gospel Spirituality We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	Stress Management				Help Seeking				Gratitude	



Term 4	Justice and Solidarity We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	Identity				Positive Relations					



Role of Pastoral Class Teacher

Pastoral Class Teacher (in conjunction with the Year Coordinator):

- Is **the first point of contact** for students, teachers and parents.
- Is responsible for supporting the **wellbeing** and **academic care** of their students.
- Ensures uniform, punctuality and attendance procedures are followed.

Year Coordinator: Mr. Watson

9PCB: Mrs. Holmes

9PCG: Mr. O'Brien



Graduate Statement

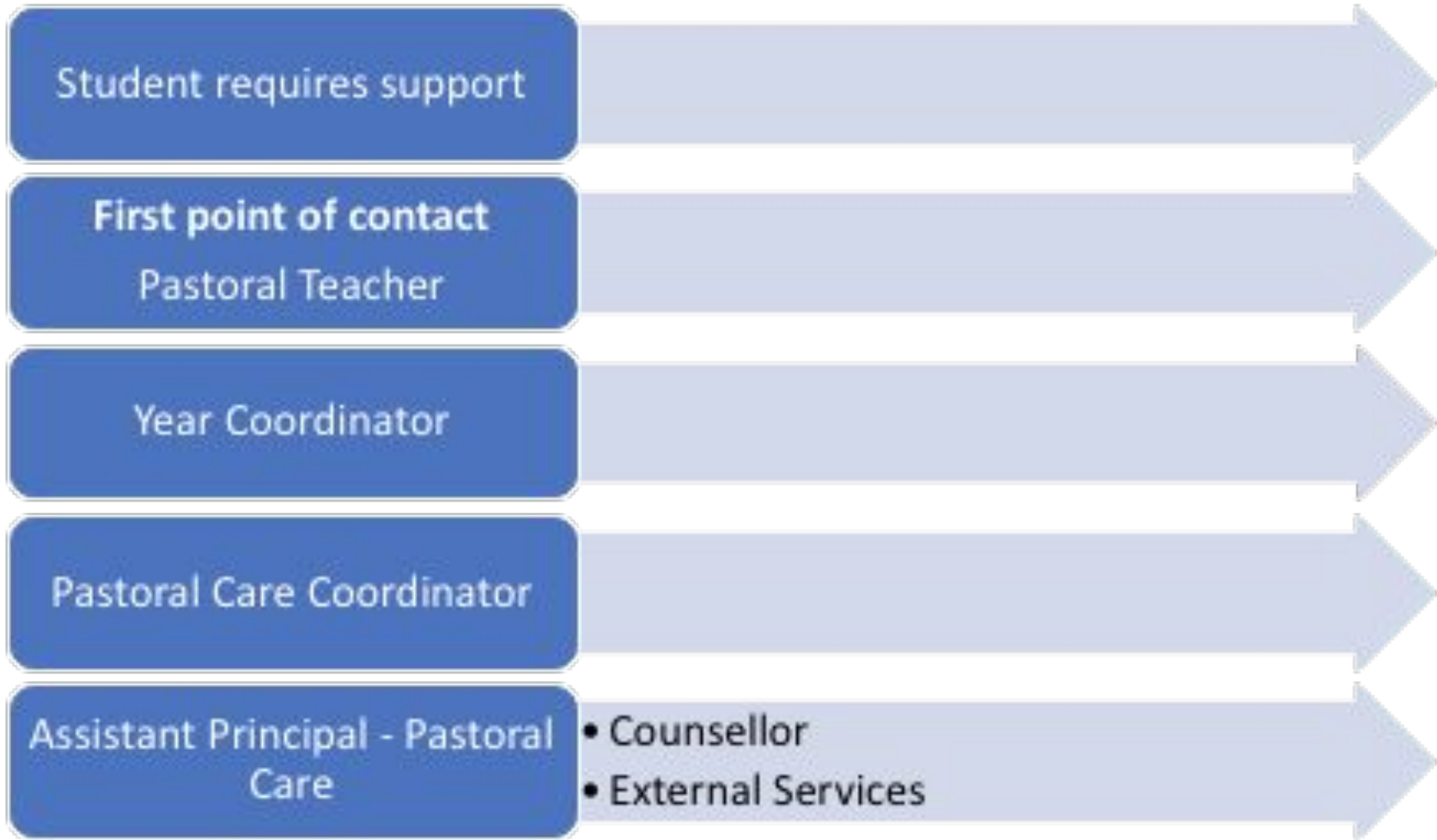
We are created by God, guided by our College and families to be successful, liberated and committed to the service of others.

