



St Annes Central School

Temora



Secondary Handbook 2017



“Let us all have courage”



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A MESSAGE FROM THE PRINCIPAL

Welcome to the 2017 school year at St Anne's Central School. I would like to thank parents for entrusting their child's secondary education with us. The staff at St Anne's are committed to providing a quality education in an engaging and safe environment. They work hard to know their students and to provide learning experiences which best meet the individual student's needs.

We are blessed to be able to offer a broad range of subjects. The use of ICT is seen as a tool to enhance learning. Students are encouraged to continuously develop their ICT skills to enable them to make the best of their various subjects.

*The theme which will guide our journey in 2017 is **"Let us all have courage"**.*

Students are encouraged to be learners who will help make a better world as they live as adults in the 21st Century. I would like to encourage students to work from a growth mindset. This means that achievement is about hard work and that anyone can improve if they are determined to work at it.

I would encourage students to actively seek feedback from their teachers on how they can improve their work. Students should not be discouraged by their mistakes but rather to see them as opportunities for growth.

It is always exciting to move into the next school year. I encourage students to reflect on their previous year and to be committed to an organised homework and study routine this year.

All the best with your studies.

Kathy Holding

Principal

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ST ANNE'S SCHOOL: A SHORT HISTORY

There has been a Catholic school in Temora almost from the beginning of the town. In 1881, the year following the proclamation of the Temora goldfield, Mr McCarthy and Mrs O'Rourke conducted a Catholic School on the present site of the Sacred Heart Church. In 1885, Mr J.J. Hogan was the headmaster, and the Sisters of St Joseph arrived in Temora in 1887 to take over the school; the Sisters taught in the school continually until 2002, and even today they retain a significant role here.

The school has had several sites. The original school was the old Church building, which faced De Boos Street – approximately where the sanctuary of the present Church is located. The first separate school building was opened in 1900. The school was called St Joseph's School and 125 pupils were enrolled when the school moved to their new brick building. Additions were completed (fronting Loftus Street) in 1913 to accommodate 190 pupils. This building comprises the present St Joseph's Hall, used for school functions and for music classes.

Further increases in enrolments up to the 1930s saw the need to further expand the school facilities. In 1934 the front section of the present St Anne's building was erected. This sufficed for school needs until 1964 when, in accordance with the Wyndham Scheme, a science laboratory was added along with additional classrooms to facilitate the change from three to four year secondary education.

With growing emphasis being placed on Technology and Research, further extensions comprising of a new Library, Food Technology, Textiles and Design Room, and Industrial Arts room were completed in 1971.

In response to growing educational needs of the students a further building program was undertaken. This new program, consisting of three classrooms, a careers room and uniform store, refurbishment of the administration area and specialist computer laboratory, was ready for the commencement of the 1997 school year and was blessed and opened by Archbishop Francis Carroll in May of that same year.

In an effort to provide a sun safe environment, application was made to the CEO for a grant to support the erection of shade areas. With strong voluntary parental support, two Covered Outdoor Learning Areas (COLAs) were constructed. These have proved to be an asset for learning and recreation. Establishment of garden areas has further enhanced them.

In November 2003 the Sisters of St Joseph donated the convent to the Sacred Heart Parish and school for a more functional use. The Sisters moved to smaller self-contained units in the Southern Cross Village, Temora.

At the end of 2006, the secondary section of the school was closed, to the great dismay of the community, and after further consultation Archbishop Mark Coleridge agreed it could be re-opened if it complied with strict enrolment provisions. The parents agreed, the conditions were met, and the secondary school was re-opened on a year-by-year basis after being closed for one year (2007).

In 2009 the Australian Government announced the Building the Education Revolution, and a two million dollar grant enabled the redevelopment of the school in order to provide an enhanced library as well as improved student facilities. At the same time, because of the restructure, the administrative area was renovated and additional classrooms made available.

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SCHOOL MISSION AND VISION STATEMENT

OUR MISSION:

St Anne's Central School supports the home in the development of well-rounded students, based on inclusive Christian values that reflect our Catholic tradition.

Our staff recognises the educational needs of each student and we seek to respond to these through the use of traditional skills and modern technology.

To equip students for adult life, we foster their well-being through resilience, tolerance and the making of right choices and we nurture these qualities in an environment where all are safe and all can gain satisfaction.

OUR VISION:

St Anne's Central School embraces and promotes tolerance, reflection and forgiveness to support personal relationships with God. Through this we uphold our Catholic traditions and foster Christian values.

Building on our historical foundations, we provide a challenging curriculum in a safe and caring environment. We encourage all students to achieve their personal potential and so be ready for an exciting future.

As a united and committed staff, we nurture partnerships with parents, parish and the wider community to encourage students to achieve high personal goals underpinned by life-long learning.

The strong ties and respectful relationships within the school create a supportive, welcoming, friendly and secure environment. Our school family values and benefits from open and timely communication.

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THE NATURE OF THE SECONDARY STUDENT

Confrontation and questioning characterise many students at this stage as they "test the limits" and come to terms with massive physical and psychological change in their lives. The peer group remains extremely significant, providing identity and security yet demanding extreme conformity. Whilst learning to deal with the values and expectations of the adult world, they face critical questioning, and negative attitudes towards traditional structures are often expressed.

We acknowledge that our students, even though they might fit into this general description, are still individuals. They differ from one another in temperament, abilities, achievements, maturity, styles of learning and in many other ways. However, they are all making a common journey towards maturity, passing through recognisable stages. We recognise these stages and attempt to deal with them in an appropriate manner, both in the courses we offer and in the way that we offer them.

