



ASSUMPTION COLLEGE

2016 STUDENT HANDBOOK

The Marist Brothers came to Kilmore in 1893 at the invitation of the parish priest, Father Farrelly. Although Father Farrelly's aim was to provide a Catholic education to local boys, the Marist Brothers had a wider vision. In those days many of the Catholic families scattered around northern Victoria and the southern parts of New South Wales did not have the opportunity of a Catholic education. The Marist Brothers, a religious order founded two years after the battle of Waterloo in the country districts around Lyon in France, and established in Australia in 1872, had these disadvantaged Catholic families in mind when they came to Kilmore. The boys' day school, which the Brothers conducted from 1893, enrolled its first boarder in 1901 and became known as Assumption College in 1906 or 1907.

Following the closure of the Kilmore convent, girls began to be enrolled as day students in years 11 and 12 in 1972. In consultation with the Parish of Kilmore, the Catholic Education Office Melbourne and the Sisters of Mercy, it was decided to extend co-education throughout the day school and this was completed in 1987. Co-educational boarding was introduced in 1995.

Assumption College is a member of the Association of Heads of Independent Schools of Australia (AHISA) and the Associated Grammar Schools of Victoria (AGSV). The latter association provides access to a quality sporting competition for boys and similarly for girls through the combined AGSV/APS alliance.

Today, Assumption College is a boarding and day school in the Catholic and Champagnat traditions. It is a special community for those who know it well. Our evolving history and culture has grounded each of us in a mission focused on 'walking gently yet firmly with young people in their learning', and to do so in a way that enables us to say in the words of St Marcellin Champagnat "to educate young people you must first love them; and love them all equally". Living such a commitment to the overall welfare of our young people gives rise to what can be described as the particular characteristics of educating in the spirit of Marcellin Champagnat; an evolving spirit that has special relevance to our time.

The characteristic values underpinning our style of education centre on presence, simplicity', family spirit, love of work and in the way of Mary. These provide us with a wonderful insight into our charism as it is currently expressed. Our overall mission is that of responding effectively to the needs of young people entrusted to our care, yet we bring a special Champagnat flavour to the way we live such a mission.

At Assumption College, it is these values that underpin our approach to young people in their learning, and the broadening of our curriculum to support them in their "education for living and for making a living". Students have access to enhancement studies, the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training in Schools program (VETiS) and the school-based apprenticeship program.

School Organisation – 2016

Principal:	Miss Kate Fogarty
Deputy Principal – Student Wellbeing and Operations:	Mr Maurice Di Muzio
Deputy Principal – Learning and Teaching	Mr Vaughan Cleary
Director of Catholic Identity:	Mr Terry Cooney
Wellbeing Services Leader:	Mrs Maureen Kurzman
Director of Boarding:	Mr Dick Morriss
Business Manager – Finance:	Mr Joe Feery
Business Manager – Operations:	Ms Jenny Buckingham

Learning Area Coordinators

Junior English:	Ms Kendall Aglinskas
Senior English:	Mr Tristan Davis
Languages:	Ms Anne Genio
Mathematics:	Ms Laila Sarraf
Physical Education:	Mr Matthew Johnson
Religious Education:	Ms Kathy Daly
Humanities:	Mr Stephen Davis
Junior Science:	Mrs Nicki Doyle

Senior Science:
Technology:
Visual Arts:
Performing Arts:

Ms Ursula Linke
Mr Alex Houghton
Mr Glenn Solomons
Ms Celia Gall

House Coordinators

Austin – Mr Jason Gilchrist
Damian – Mr Peter Augustin
Frayne – Mr John McKay
Hilary – Mr Luke Hamilton

La Valla – Ms Taylah Da Riva
McAuley – Mr Justin Caruso
Marcellin – Ms Jade Barr
Marian – Mr Alex Langdon

Other Coordinators

Curriculum Coordinator
Careers
Remar Coordinator:
Learning Enhancement:
Daily Organiser:
Junior Transition
Senior Transition:
Boys Sport:
Girls Sport:
Staff Professional Standards:
VCE:
Timetable:
VET and SBAT:
VCAL:

Ms Cristina Vergara
Mrs Jenny Pendlebury
Mrs Vicki Devine
Mrs Billena Hales
Miss Yanna Jephson
Mrs Vicki Whitty
Ms Ursula Linke
Mr Alex Timms
Mrs Jade Rose
Ms Debbie Blackall
Ms Elisa Litvin
Mr David Morris
Mrs Carol Fisher
Ms Jess Flavell