We are:

- **Connected to God** and called by the Gospels to be people who are **inclusive** and **respectful** with open hearts and minds.
- Successful, **holistic** and lifelong learners who are **creative** and **critical** thinkers.
- **Confident**, **resilient** and **empathetic** members of our community.
- Responsible **global citizens** with a strong sense of belonging. We aim to be **stewards of the Earth** and of **service to others**.



Pastoral Care - Processes



All of our staff at SFCC are committed to the pastoral care of our students.



ACADEMIC FLOW CHART





Senior Years Learning

- ❑ Stages 5 and 6 (Years 9 - 12)
- ❑ Increase in control of study pattern
- ❑ Higher degree of accountability as students develop into independent, mature learners and young adults
- ❑ Traditional secondary model with specialist teachers
- ❑ Significant shift and expectations are different from MYL
- ❑ Expectations for Year 12 (HSC) are taken into consideration with design of Year 9



Year 9 2019 Assessment Handbook

Pages numbers on relevant slides



Record of School Achievement (RoSA)

Page 4

- ☐ The RoSA replaces the old 'School Certificate' generally awarded at the end of Year 10.
- ☐ Students only receive a formal RoSA document if they choose to leave before the HSC (Year 12).



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Record of School Achievement (RoSA)

❑ Grading/Reporting

- ❑ Teachers still report to the 'Common Grade Scale (A-E)'

- ❑ Remember: C = satisfactory/sound

- ❑ Maths:

- ❑ A10, A9, B8, B7, C6, C5, D4, D3, E2

- ❑ Assessment - ongoing, cumulative, includes Formal Assessment Tasks.



The New Minimum Standards for Literacy and Numeracy

- ❑ From 2018, NAPLAN will **NOT** be used as an early way to demonstrate the standard.
- ❑ Students will sit online tests in reading, writing and numeracy (when they are ready) in Years 10, 11 and/or 12 and in some cases, even after the HSC.
- ❑ Students will have two opportunities EACH YEAR to reach the standard.



Students with Special Education Needs

- ❑ All Stage 4 and 5 syllabuses are inclusive of the learning needs of the full range of students.
- ❑ However, for a small percentage of students, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.
- ❑ Life Skills pattern of study is a collaborative decision made with the College, parents/carers and the Catholic Education Office of Wollongong.
- ❑ The decision will be made on a subject by subject basis.



Stage 5 Learning at SFCC

Throughout Stage 5 (Years 9 and 10), students must study:

- 1) ALL of the courses in Group A.
- 2) Up to FOUR courses from Group B. Two for Year 9 and two for Year 10.

Group A Courses	Group B Electives Courses 100 Hour (1 Year Courses)
Religious Education	Design and Technology
English	Food Technology
Mathematics	Industrial Technology – Timber
Science	Information Software Technology
History	Textiles
Geography	Music
PDHPE	Visual Arts
	Photographic Digital Media
	PASS (Physical Activity and Sports Studies)

* In the interest of students' health and fitness, weekly 'Sport' will still be mandatory.



RoSA Stage 5 Assessment Policy

- ❑ Purpose of the policy - to ensure staff and students of SFCC meet the requirements of the NESA Record of School Achievement and compliance requirements of the Catholic Education Office of Wollongong.
- ❑ Provides all members of the SFCC community with clear expectations and procedures for Stage 5 Learning and Assessment.



RoSA Stage 5 Assessment Policy

The Assessment Certification Examination (ACE) website provides pertinent information regarding the rules and procedures set by NESA for secondary education in New South Wales. ACE explicitly outlines the criteria for satisfactory completion of courses:

“To have satisfactorily completed a course, students will have -

- ☐ *followed the course;*
- ☐ *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- ☐ *achieved some or all of the course outcomes.” [ACE 4016]*

Therefore, this Policy is designed to outline the requirements developed by the College to ensure students satisfactorily complete the courses studied across Stage 5.