At St Anne's Central School, we aid the transition into secondary by

- running an Orientation Program during Term 4
- explaining the change of structure in the School day for a Secondary School student – change of teachers for specialist subjects, allocated class periods, etc
- having a welcome night at the beginning of the year
- explaining how to read a Secondary Timetable and the 'language' of Secondary school
- encouraging phone, written or email contact with the parents to clarify concerns and issues that may arise once students have started in secondary school

SECONDARY TIMES

Monday

8:45 *Secondary Assembly*
9:30 Period 1
10:20 Period 2
11:10 Lunch
11:50 Period 3
12:50 Period 4
1:50 Recess
2:20 Period 5
3:20 Dismissed

Tuesday-Friday

8:45 *Homeroom*
9:10 Period 1
10:10 Period 2
11:10 Lunch
11:50 Period 3
12:50 Period 4
1:50 Recess
2:20 Period 5
3:20 Dismissed

Students are expected to be ready to go into homeroom (Assembly on Monday) at 8:45. If there is continued lateness to school, their parent /carer will be notified.

SPORT

Secondary Sport for 7-10 is on Friday afternoon (2:20-3:20)

PE for 7-10 is on Tuesdays.

Students should only be wearing sports uniform on these days with the exception of PASS students for their double period on Monday.

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TEACHERS

Principal:	Kathy Holding
Assistant Principal:	Geraldine Holland
RE Coordinator:	Angela Scott
Primary Coordinator:	Kellye-Anne Coleman
Secondary Coordinator:	Michelle Jamieson

Year 7		Year 8	
Homeroom	Mrs Jodie Tame and Mr Grant Kitchingman		
Religion	Mr Peter Turner	Religion	Mrs Angela Scott
English	Mrs Jodie Tame	English	Mrs Georgina Breust
Maths	Miss Michelle Jamieson	Maths	Miss Michelle Jamieson
Science	Mr Dean Cartwright	Science	Mr Dean Cartwright
HSIE	Mrs Georgina Breust	HSIE	Mrs Jodie Tame
PDHPE	Mr Grant Kitchingman	PDHPE	Mr Grant Kitchingman
Mandatory Tech	Mrs Sally Eberle	Mandatory Tech	Mr Peter Turner
Visual Arts	Mrs Sally Eberle	Visual Arts	Mrs Sally Eberle
Music	Mrs Angela Scott	Music	Mrs Angela Scott
Italian	Mrs Angela Scott		
Year 9		Year 10	
Homeroom	Mrs Georgina Breust	Homeroom	Miss Michelle Jamieson
Religion	Mrs Georgina Breust	Religion	Mrs Angela Scott
English	Mrs Georgina Breust Mrs Jodie Tame	English	Mrs Georgina Breust
Maths	5.1&5.2 Mr Dean Cartwright 5.3 Miss Michelle Jamieson	Maths	5.1&5.2 Miss Michelle Jamieson 5.3 Mr Dean Cartwright
Science	Mr Dean Cartwright	Science	Mr Dean Cartwright
HSIE	Mrs Jodie Tame	HSIE	Mrs Jodie Tame
PDHPE	Mr Grant Kitchingman	PDHPE	Mr Grant Kitchingman
Timber			Mr Peter Turner
Metal			Mr Peter Turner
Drama			Mrs Sally Eberle
Food Tech			Mrs Sally Eberle
PASS			Mr Grant Kitchingman
Agriculture			Mrs Wendy Sutherland

Staff emails are: first name.surname@cg.catholic.edu.au

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SECONDARY EQUIPMENT

All students receive their books from the school.

ALL STUDENTS (7-10) are required to have their own:

Pens

Pencils

Rubber

Ruler

Scissors

Glue Stick

Calculator (by the end of Week 4)

Geometry Set (by the end of Week 4)

There is a calculator on the iPads(7-10) however students will be required to have a scientific calculator for school assessments and NAPLAN.

Calculators can be purchased from the school office for \$25. These calculators are available elsewhere but it is important that they get the same one. (CASIO fx-82AU PLUS). If students purchase different calculators, they will have different functions making it more difficult to learn.

SECONDARY HOMEWORK

In Secondary there is **no such thing** as “No Homework”. There is **always** homework.

It is expected that students:

- Plan and organise home study time using their diary.
- Complete work that has been missed due to an absence from school.
- Work on assignments regularly so that they are completed by the due date.
- Ensure that parents view and sign assessment tasks to be completed at home.
- Revise the content of work covered during the day.
- Give their best effort to their studies and thus achieve to their highest potential.

As a guide, students in the Secondary school should spend the following amount of time per day studying (including reading, homework and assessments):

Stage Four

Year Seven 30 minutes

Year Eight 40 minutes

Stage Five

Year Nine 60 minutes

Year Ten 90 minutes

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AFTER SCHOOL STUDY

This is on **Tuesday & Thursday** in the school library from **3:30 – 5:00**.

Secondary students are encouraged to come and complete homework, assessment tasks or study, in a supervised quiet environment.

Students are reminded that they must have their own activities to complete in order to utilise the time constructively.

ASSESSMENT

RESPONSIBILITIES REGARDING ASSESSMENT

The assessment process is designed to maximise student achievement. It is a collaborative responsibility involving the student, teacher and parent. The roles and responsibilities regarding assessment are outlined below.

Students: To be assessed, it is the student's responsibility:

- To give their best effort to their studies and thus to achieve to their highest potential.
- To monitor his/her own progress (appropriate to developmental stage) and to seek advice from the teacher to assist in academic growth.
- To plan and organise home study time (appropriate to each student's developmental stage) and to complete regular homework as described in the homework policy.
- To record the details of assessment tasks and due dates (7-10) on their Ipad.
- To submit all assessable tasks by the due date.
- To complete work at lunchtime in the library when due dates for assessment tasks/homework are not met.