Boarding Staff

Head of O'Connor House
Ass. Head of O'Connor House
Head of Mannes House
Ass. Head of Mannes House
Boarding Supervisor
Head of Redden House
Ass. Head of Redden House

Mr Brett Benkenstein
Mr Chris Serong
Ms Helen Campbell
Mrs Sue Cooney
Mrs Lynne Crowder
Mr Shane Carr
Mr Ben Terrell

Learning Enhancement Staff

LEC Coordinator

Ms Billena Hales

LEC teachers

Mrs Domonique Benkenstein
Mr Dan Freeman

Learning support officers

Mrs Cathy Campbell
Mr Christopher Garrett
Mrs Patricia Rowley
Mrs Patty Mosenich

Support Staff

Administration Team

Enrolment Officer
Executive Assistant to Principal
Publications Officer
Alumni and Development Officer
Learning and Teaching Administration (PT)
Payroll Manager
Accounts Officer
Bus Coordinator and Compliance Officer

Mr Bernie Jephson
Ms Angela Talty
Mr Stephen Calvert
Ms Angela Talty
Mrs Sarah Crozier
Mrs Jenni Mitchell
Mr Mark Gao
Mrs Dianne Fitzgerald

Database Administrator
Absentee Officer
Administration Officer
Receptionist
Careers and Pathways Officer

Mrs Caroline Burge
Mrs Jacqui Wilson
Mrs Ellen Harrington
Ms Lesley Noto
Mrs Tonya Frost

Infirmery

Nurse
Nurse (PT)

Mrs Tina Gage
Mrs Rachael Woodham

ICT Team

ICT Manager
ICT Team

Mr Christopher Sanderson
Mr David Morris
Mr Ken Brown
Mr Brett Miles

Maintenance Team

Facilities Manager
Maintenance Officer
Maintenance Officer
Maintenance and Cleaning Officer
Gardener
Grounds Officer
Grounds Officer
Cleaning and Laundry Staff

Mr Des Langdon
Mr Bill Schrama
Mr Paul Wheeler
Mr Bradley Ryan
Mr Michael Rogers
Mr Mark Carboon
Br Xavier Collins
Ms Cindy Ratcliffe
Mr David Fitzgerald
Ms Debbie Shepherd
Ms Katherine Adams
Ms Nancy Cook
Ms Julie Zerafa
Ms Margaret Sanders

Teachers' Assistants

Ms Dale Green (Science)
Mrs Lynette Baker (Science)
Mrs Pam Watson (Food Tech)
Mrs Adele Cocks (Food Tech)
Mr Leo Van der Weerden (Technology)

Library Staff

Librarian
Archivist (PT)
Library Assistant
Library Assistant
AV Services

Mrs Anne Fraser
Mrs Maki Daisley
Mrs Jo Devlin
Mrs Terri Reid
Mr Sam Camilleri

Catering Manager

Ms Julie Pell

Student Leadership

College Captains:
Boarding House Captain:
Mission Captains:
Sports Captains:
Cultural Captains:
Academic Captains:
Applied Learning Captain:

Monica Kelly & Connor Leslie
Sam Moretto
Zac Pizzingrilli & Bridget Kelly
Sophie Atherden & Stephen O'Brien
Rhodesia Saykao & Jai Cameron
Florence McKay & Alisa Urokohara
Kiara Brincat

House Captains

Austin:	Elana Atherden & Kara Tessari
Damian:	Mitchell Lewis & Michael Parkinson
Frayne:	Claudia Cook & Jacinta Harris
Hilary:	Chloe Molloy & Joel Brennan
La Valla:	Georgina Smith & Nicholas Bayne
Marcellin:	Tara Kennedy & Keenan Gorski
Marian:	Erin Gough & Emily Bugeja
McAuley:	Alicia Cannizzaro & Brooke Arthurson

Our School Song

Words by C.J. Dennis, music by Arnold Colman (Copyright)

1. Awake, awake, when Shandon rings into the crisp Australian air
Be glad or grave the tale it brings, we shall be there, we must be there.
When duty calls, when pleasure waits, the tongue of Shandon, day by day,
Peals out the message of the fates that guide the dear old ACK.