1.0 General Expectations for Students

1.0 GENERAL EXPECTATIONS FOR STUDENTS

Students must:

- 1.1 adhere to the [SFCC Attendance Policy](#).
- 1.2 ensure their attendance rate remains above 85% for each course.
- 1.3 ensure that the [Application for Foreseeable Absence - Year 9](#) is completed and submitted to the College Principal for approval for any known period of absence. The form must be submitted at least FOUR weeks prior to the student commencing the known period of absence.
- 1.4 demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- 1.5 ensure all assessments, homework and set tasks are completed to the best of their ability.
- 1.6 read the **Year 9 2019 Assessment Handbook**.
- 1.7 adhere to the Assessment Program for each course.
- 1.8 write the Formal Assessment Task due dates in their Student Diary.
- 1.9 meet all assessment deadlines or they will be penalised in accordance with this policy.
- 1.10 follow the instructions outlined in the Assessment Notification regarding the submission of the task.
- 1.11 submit all hard copy Formal Assessment Tasks in person to the subject teacher. If the subject teacher is absent, the task must be submitted to the KLA Leader.
- 1.12 submit all electronic Formal Assessment Tasks by 8.30am on the due date regardless of illness on the day.



Year 9 Unforeseeable Absence Procedure

Please note: All Formal Assessment Tasks that are required to be submitted electronically must be done so by 8.30am on the day the task is due, regardless of illness on the day.

Pages 9 & 10

STEP 1

Student/parent to notify relevant class teacher

- Student/parent must notify relevant class teacher by email (see Staff Email Directory on the College Website) on the day of the task.
- Class teacher must notify relevant KLA Leader and enter on Diocesan eSIS.

STEP 2

Obtain documentation relating to reason for absence

- Illness – a Doctor's medical certificate will be required covering the absence.
- Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered.
- Exceptional circumstances – please contact Leader of Learning.

STEP 3

Parent/Carer to complete and submit Year 9 Illness/Misadventure Form

- Student/parent complete a Year 9 Illness/Misadventure Form
- Attach documentation from Step 2
- Submit form and documentation to relevant class teacher
- Class teacher must attach documentation to Diocesan eSIS entry
- This must be done before the commencement of the student's first period on the day of their return to the College.

Please note: Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College.

STEP 4

Relevant KLA Leader to process form

- KLA Leader will process the form and review documentation.
- KLA Leader will notify student and Class Teacher of result which may include an alternative date of submission.
- KLA Leader will notify Year Coordinator, Leader of Learning and AP Teaching and Learning via Diocesan eSIS.

3.0 Unforeseeable Absence for Formal Assessment Task



4.0 Foreseeable Absence (Leave) for Formal Assessment Task

Year 9 Foreseeable Absence Procedure

STEP 1

Obtain approval from the College Principal

- Parent/carer to submit a completed [Application for Foreseeable Absence](#) to the College Reception requesting leave **at least four weeks prior to the leave.**
- Student to see the Leader of Learning with the 'Assessment Requirements' table completed, if there are any assessments scheduled at the time of leave. The form must be signed by the College Principal before the Leader of Learning is notified.



STEP 2

Reschedule task(s) with Leader of Learning prior to leave

- Student must discuss with Leader of Learning details of task(s) that will be missed during absence.
- At the discretion of the Leader of Learning, alternative arrangements may be organised with relevant class teacher and/or KLA Leader. The Leader of Learning will notify the student of the amended Assessment Task submission details.
- Student must complete and submit the assessment task.

Please note: Students who do not have leave approved are at risk of not meeting attendance requirements. An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation - please refer to Year 9 Unforeseeable Absence Procedure.



5.0 Extensions

5.0 EXTENSIONS

- 5.1 Under exceptional circumstances the Leader of Learning may grant an extension on Formal Assessment Tasks.
- 5.2 Students must complete the [Application for Extension of Formal Assessment Task form](#) and submit to the Leader of Learning a minimum of three days prior to the due date of the submitted task.
- 5.3 Leader of Learning must notify the relevant KLA Leader and subject teacher regarding the application for extension on Formal Assessment Task and outcome.