Teachers: Teachers' responsibilities are:

- To clearly identify methods of assessment in their program.
- To include assessments on the term assessment students access through Showbie
- To describe the expectations of each task to be completed for assessment.
- To designate the due date.
- To follow up any non-completed assessment tasks with students and notify the parent via email or by phone (7-10).
- To keep evidence of assessments.
- To monitor the progress of each child in his/her care.
- To provide assessment feedback to students within 2 weeks of the due date.

Parents: Parents' responsibilities are:

- To be involved in their child's progress, educational needs, and development.
- To attend and engage in the parent teacher interviews as a means of reporting on their child's progress.
- To monitor their child's study habits and learning and to initiate communication with the school should concerns arise.
- To guide and support their child's efforts and but in no circumstances complete tasks for their child.

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ASSESSMENT PROCESS FOR YEARS 7 – 10

Assessment of a students' achievement in a unit is determined by the aggregate of performance in several assessment tasks. Common practice is that one to three tasks are set within each semester unit.

It is the responsibility of the teacher to issue students with a detailed assessment outline of each task including how it will be assessed and the due date.

Any assessments completed at home will have an assessment cover. Students are expected to get this signed by their parent/carer when the task is given so that parents/carers are aware of what the students need to do and when it is due.

ASSESSMENT PLANNERS

Year 7&8 students will receive a **term** assessment planner by Week 3 of each term. The planners are colour coded so students/parents/carers are aware of the type of task that has been set. Tasks are categorised as an in-class test, in-class only task, in-class/home task and home only task.

Year 9&10 students will receive a **yearly** planner with all their assessments in Week 3 of the year. They will also receive an assessment overview from each subject teacher that will have the weighting of each task.

MODIFIED ASSESSMENT TASKS

Where students have been identified as needing modified assessment tasks, such tasks are developed in consultation with the Learning Support Teacher. Students completing modified tasks will be assessed and reported against modified outcomes.

SUBMISSION OF ASSESSMENT TASKS

Assessment tasks **MUST** be submitted directly to the teacher issuing the task or in the case of the lesson being after lunch, students are to submit it to their homeroom teacher. In the case of teacher's absence, students will submit the task to the relief teacher. The due date will be one of the timetabled lessons for that learning area.

NON-SUBMISSION

It is expected that all assessment tasks be completed within the guidelines provided and submitted by the due date. If students do not submit assessment tasks on time, parents will be notified via email on the day the assessment item was due. The students will be required to attend the library at lunch time to complete the task. The work completed during this time will be collected and will be considered as fulfilling the submission requirements should the student not hand in the assignment by **8:45am** the following morning.

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MISSED ASSESSMENT TASKS

If an assessment task is missed due to illness or other extenuating circumstances, a medical certificate or supporting note from home must be given to the subject teacher. On return to school the student may be required to complete the assessment task in order that a grade can be awarded. If, for a valid reason, the assessment task cannot be completed, the teacher will provide an estimate at the end of the unit, determined on performance throughout the whole unit.

GRANTING EXTENSIONS

When students envisage that assessment tasks will not be completed by the due date they may apply in writing for an extension. To be eligible for an extension the student needs to follow the procedures outlined below.

- Application must be made **at least 2 days prior** to the due date.
- Application for extension is to be in the form of a letter signed by the parent and to be given to the classroom teacher.
- Breakdown or malfunction of computer equipment is not seen as a valid excuse. Students should back up their work to on a regular basis. If they are printing an assessment, they are encouraged to do this 2 days before the due date so that if there is a problem, other arrangements can be made before the due date which may mean printing at school. Printing at school **will not** be permitted on the due day.
- Evidence of work in progress may be required to support the request for an extension.
- If an extension is granted, it will be recorded on the letter, which is to be submitted with the assessment task.
- If an extension is not granted the work is to be submitted on the due date, even if it is incomplete.

BREACHES OF DISCIPLINE IN RELATION TO ASSESSMENT

Any cheating, plagiarism or repeated absence from school to complete an assessment task will constitute a breach in discipline. Students will incur the following penalties:

- Parents will be informed via email and/or phone call.
- A meeting with the student, parent, teacher and coordinator may be organised, dependent on the nature of the offence.
- The student will be given a mark of **zero**.
- Talking or general misconduct during tests and examinations will be penalised.

UNSATISFACTORY PROGRESS

Students are required to complete all class work, homework and assignment work for each course to the best of their abilities. When this is not taking place, action will be taken by the class teacher and notification of serious problems given to the Secondary Coordinator. Teachers may communicate minor concerns through email. Serious or consistent concerns will be recorded more formally and communicated to parents.

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METHODS OF ASSESSMENT

Teachers use a variety of methods to compare student's performance against outcomes. They include the following:

Prediction	Samples of student's work	Verbal responses
Explanation and demonstration to others.	Practical tasks such as measurement activities	Investigations and/or projects
Retelling	Short quizzes	Pen-and-paper tests
Students' journals and comments on the process of their solutions	Observations of students' participation in a group activity.	Student's plans for and records of their solutions of problems.
Checklists	Basic Skills	Graphing.
Teacher-made tests	Standardised tests	Developing concept maps.
Matching questions with answers.	Labelling a diagram or models.	Students' oral and written reports.
Response logs	Data collection	Problem-solving.
Writing logs	Research projects.	Critical dialogue
Running records.	Performances	Letter-writing.
Story maps	Multimedia presentations	Skills checklists.
Discussion	Role-plays	Activity journals.
Miscue analysis	Peer assessment	Action plans
Anecdotal records	Self assessment	Completing timelines.
Teacher/student discussion or interviews	Observation of students during learning activities, including listening to students use language.	Questions from students
Comprehension and interpretation exercises		

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APPEALS PROCESS

Students have the right to appeal a grade/mark awarded on individual assessment tasks or formal school reports. In the first instance they must speak to the subject teacher and request an explanation. This must be done within five school days of receiving the grade/mark. The subject teacher has the right to change the grade/mark if it is warranted. If the student is still unhappy with the process or rationale for the grade/mark awarded, they may request that their concern be passed onto the coordinator and, in turn, the assistant principal and principal. The outcome of this appeal could be that the grade/mark awarded could be increased, decreased or remain unchanged.