Chorus:

**ACK. Strive for its high renown,
ACK. Never let it down.
ACK. Honour to it come what may.
It shall ever be our aim to battle for the fame,
And the glory of the ACK.**

(Repeat chorus.)

2. For friends, for friends, Old Shandon's peal cements a friendship well begun;
And thro' the years, for woe or weal, its note shall guide us every one.
When afar our footsteps roam, 'mid strangers on a distant day,
Dear mem'ries of our home from home shall bind us still to ACK.

COLLEGE WAR CRY

ERO ERO ERO RUM	UP STICK A BUBBLE IN A ZIP BANG GOLLIWOG
STICK TO THE BLUE AND BLUE	ECKAPECKA ECKAPECKA SHA SHA HAH
WIGGAWAGGA WIGGAWAGGA ZIP BANG BAH	ASSUMPTION ASSUMPTION YAH YAH YAH
A.S.S.U.M.P.T.I.O.N. ASSUMPTION	

HOUSES

Brother Austin Somers

AUSTIN HOUSE

Founding principal of ACK

Brother Austin Somers was the first superior of the new foundation of brothers in Kilmore in 1893 and founding principal of ACK from 1893-97. He struggled with a poor economic environment, ill brothers and a high drop-out rate of students leaving to take up work. Brother Austin returned to the brothers' community in Kilmore where he saw out his retirement; a much changed man since his pioneering days as principal.

Brother Damian Willis

DAMIAN HOUSE

Popular principal and staff member

Brother Damian Willis was principal of Assumption College from 1944-49. He had already been on the College's staff for three years in 1935-37. During this time he won a reputation as an organised, energetic and highly disciplined teacher. He also gained a reputation as a shrewd and vigorous coach of the First XVIII. As principal he became known as an innovator. He died in office, still quite young.

Sister Ursula Frayne**FRAYNE HOUSE***Founding principal of AMI*

Sister Ursula Frayne was a woman who crossed the world by sailing ship to support the struggling minority of her Celtic clan and discovered another race more severely dispossessed than her own in newly colonised Australia. She was an extraordinary woman, a pioneer educator, welfare reformer, advocate and policy maker. Sister Ursula Frayne led a group of courageous Irish women committed in faith to the pursuit of justice and compassion.

Brother Hilary Conroy**HILARY HOUSE***Popular principal and staff member*

A native of Bathurst, NSW, Brother Hilary Conroy became principal of ACK at the start of 1937. He may have been weary at the end his appointment in 1942 given his struggles with the authorities, the harsh Kilmore weather, the epidemics and the limitations imposed by World War II. He was given a civic farewell when he left ACK. Brother Hilary next became provincial and then assistant general of the Marist Brothers.

La Valla**LA VALLA HOUSE***Location of Marcellin's first school*

After his ordination on July 22, 1816, Marcellin Champagnat's first posting was as curate to the parish of La Valla-en-Gier. He was distressed that the people in the village were so isolated that they did not know much about the rest of the world. Between 1817 and 1824 he started a traditional primary school at La Valla and used it as a teacher- training centre for his young brothers. From 1824 onwards, others soon joined his order. La Valla thus became the birthplace of the Marist Brothers.

St Marcellin**MARCELLIN HOUSE***Founder of the Marist Brothers*

St Marcellin, the son of French peasants, was born in 1789 in the village of Le Rosey near the city of Lyons. The religious, political, economic and social unrest of his time profoundly affected the direction of his life. He wanted others to have the faith development and happiness of home life that he had experienced as a youngster and which he saw was absent from many families.

Mary**MARIAN HOUSE***Our Good Mother*

Marcellin and a group of other seminarians had discussed forming a religious order under the patronage of Mary, the mother of Jesus. In the chapel of Fourvière above Lyons, the day after their ordination in 1816, they dedicated themselves to her as the Society of Mary. Its members strive to imitate her in their spirituality and daily work. The brothers took the name of The Marist Brothers of the Schools (Frères Maristes Scolaires – FMS). There are also Marist Fathers and Sisters.

Catherine McAuley**McAULEY HOUSE***Founder of the Mercy Sisters*

Catherine lived only 10 years as a Sister of Mercy. Her father, James McAuley, died in 1783 when she was just five years old. Yet his compassion for the poor, especially children and families, was a lifelong example for his eldest daughter. There were 150 Sisters of Mercy by the time Catherine died in 1841, and shortly thereafter small groups of sisters left Ireland at the invitation of bishops in Newfoundland, New Zealand, the United States, Argentina and Australia, with more than 4,500 sisters responding faithfully to the needs of the poor in these countries.