6.0 N-Warnings and Determinations

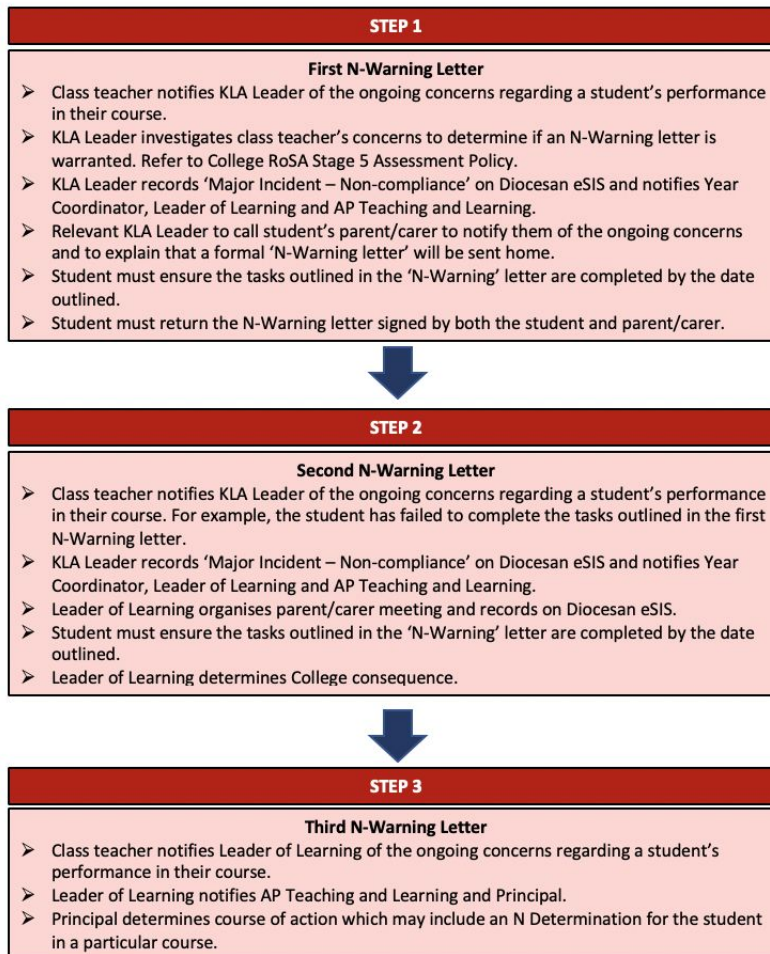
6.0 N-WARNINGS AND DETERMINATIONS

“Students must be warned if they are in danger of not satisfactorily completing mandatory requirements. This warning must be given by principals in enough time for students to meet the requirements. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a Record of School Achievement in that year. The student may receive a Transcript of Study showing all grades awarded, including ‘N’ determinations for mandatory courses studied in Stage 5.” [ACE 4001]

St Francis Catholic College will issue an ‘N-Warning’ letter to students if they do not adhere to this Policy and therefore are not satisfying the requirements of the Stage 5 RoSA and the College.

6.0 N-Warnings and Determinations

N-Warnings and Determination Procedure





7.0 Failure to Submit Formal Assessment Task

Year 9 Failure to Submit Formal Assessment Task Procedure

Please note: If a student fails to submit a Formal Assessment Task but has a legitimate reason, refer to the Year 9 Unforeseeable Absence for Formal Assessment Task.

Student fails to submit Formal Assessment Task (1st Time)

- Class Teacher must call the student's Parent/Carer to notify them that the task has not been submitted and log on Diocesan eSIS and notify KLA Leader and Year Coordinator.
- Student must submit the task the next school day to the Class Teacher.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



Student fails to submit Formal Assessment Task (2nd Time)

- Class Teacher must notify the relevant KLA Leader and update log on Diocesan eSIS to reflect the failure to submit Formal Assessment Task again.
- Class Teacher to call student's Parent/Carer to notify them that the task has not been submitted and the student will be required to attend the next scheduled Homework Club to complete the task unless it is submitted before.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



Student fails to submit Formal Assessment Task (3rd Time)

- Class Teacher must notify the relevant KLA Leader and update log on Diocesan eSIS to reflect the failure to submit Formal Assessment Task again.
- Relevant KLA Leader records 'Major Incident – Non-compliance' on Diocesan eSIS with consequence (Break 2 – timeout) and notify Year Coordinator, Leader of Learning and AP Teaching and Learning.
- Relevant KLA Leader to call student's parent/carer to notify them that the task has not been submitted and to explain that a formal 'N-Warning letter' will be sent home. KLA Leader to follow the N-Warning and Determination Procedure.
- Student must ensure the tasks outlined in the 'N-Warning' letter are completed by the date outlined.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.