ABOUT THE COMMON GRADE SCALE

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

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REPORTING

At St Anne's Central School we report to parents both *formally* and *informally*.

Interim Reports are issued at the end of Term 1 and Term 3. The tick-a-box format is an **indication** of the student's progress in each subject. Formal interviews are held at the end of Term 1 after Interim Reports have been sent home. Interviews throughout the year are encouraged when either parents or teachers feel a meeting would be appropriate. These can be organised by phone or by email.

Semester reports are issued at the end of Terms 2 and 4. These Reports address specific outcomes in each course as well as presenting a profile of the work habits of each student.

One of the acknowledged advantages of a small school such as ours is that teachers develop a good rapport with their students and are able to identify problems, both academic and social, very quickly. Parents are contacted whenever concerns are noted.

NAPLAN

Year 7 & 9 students are involved in the NAPLAN (National Assessment Program Literacy and Numeracy) programs. These assessments will take place on the following dates:

	Tuesday 9 May 2017	Wednesday 10 May 2017	Thursday 11 May 2017
Year 7	Language Conventions <i>45 minutes</i> Writing <i>40 minutes</i>	Reading <i>65 minutes</i>	Numeracy (Calculator and non- calculator) 50 minutes
Year 9	Language Conventions <i>45 minutes</i> Writing <i>40 minutes</i>	Reading 65 minutes	Numeracy (Calculator and non- calculator) 50 minutes

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STUDENT MANAGEMENT

Students in the secondary years are expected to provide positive examples to the whole school. This section spells out reasonable expectations to guide secondary students in providing this example.

The same rules that apply from kindergarten will be followed by all students but older students are expected to display a higher level of positive behaviour in line with their increased maturity.

We like to commend students on the good things that they do whilst at school. At Monday assembly, awards are given out to recognise positive achievement/behaviour in subject areas over the previous week.

At the end of each term, there are 2 major achievement awards given out to each class. These awards credit those students who have displayed excellent behaviour, attitude and pleasing achievement in studies throughout the term. All awards given will be in the Thursdays Newsletter

We recognise that there will be occasional displays of inappropriate behaviour and in order to treat these, the following steps will be implemented.

- Step 1 The teacher deals with the individual student and an incident report may need to be completed. Teacher advises homeroom teacher of this.
- Step 2 For repeated or serious behaviour the teacher refers the incident to the homeroom teacher who may request an incident report to be written. The incident may require parental contact.
- Step 3 Should an incident be serious enough, the coordinator needs to be made aware of it which in turn may involve the assistant principal and/or the principal being notified.

Incident Slips

- Step 1 The teacher informs the student that they are required to complete an incident slip. **This MUST be completed during the immediate lunchtime after. (If the incident occurs in Period 5 or 6 it will be completed the next day)**
- Step 2 Students report to the teacher giving the incident slip and are given-
 - an incident report,
 - lined paper
 - an article to write out that relates to the incident
- Step 3 Students are to go to the library to complete the report. When it is finished, they are to find the teacher who gave it to them. If it has been satisfactorily completed, the teacher is to sign it and give it to the student's homeroom teacher.

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- Step 4 Homeroom teachers will sign the report and put it on file.
- Step 5 Should a student accumulate 3 incident slips in a term, the homeroom teacher will contact parents/carers to inform them of the incidents. From this, the child will be put on a daily report for a minimum of four days.
- Step 6 On daily report, the student is required to have the report filled in by the teacher at the completion of each lesson and also by the teacher on duty at the completion of recess and lunch. They **MUST** report to their homeroom teacher at the end of each day to have it signed. They then take it home for their parent/carer to sign.

Daily reports MUST be returned to homeroom teachers on completion and put on file.

If you have any concerns about your child, please contact the homeroom teacher (pastoral) or subject teacher (academic) via an email, letter, phone call or arrange a meeting.

SECONDARY UNIFORM

At St Annes we pride ourselves on our uniform.

Boys – Summer Uniform

Sky blue “Midford” short sleeve shirt – (Millers/Lowes)
 Grey shorts – “Blockers” size 4-24 (Lowes/Millers)
 Grey socks – “Red Robbin” (Lowes)

Girls - Summer Uniform

Sky blue “Midford” blouse – “Peter Pan collar” (Lowes/Millers)
 Skirt – “St Annes” (Lowes)
 School jumper/jacket (Millers)
 Blue ankle socks – “Red Robbin” (Lowes)

Boys – Winter Uniform

Sky blue “Midford” long sleeve shirt – (Lowes/Millers)
 Grey trousers – “720” (thick ones) (Lowes/Millers)
 Grey ankle socks – “Red Robbin” (Lowes)
 School tie (Lowes)

Jackets

School polar fleece jacket (Millers)
 School Sloppy Joe (Lowes)
 Lined Jacket (Millers)

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Girls - Winter Uniform

Sky blue shirt – “Midford” (Lowe’s/Millers)
 Skirt – “St Annes” (Lowe’s)
 Pants – “Navy classic” size 4-20 (Lowe’s)
 “PQS style” up to size 20 (Lowe’s)
 School tie (Lowe’s)
 Blue ankle socks – “Red Robbin” (Lowe’s)
 Navy tights – “Red Robbin” (Lowe’s)
 Navy Opaque tights

Secondary Boys/Girls Sports Uniform

Navy blue red/blue stripe shorts–“St Anne’s” (Lowe’s)
 Royal blue and red polo shirt (Lowe’s/Millers)
 White ankle sports socks
 Navy “St Anne’s” track pants red/blue stripe (Lowe’s)

ALL students MUST have a St Anne’s school hat for PE, Sport, recess and lunch ALL YEAR ROUND.