CODE OF CONDUCT

This code of conduct has been developed by students, parents and staff of Assumption College as a means of supporting the principles of our Marist mission. The code has as its focus the personal development of each student and the overall welfare of the College community. It seeks to provide an environment that fosters the development of self-discipline so that students may learn and grow from their experiences.

At Assumption College, we express our shared Marist mission in the way that we come together as a single community of educators: teachers, non-teaching staff and parents, supporting one another in our complementary roles. Together we seek to develop a pattern of relationships that reflect our Marist and Gospel ideals and which witness to the values that we want to pass onto our students.

We seek to create a work environment where everyone feels respected and valued and is a responsible member of the College community. Furthermore, we develop a strong sense of companionship, affirming one another and offering mutual support and encouragement. These attitudes are important in facing up to and resolving the tensions that can arise in schools. We know that mistakes will be made, misunderstandings will occur and sensitivities will be offended. Expressing our mutual forgiveness and fostering means of reconciliation help us to keep our Marist mission alive – giving of ourselves for those we serve.

Our sense of shared mission extends in a particular way to parents, respecting their primary responsibility for the Christian education of their children. Following Marcellin's lead we welcome them, listen to them and work with them. We seek to nurture Marcellin's great desire and legacy of building a family spirit within the school community. As in a good family, with them we share life with its successes and failures, we set clear standards of honesty, mutual respect and tolerance, and we show them that we believe in goodness, not confusing the person with their actions when mistakes are made. We are not only challenged to trust each other, forgive each other, reconcile with each other, but also to face a willingness to live out the consequences of our actions.

Our Marist tradition, as regards discipline, emphasises creating an encouraging and friendly environment of calm and order, conducive to good teaching and learning. We respect young people's dignity and appeal to their personal and collective sense of dignity towards all others of the school community.

Application for enrolment at Assumption College implies that parents, as the primary educators of their children, invite our staff to share in their Christian education.

Accepting the College's confirmation of an enrolment application requires an acknowledgement that families will support the code of conduct. Such agreement is a prerequisite for entry into the College community. Failure to abide by such is taken as a decision that parents no longer wish to continue their association with ACK.

A. RIGHTS AND RESPONSIBILITIES

You are asked to respect authority, be willing to cooperate, have mutual respect within the College community and self-discipline. As a consequence, you can contribute to your development and the welfare of others consistent with our Marist ideals.

You are therefore required to endorse that you are fully aware of and understand the rights and responsibilities associated with being a part of the College community as follows:

As a student of this College I accept that the following rights and responsibilities are important:

1. I have the right to be safe and protected from harm.

I therefore have the responsibility to respect and care for the safety of others and notify staff if at any time this appears to be at risk.

2. I have the right to be treated with dignity and respect.

Therefore, I have the responsibility to conduct myself so as not to offend others physically, or by using teasing, obscene, blasphemous, degrading, hurtful or bigoted language.

3. Each person has the right to be treated with understanding and tolerance.

I should be open to those holding different views from my own. If I disagree with another person, I should do so respectfully and without being offensive.

4. Teachers have the right to exercise legitimate authority as member of this College community.

Therefore, I have the responsibility to accept and respect this legitimate authority at all times and to respond appropriately.

5. I have the right to learn without disruption from others. Other students should not deprive me of this right by any behaviour that interferes with learning and instruction by teachers.

Therefore, I have the responsibility to cooperate with teachers and fellow students to ensure that lessons proceed in a way that does not interfere with any other student's right to learn or a teacher's right to teach.

6. I have the right to expect that my property will be safe.

Therefore, I have the responsibility to respect College property and the belongings of other students and staff. I also have the responsibility to ensure that I do not put my property at risk through carelessness and to follow the College policies regarding the security of valuables.

7. I have the right to live in a healthy environment.

I have the responsibility not to smoke, drink alcohol or take non-prescribed drugs, or to encourage other students to do so. I also have the responsibility not to expose others to the dangers of these activities and to report, in confidence, their existence at the College. I also have the right to seek confidential assistance for any student affected by these activities.