Student fails to submit multiple Formal Assessment Tasks

- Year coordinator to meet with parents/carers and student to discuss concerns.
- Year coordinator to record meeting on Diocesan eSIS and notify Leader of Learning and AP Teaching and Learning.
- Student attends Afternoon Detention to complete any outstanding tasks.



8.0 Academic Integrity and Malpractice

- 8.1 Students must ensure they maintain Academic Integrity whilst completing all work related to the courses studied.
- 8.2 Student must ensure their work is free of plagiarism by referencing appropriately.
- 8.3 Teachers must investigate any reported or suspected incidents of malpractice. If there is evidence to suggest malpractice, the Subject Teacher must notify the relevant KLA Leader who will follow the [N-Warnings and Determination Procedure](#).



Year 9 Assessment Overview

- ❑ Key dates for each term outlining all of the Formal Assessment Tasks for each course.
- ❑ Students will receive a notification from the class teacher at least two weeks prior to the due date outlining the specifics of the task, eg. submission details.



Wellbeing

Definition

Wellbeing is defined as “the state of being happy and healthy as well as having the ability to cope with the normal stresses of life. Mental health is a component of wellbeing.”

Research indicates there is a strong link between wellbeing and student achievement.

How?

- Having a sense of belonging and high levels of engagement
- Through building positive relationships between teachers and students and between students.
- Feeling valued and safe



Hindrance to Wellbeing

Lack of Sleep!!

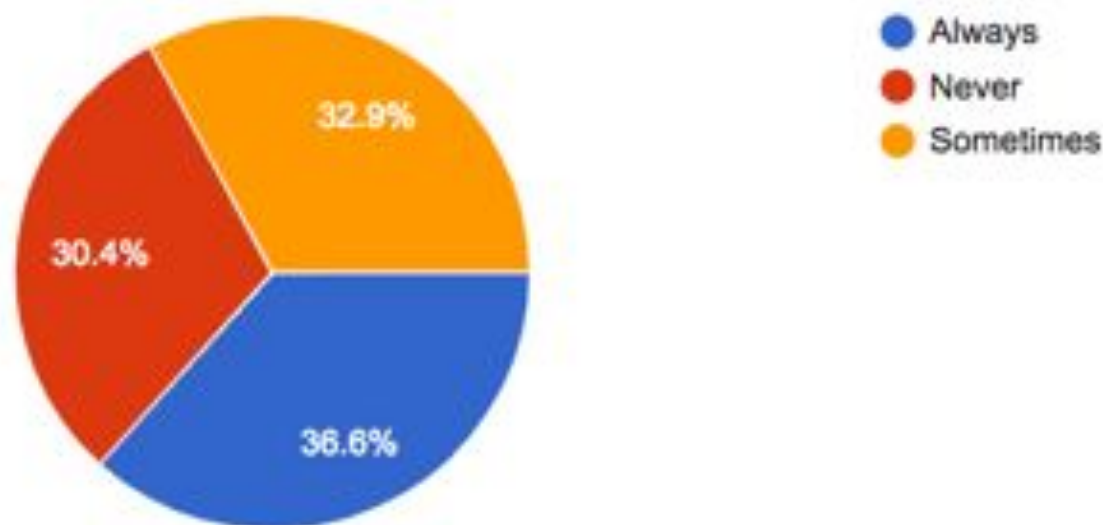
- ❑ Sleep research suggests that adolescents need between 9 and 10 hours of sleep every night.
- ❑ Most adolescents are getting only between 7 and 8 hours.

Having a good night sleep will:

- ❑ Improve concentration
- ❑ Improve memory
- ❑ Reduce the likelihood of feeling stressed or depressed
- ❑ Keep you feeling healthy - improves immunity
- ❑ Improves mood swings

Do your parents/carers allow you to have your devices in your room when you go to bed.

161 responses





Sleep Tips

- ❑ Choose a relaxing bedtime routine; for example, have a bath and a hot milky drink before bed.
- ❑ Avoid loud music, homework, computer games or any other activity that gets your mind racing for at least an hour before bedtime.
- ❑ Avoid having devices in the bedroom.
- ❑ Keep your room dark at night. Try to avoid watching television right before bed.