PLEASE NOTE

- Sneakers/joggers are **NOT** to be worn with normal school uniform.
- Stud earrings are to be small, gold or silver and there is to be only one earring in each ear, any other piercings are to be taken out or a spacer is to be used
- Bangles, bracelets and rings are not to be worn at school. A chain with a small crucifix can be worn under shirts
- Makeup, nail polish and wrist bands are not to be worn to school
- All male students must be clean shaven at all times

REPRESENTATIVE SPORTING CLOTHES - Any Archdiocesan/State clothing which a student may get in Years 7-10 is **NOT** to be worn as a replacement sport uniform.

REPRESENTING THE SCHOOL

If your child is representing the school, they are required to be in full correct school uniform (or sports uniform). Any child not adhering to this will not be permitted to attend.

IF YOUR CHILD IS UNABLE TO WEAR THE CORRECT UNIFORM PLEASE WRITE A NOTE TO THEIR HOMEROOM TEACHER.

LOCKERS

Lockers are available for students from 7-10. If your child wishes to have a locker, they need to pay a deposit of \$10 to the office. When the key is returned at the end of the year, the \$10 will be returned. Students that haven’t returned their keys need to do so in order to get their refund.

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MOBILE PHONES/IPODS

In this technological world, we realise the importance of mobile phones and ipods to teenagers. However, we feel that while at school, we would like to encourage the students to interact with their peers and others around them.

For this reason, mobile phones and ipods are not to be used during school hours (including recess and lunch). If students are caught with either one, the teacher will give it to the student's homeroom teacher and the student may collect it at the end of the day. If this occurs 3 times, a parent/guardian will be required to collect the phone/ipod from the homeroom teacher.

If a student wishes to contact a parent during school hours this needs to be done via the school office.

BIKES/SKATEBOARDS/SCOOTERS

K-10 students place their bikes/skateboards/scooters in the racks provided near the K-2 Cola. All students are to disembark their mode of transport when entering or leaving the playground via the small gate and must wear a properly fitted helmet (bikes only). The school will ban a student from riding to school if they do not follow these simple rules.

BROAD LEARNING OUTCOMES

The following broad learning outcomes summarise the skills, knowledge and understanding, values and attitudes essential for all students to succeed in and beyond their schooling. Through active participation of our students in the programs offered by St Anne's Central School, they are expected to be able to:

- Understand, develop and communicate ideas and information.
- Access, analyse, evaluate and use information from a variety of sources.
- Work collaboratively with others to achieve individual and collective goals.
- Possess the knowledge and skills necessary to maintain a safe and healthy lifestyle.
- Understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world.

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- Understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens.
- Express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.
- Understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships.
- Be productive, creative and confident in the use of technology and understand the impact of technology on society.
- Understand the work environment and be equipped with the knowledge, skills and understanding to evaluate potential career options and pathways.
- Develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

STRUCTURE OF THE CURRICULUM

The NSW Board of Studies divides The Secondary School Curriculum into eight Key Learning Areas (KLA's). These Key Learning Areas are:

English
 Mathematics
 Science
 Human Society and Its Environment
 Languages Other Than English
 Technological and Applied Studies
 Creative Arts
 Personal Development, Health and Physical Education

Within a Catholic School, Religious Education is considered as the ninth Key Learning Area.

At St Anne's Central School the courses are determined by the relevant NSW Board of Studies Syllabus for the following subjects within these Key Learning Areas:

YEAR 7
 Religious Education
 English
 Mathematics
 Science
 Personal Development, Health
 and Physical Education
 History
 Geography
 Technology
 Visual Arts
 Music
 Italian

YEAR 8
 Religious Education
 English
 Mathematics
 Science
 Personal Development, Health
 and Physical Education
 History
 Geography
 Technology
 Visual Arts
 Music

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**YEAR 9****Mandatory Subjects**

Religious Education
 English
 Mathematics
 Science
 Personal Development, Health
 and Physical Education
 History
 Geography

YEAR 10**Mandatory Subjects**

Religious Education
 English
 Mathematics
 Science
 Personal Development, Health
 and Physical Education
 History
 Geography

ELECTIVES RUNNING IN 2016 (Stage 5)

Food Technology
 Industrial Technology (Timber)
 Industrial Technology (Metal) .
 Physical Activity and Sports Studies (PASS)
 Drama
 Agriculture

LEAVING AGE OF STUDENTS

We are particularly mindful of recent legislation that has changed the leaving age of students. From 2010, all NSW students must complete Year 10.

After Year 10 and until the age of 17, students must be:

- a. in school, or registered for home schooling OR
- b. in approved education or training OR
- c. in full-time, paid employment (average 25 hours/week) OR
- d. in a combination of these

For more information, please visit www.schools.nsw.edu.au

Year 10

The Record of School Achievement (**RoSA**) is the credential for students, to recognise school achievement before receiving their Higher School Certificate (HSC).

It is a cumulative credential – recognising all the student's academic achievements from Year 10 through to when they leave school.

The **RoSA** shows a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student starts a course but leaves school before completing it, their **RoSA** will show evidence of their enrolment.