8. The College community has the right to expect students to maintain high standards of personal appearance.

I therefore have the responsibility to abide by the College's uniform and grooming regulations.

9. The College community expects students to engage in good, open relationships suited to community living. It does not encourage over familiar relationships which may result in possessive or exclusive behaviour, because experience has shown that it may affect friendships or relationships with other students.

Student's signature: Parental endorsement:

1. UNIFORM AND APPEARANCE

- 1.1 The uniform should be worn correctly and neatly to, at and from the College, and at all college functions unless specified. T-shirts worn under shirts for additional warmth *must not be visible*.
- 1.2 You can wear a simple wristwatch, *one simple, non-coloured stud or sleeper per earlobe*. Necklaces, rings, bangles or wristbands or any other jewellery are not permitted. No other visible body piercing jewellery or art is permitted. BAND-AIDs, clear studs etc. are not permitted to be used to conceal such jewellery e.g. eye-rings. Painted or false nails are not permitted.
- 1.3 You should always be well groomed. No make-up or nail polish should be worn. Boys should be clean shaven. *Haircuts should be clean, neat and not extreme or exaggerated*. Hair should be of an even length and any shaving should not be done with no. 0, 1 or 2 grade clippers. Shoulder length hair must be tied fully back with a simple band, clip or ribbon in college colours in no more than two plaits or pony tails. Marked contrasts of length, shape or colour, long fringes or dreadlocks are not considered to be moderate. Neither is the use of hair product to create spikes, etc. *If considering colour changes please ensure that these are of a predominately single colour and natural shade*. Those bleaching or dying hair must ensure that any regrowth is dyed before becoming obvious.

Such a list is not exhaustive and, if in doubt, you should contact house coordinators or the Director of Boarding before cutting or colouring.

2. CLASSROOMS

- 2.1 You should be punctual to classes and remain standing upon entering a classroom. *If late you should provide a note or reason to student reception and collect a late pass to give to your subject teacher.*
- 2.2 No eating is allowed during classes or between classes unless at major breaks. Food is not to be eaten in school buildings (including classrooms, specialist rooms, the library, computer laboratories, etc.) unless a wet-weather program has been declared for recess or lunch. Water bottles are permitted in classrooms.
- 2.3 You should not leave lessons without the permission of a teacher, when a SIMON class pass is then issued.

- 2.4 You are responsible for the care and tidiness of the classroom and equipment during a lesson. Before leaving, desks and chairs should be put in their correct place and litter removed. White boards should be cleaned.
- 2.5 You are to contribute positively to classes. Anyone who continually frustrates the teaching and learning process is in serious breach of the code of conduct.
- 2.6 You are expected to complete tasks associated with lessons as directed by your teachers.
- 2.7 Cheating, copying and plagiarism are unacceptable. Anyone supplying work for such purposes will also be held responsible.
- 2.8 Laptops are to be carried in their cases, and workbooks, textbooks, student handbooks and calculators are to be kept neat and tidy and labelled with your name.
- 2.9 Bags should be securely stored in your locker. They should not be carried around the school or left on classroom or corridor floors because this is a health and safety risk. (Any breach will result in a Friday night detention).

3. BEFORE AND AFTER SCHOOL, RECESS AND LUNCH

- 3.1 You should not leave the school during the day without written permission from parents, guardians or boarding staff which has been endorsed by the Deputy Principal - Wellbeing. If you leave the school with such permission, you must sign out at student reception and sign in when returning.
- 3.2 You must not enter out-of-bounds areas.
- 3.3 Unless directed by your house coordinators, you should not enter buildings during breaks. Running or noisy games are not permitted in or near buildings. Games must be non-contact. Ball games should be played in designated areas. *There is zero tolerance of games involving the throwing of water, food or dangerous objects.*
- 3.4 If using the College bus service, you must not leave the property until your afternoon bus departs. While waiting, you should remain in the bus loop or designated bus stop and not congregate outside the College gates or in areas where teachers cannot supervise.
- 3.5 The code of conduct applies when you are travelling to and from school, especially with respect to uniform and behaviour. There is a specific bus code of conduct below that must be agreed to.