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ADDITIONAL SUPPORT FOR STUDENTS

In Secondary, students with special needs are offered additional support to help them improve their basic skills. The provision of this extra support is possible because of a variety of measures including staffing through the CEO and the work of trained volunteers. The support of the Sisters of St Josephs in this area is gratefully acknowledged.

RELIGIOUS EDUCATION

Course Outline:

St Anne's Central School is a Catholic community under the umbrella of the Archdiocese of Canberra and Goulburn. The school's Religious Education program attempts to impart Catholic teaching and tradition in every aspect of a student's spiritual and academic development.

All students study Religious Education using the curriculum from our Catholic Education Office 'Treasures New and Old'. Within each year there will be a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition.

As part of our Religious Education course, students will participate in liturgies and prayer celebrations where they reflect on the course content, and where they are challenged to incorporate the values and attitudes inherent in them into their faith life and life experience.

Secondary students 7-9 participate in a reflection day each year. Year 10 have an overnight retreat which is held at Warrambui. These experiences centre on team building and co-operative learning, and promote acceptance, tolerance and the development of a sincere and genuine Christian understanding of each other and of their relationship with God.

As part of our Social Justice Program, students participate in Community Outreach Programs. All Yr 10 students will be rostered on during the year to visit Pinnacle House and assist with disabled young adults. Our Year 7 -9 students spend time throughout the year visiting the two aged care facilities in Temora, Narraburra and Greenstone. Year 9 students also assist with cleaning the Catholic Church at least once a term.

Stage 4	Stage 5
<ul style="list-style-type: none"> • God's Creative Presence • The Life and Times of Jesus • Sacramental Church • Invitation to Prayer • God of Covenant • Jesus the Teacher • Church of the Spirit • Prayer and Healing 	<ul style="list-style-type: none"> • God of the Prophets • The Good News of Jesus • Church and Change • Prayer and Eucharist • God & God's Creation • Living as a Disciple of Jesus • Church in Dialogue • Prayer and Celebration

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ENGLISH

Course Outline:

Secondary English revolves around an integrated approach to learning where the skills relating to reading, writing, listening, speaking, viewing and responding are taught within a themed unit of work. Each unit is chosen in response to the current syllabus requirements and over each stage the students are exposed to novels, poetry, non-fiction, film, drama, short stories, visual and multi-cultural texts. In Stage 5 Shakespeare is introduced, with students studying the texts in play, prose and film forms in order to develop an appreciation and understanding of the content and context of these texts.

Each unit incorporates several text types drawn from a variety of literary and mass media sources in order to further develop student's skills, understanding of the world around them and their ability to interpret different text types. Students are also encouraged to engage with a variety of texts through their own reading choices and to develop independence in choosing reading material and in their study skills.

Stage 4 Topics Include		Stage 5 Topics include:	
Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> • Non fiction writing • Introduction to Poetry - Various Poetry • Film Study – 'How To Train Your Dragon' • Aboriginal text • Novel Study • Study of a Picture Book • Drama 	<ul style="list-style-type: none"> • Australian Identity– Australian Poetry and 'Red Dog' the film. • Survival – Novel Study 'The Hunger Games' • The Real World – non-fiction texts • Graphic Novels - Dracula • Drama – Adaptations of Fairy Tales 	<ul style="list-style-type: none"> • Introduction to Shakespeare • Picture Book Study • Novel & Film Comparative Study • Poetry Study • Drama 	<ul style="list-style-type: none"> • Picture Book – 'The Rabbits' • Short Stories - 'Heywire' • Shakespeare – 'Romeo and Juliet' • Poetry – Various love poems • Film Study – 'The Secret Life of Walter Mitty' • Australian Novel Study

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SCIENCE

Course Outline:

The Secondary Science course develops students' understanding of the earth, its environment and issues affecting humans, and an awareness of interactions between science, technology and society. Students learn skills of interpretation, experimentation, problem solving and critical thinking.

The aim of the course is to produce thoughtful, questioning individuals who can make informed choices and responsible decisions about the environment, the natural and the technological world, and can communicate their understanding and viewpoints. Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time.

Stage 4	Stage 5
Topics include: <ul style="list-style-type: none"> • Working as a Scientist • Body Systems • Classification • Solids, Liquids and Gases • Separating Mixtures • The Earth and our Solar System • Forces • Microscopes • Eye and Ear 	Topics include: <ul style="list-style-type: none"> • The Periodic Table • Chemical Reactions • Origin of the Universe • Light • The Fragile Crust • Reproduction • Sense and Control • Simple Machines • Speed and acceleration

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MATHEMATICS

Course Outline:

The Secondary course aims to develop students' confidence and enjoyment in doing mathematical activities, gaining knowledge, skills and understanding in certain specified areas and awareness of the place of mathematics in solving problems encountered in everyday life.

All students require:

- A scientific calculator.
- A geometry set

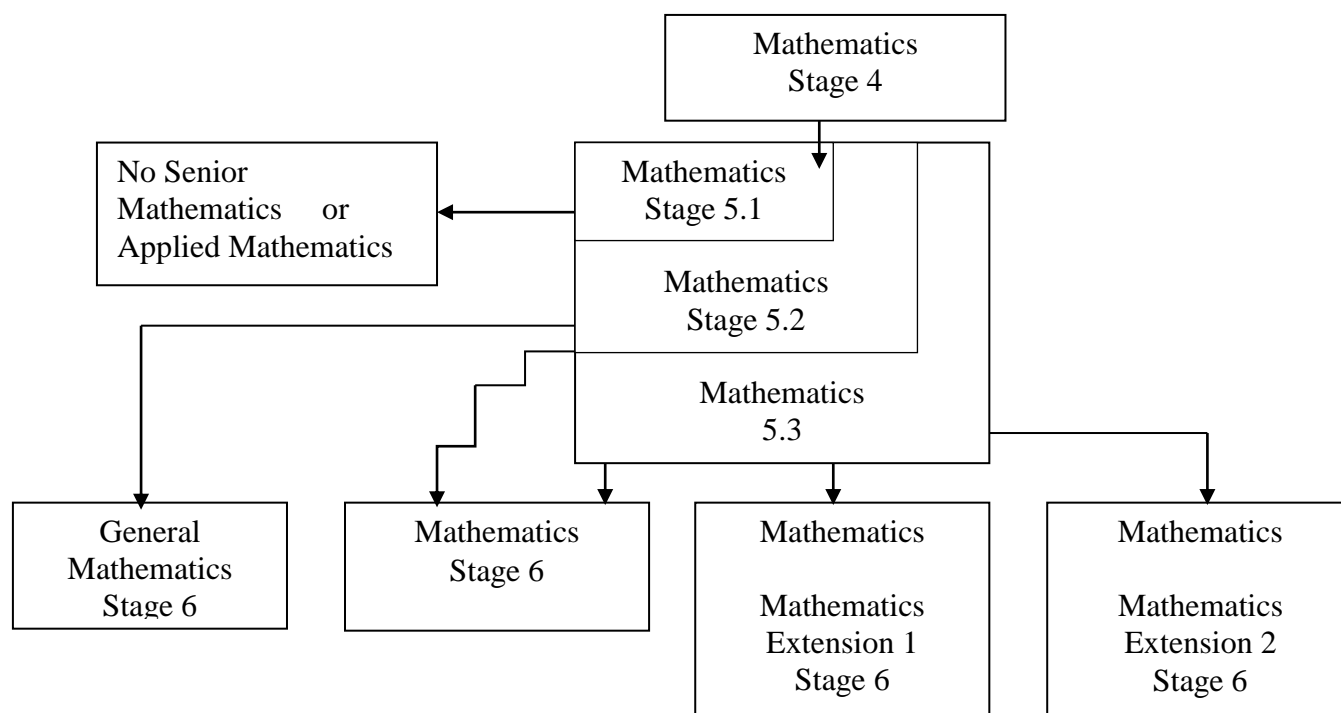
Stage 4	Stage 5
<p>Content strands:</p> <ul style="list-style-type: none"> • Working Mathematically • Number and Algebra • Measurement and Geometry • Statistics and Probability 	<p>Content strands:</p> <ul style="list-style-type: none"> • Working Mathematically • Number and Algebra • Measurement and Geometry • Statistics and Probability

STAGE 5

In 2017 at St Annes, Stage 5 Maths will be broken up into 4 classes. Year 9 and 10 will have two classes: One 5.3 class and one 5.1/5.2 class.

Students are encouraged to follow the path that is appropriate to the direction they wish to follow beyond Year 10. In most cases, the path chosen will be determined by a number of factors. Student performance in Stage 4 (Years 7 and 8) and career aspirations are two factors that would indicate a certain level of future study.

Below is the **suggested** path that students take



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HISTORY

Course Outline:

The Secondary History course aims to provide students with the knowledge and understanding, historical skills, values and attitudes essential to developing an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

Stage 4	Stage 5
Topics may include: <ul style="list-style-type: none"> • Investigating the Ancient Past • The Mediterranean World - Ancient Egypt, Greece or Rome • The Asian World – India or China • The Vikings or Medieval Europe • The Asia/Pacific World – Japan under the shoguns or Angkor/Khmer Empire • Colonisation of North America and Australia 	Topics may include: <ul style="list-style-type: none"> • Making a Nation • Australians at War: world Wars 1 & 2 • Changing rights and freedoms • Student centred investigation of an event, person, concept, or period from the 20th Century

ICT skills will be developed throughout this course. Together with the content areas above, students will develop skills in interpretation, analysis, empathy, research and communication.

GEOGRAPHY

Course Outline:

The Secondary Geography course aims to develop student's knowledge, understanding, skills, attitudes and values about the distribution of human and natural phenomena and their spatial interactions in order to promote active, informed citizenship. Students use geographical tools to investigate global and Australian environments and study how people manage these environments.

Stage 4	Stage 5
Topics include: <ul style="list-style-type: none"> • Landscapes and Landforms • Place and Liveability • Global Change • Global Issues and the Role of Citizenship 	Topics include: <ul style="list-style-type: none"> • Sustainable Biomes • Changing Places • Issues in Australian Environments • Australia in its regional and global context

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PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Outline:

The Secondary PDHPE course aims to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lives. Students address the problems associated with the lifestyles adopted by individuals, particularly in respect to drug use, accidents, diet, physical activity and sexual activity, as well as other high risk behaviours.

Participation in regular activity is an inherent component of the PDHPE course. The health benefits of physical activity is studied in theoretical class and put into practice in practical classes. Movement experiences incorporate skills which help develop self-awareness, self-confidence, problem solving and interpersonal skills. Students participate in a range of movement contexts and environments, adapting and transferring their movement to suit the situation.

Stage 4	Stage 5
<p>Topics include (but are not limited to):</p> <ul style="list-style-type: none"> • Belonging and Relationships • Community Health • Recognising Risk • Growth and change • Personal Safety • Health and Wellbeing • Balanced Lifestyle • Movement, Skill and Performance • Decision Making • Gymnastics and Dance 	<p>Focus areas for Stage 5 are:</p> <ul style="list-style-type: none"> • Self and Relationships • Movement Skill and Performance • Individual and Community • Lifelong Physical Activity • Communicating • Decision-making • Interacting • Moving • Problem-solving/Planning

TECHNOLOGY (Mandatory Stage 4)

Course Outline:

The Stage 4 course is about finding solutions to meet people's needs. It involves learning about a wide range of technologies through practical experience in designing, constructing, evaluation, using computers, marketing and managing. Students will learn new skills, make decisions about what to do and how to do it.

Over two years students will complete up to eight Design briefs in different areas such as Built Environments, Products and Information and Communication. This can involve projects in:

- wood
- metal
- food
- textiles

Students will learn how to plan projects step by step and how to solve particular problems and computer skills will form an important part of these context areas.

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VISUAL ARTS (Mandatory Stage 4)

Course Outline:

The Stage 4 course allows students to make and study images and objects which have a range of meanings and purposes. They learn how artists, including painters, sculptors, architects, designers, photographers and ceramists make artworks. Students also learn to investigate and respond to a wide range of artists and artworks in art making, and in critical and historical studies.

Areas include:

- elements and principles of Art & design
- themes in Art & design
- developing skills using a range of art forms, media and techniques including drawing, painting, printmaking, sculpture, ceramics, mixed media and digital

MUSIC (Mandatory Stage 4)

Course Outline:

The Stage 4 course allows students to study the concept of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

Topics include:

- Concepts of Music
- Orchestral Music
- Music for Film, Television and Multimedia
- Australian Music
- Rock Music
- The Musical
- Music Through the Ages
- Digital Music and Composition

Instruments Taught

Drums

Guitars

Keyboard

Percussion

Ukulele

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LANGUAGES (Mandatory Year 7)

Course Outline:

The Stage 4 course provides students with the opportunity to gain effective skills in communicating in another language, to explore the relationships between it and English, and to develop an understanding of the geography, history and culture of the particular language's region. At St Anne's the language undertaken is Italian.

Topics may include:

- Greetings
- Personal Description
- Food and Drink
- Travel and Transport
- Religion and Special Occasions
- House and Home
- Italian Culture such as sport, festivals, education, agriculture
- Italian Grammar: speaking, listening, reading & writing
- Ancient Rome & Pompeii
- Italian Geography and Italian Migrants in Australia

FOOD TECHNOLOGY (ELECTIVE STAGE 5)

Course Outline:

During the 100/200 hour Food Technology elective course, students explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food.

The aim of the Food Technology program is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

Topics that may be covered include:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

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INDUSTRIAL TECHNOLOGY – WOOD (ELECTIVE STAGE 5)

Course Outline:

The 100/200 hour study of timber in the Industrial Technology program provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This will include study in the area of timber.

The aim of the program is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects.

Topics that may be covered include:

- Occupational Health & Safety Risk Management
- Hand & Power Tools in the Application of Projects
- The Growth, Structure and Properties of Timber
- Design in Timber
- Timber Joints
- Environmental issues in timber industries
- Emerging Technologies

PASS (ELECTIVE STAGE 5)

Course Outline:

The 100/200 hour elective PASS is a practical and theory course which aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. It incorporates a wide variety of lifelong physical activities which challenges students to improve their current skills to make a valuable contribution to physical activities and sport now and in the future.

Topics include: (but are not limited to)

- Body systems and energy for physical activity
- Australia's sporting identity
- Promoting active lifestyles
- Coaching
- Issues in sport
- Opportunities and pathways in physical activity and sport
- Everyone active everyday
- Bronze Medallion
- Nutrition & Physical Activity

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VISUAL ARTS (ELECTIVE STAGE 5)

Course Outline:

The aim of the 100/200 hour Visual Arts program is to enable students to further develop and enjoy practical and intellectual independence in their abilities to represent ideas in art making and to understand and value art through critical and historical interpretations.

Visual Arts fosters interest and enjoyment in the making and studying of art. It builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

Students are encouraged to creatively and confidently explore a variety of traditional and contemporary art forms. The course covers practical hands-on tuition in a range of disciplines including drawing, painting, and ceramics through to experimental works and photographic and digital media. This allows students to experience a variety of art making practices and develop skills in a range of techniques. These experiences give the students the opportunity to develop their major works based their area of interest.

INDUSTRIAL TECHNOLOGY-METAL (ELECTIVE STAGE 5)

Course Outline:

The 100/200 hour study of timber in the Industrial Technology program provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This will include study in the area of metal.

The aim of the *Industrial Technology* program is to develop in student's knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects.

Students will be involved in the production of sheet metal work, metal fabrication and lathe work projects. Methods of joining metals, properties of metals, uses of metals in today's society and machine work skills should enable students to be competent in techniques for home, hobbies or to begin a traineeship or pursue a career. Metal technology can lead to careers as diverse as panel beating through to Industrial designer.

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OPPORTUNITIES AT ST ANNE'S SECONDARY

This school offers to our students a wide range of opportunities to develop as individual and as members of the community. The following list is indicative, rather than complete. It tells you of **some** of these opportunities but it also leaves the way open to add others.

Parents and students are invited to add to this list by contacting the school and making suggestions. Where we can meet these suggestions, in an effort to enhance the education of the students here, we will try to do so.

The opportunities to be involved in special ways include:

- MJR (Making Jesus Real)
- Well-being committee
- Pastoral Care programs
- Assisting in school and parish Masses
- Self esteem programs
- One to One iPad program
- Duke of Edinburgh Award
- Community Service- eg Meals on Wheels and Red Shield Appeal
- Religious and civil celebrations
- Assemblies
- Showcase
- Instrumental Music lessons
- Sporting Representative opportunities
- Public Speaking
- Debating
- University Competitions
- Excursions
- Leadership conferences
- SRC
- Youth Forums- Local Council, Headspace, Youth Groups
- K-10 days/activities
- Aspirations Program

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