4. RESPECT FOR OTHERS (ALSO SEE OUR POLICY AGAINST HARASSMENT)

- 4.1 Harassment of any form: emotional, physical, verbal, racial or sexual, is unacceptable and is considered a serious breach of the code.
- 4.2 Offensive language or remarks directed to any member of staff or another student is a serious breakdown of respectful relationships.
- 4.3 Bullying or any form of violence is unacceptable. These expressions of frustration and anger are serious infringements of the code.
- 4.4 Stealing or damaging others' property is a serious infringement of the code.
- 4.5 Student handbooks are official college documents used to record homework and for written communication between school and home. Graffiti on handbooks is unacceptable.

5. COLLEGE ENVIRONMENT

- 5.1 You should take pride in the College environment, put litter into bins and keep off gardens and lawns.
- 5.2 Chewing gum and using steel rulers, permanent markers or white-out fluid is not permitted. These used accidentally or deliberately can damage property.
- 5.3 Marking and drawing on walls, posters, displays of work and property is not permitted. Vandalising and abuse of any property (including fire extinguishers) is unacceptable. *In any of these instances, those involved will have to pay for repairs or replacement, and such offences may lead to suspensions. All breakages must be immediately reported to house coordinators.*

6. SPORT, EXCURSIONS, CAMPS, RETREATS AND SPECIAL EVENTS

- 6.1 Teachers assume additional responsibility when taking groups for the above purposes. On these occasions, specific instructions are given by supervisors regarding travel, uniform and conduct and must be strictly adhered to. *You are ambassadors of the College during such activities and should take pride in your demeanour, appearance and behaviour.* Details of such events are on PAM (parent access module).

6.2 You must follow staff directions while on excursions, camps, social functions, etc. Placing yourself at risk or risking the welfare of others are serious breaches of our code of conduct. This includes those students who purposely leave the care of staff without notice which could result in exhaustive searches and minimal supervision of other students.

7. DRUGS AND ALCOHOL

- 7.1 You must not use or possess tobacco, lighters, matches or any implement used to inhale, ingest or inject unprescribed drugs or illegal substances.
- 7.2 You should not be in the company of anyone using tobacco, alcohol or unprescribed drugs or illegal substances.
- 7.3 If you are found using, possessing or under the influence of alcohol or any unprescribed drugs or illegal substances you have seriously infringed our code.
- 7.4 If you are found selling unprescribed drugs or illegal substances at the College you will forfeit your place here. Also, selling alcohol or tobacco is not tolerated and is a serious breach of the code of conduct. Criminal offences described in clauses 7.1, 7.2, and 7.3, will be reported to police.

8. USE OF COMMUNICATION TECHNOLOGIES

Communication technologies are an amazing addition to our lives, providing access to resources and information that improve our ability to learn, communicate and engage with our world. Indeed, we have any number of electronic tools at our disposal (computers, phones, tablets) that, used at the right time and for the right purpose, change the way we live and learn for the better.

Since access to information has never been easier, schools must respond by ensuring that learning and social programs support children and adolescents to use all resources at their disposal with confidence and responsibility, so that they do not become an unnecessary distraction to learning, or enable communication that is contrary to the core values of our community.

Most students, staff and parents use mobile communication technologies daily to enable learning, more efficient performance, instant communication with peers and family and/or to access online information, including social media sites. Students and staff are encouraged to use every device and source of information available to them to enhance learning and teaching.

Using the right electronic tool at the right time, for the right purpose is a skill we all must learn. Positive learning behaviours, not concerns about or fear for the device itself, should be our focus in all interactions.

PURPOSE AND SCOPE

This procedure is aimed at establishing the standards of behaviour when using communication technologies, so that they might be used safely and appropriately by all in our learning community.

DEFINITIONS

Communication technologies: All technologies that enable electronic communication. This includes, although is not limited to: laptops, smart phones, personal electronic devices and tablet devices.

Social media: The term used for internet-based tools for sharing and discussing information. It refers to user-generated information, opinion and other content shared and discussed over open digital networks. Social media may include (although is not limited to): Facebook, Twitter, Instagram, LinkedIn, Snapchat, YouTube, Pinterest, Google Groups, MySpace and even Wikis and/or Nings (eg Wikipedia). It can also include email and instant messaging services.

RIGHTS AND RESPONSIBILITIES

We are a learning community, and all means should be employed to ensure that learning occurs in the best way possible.

When using communication technologies, you are expected to ensure that you:

- Are active, present to others and build belonging and non-exclusive relationships.
- Understand that learning to manage your devices is a skill that builds over time. You have the right to learn how to use these properly and to learn impulse control.
- Display courtesy, consideration and respect for others when using communication technology devices.

- Do not disrupt the normal routine of the College or yours or others learning when using your devices.
- Use your devices at your own risk. The College accepts no liability for the loss, theft or damage of devices, unless it can be established that the loss, theft or damage resulted from the College's negligence.
- Acknowledge that unless instructed otherwise by a teacher, personal social media sites are not critical to the day-to-day needs of your learning or to our community and should not be accessed during school hours.
- Are responsible for ensuring that when using headphones, the volume will not harm your hearing, and that you can still hear external information that is necessary for your learning and/or is important in an emergency.

Implementation

- Upon enrolment, you signed the computer use agreement and must adhere to its stipulations.
- Teachers will tell you when it is appropriate to use your devices for learning. This may include use of the internet, other programs or applications, or to listen to music while working. You must always be transparent about what you are listening to, watching or doing. It should not adversely affect or distract others from their learning.
- If there is an emergency reason why your phone or other device is to be on during classes, you should ask permission from your house coordinator who will, if appropriate, issue a pass permitting this. In all other cases, using devices for social communication during class time is prohibited.
- You are not permitted to use your communication technology devices as cameras or recorders except for educational purposes and we all have the right to know when we are being filmed or recorded and how this information will be used.
- Communication technologies are not to be used or switched on inside toilets and change rooms.
- All communication to parents should occur through the appropriate channels (e.g. nurses if sick, house coordinators if there are management issues).

Behaviour in contradiction of this document will be managed using the behavioural management procedure and/or the bullying and harassment procedure.

LOGIN PROCEDURE FOR THE SCHOOL NETWORK

If you are a returning student, use the previous year's password

If you are a new student, your house coordinator or pastoral care teacher will give you a temporary password provided by ICT staff.

If you need to change your password, it must be a minimum of seven characters, and include a character from three of the following four categories:

Upper-case letter Lower-case letter A numeral Odd character, i.e. !@#%&{?/\|+=.,

The password cannot have any two consecutive characters from your username, cannot contain your name, and cannot be one of your previous passwords.

A good method of making up secure passwords is to have a passphrase to help remember it. E.g. This is a reasonably secure password to Use could translate to a password of: T!arsp2U

9. IN RESPONSE TO BULLYING

INTRODUCTION:

Assumption College promotes safety and belonging by respecting diversity and encouraging harmonious relationships. All members of the College community have the right to a safe and supportive environment, in which they can reach their full academic, emotional, physical and spiritual potential.

There has been a growing awareness over the last two decades, both in Australia and internationally, of the harmful impact of bullying. Recent legislation in Australia ensures the protection of victims of bullying. The adverse effects of

bullying on all students are well documented and anti-bullying initiatives in schools are also consistent with the current approaches to promote positive mental health and wellbeing in young people.

PURPOSE AND SCOPE:

Gospel values underlying this document include a strong sense of services to others, mutual respect, justice, and reconciliation. The aim of the Assumption College community is to create an environment in which each person is treated with tolerance, where an openness to those holding different opinions and views is encouraged and developed, and where respect for each other is upheld.

The purpose of these procedures is to provide agreed actions for when staff are managing behavioural issues with students at all year levels. These pathways are to be adhered to, and not circumnavigated for expediency. The roles of staff at the various levels of responsibility need to be respected and fulfilled. Any concerns about the implementation of this procedure in specific incidents should be raised by following the 'Issue Resolution' Procedure.

Guiding Principles: Incidents where students are understood to have acted inappropriately will be investigated and responded to be based on the following principles:

- **Restorative Practice** is a way of dealing with inappropriate behaviours of wrongdoers in a manner that requires them to take responsibility for their behaviour by acknowledging what has happened and the people who had been affected by their behaviour, and focusing on repairing the harm that had been done. It encompasses a shift in thinking from blame & punishment to addressing the impact on others, harm done and restoration of relationships with the goal of the wrongdoer taking responsibility for their behaviour and re-joining their class or social situation respectfully and with care.
- **Impartiality.** The matter will be investigated in a fair and impartial manner. No judgements or assumptions will be made, and no action will be taken until the investigation is complete. If a complaint is made against a person, their rights will be protected and they will be given an opportunity to have their side of the story heard.
- **Confidentiality.** As far as is reasonable and safe, matters will remain confidential. The only people who will have access to information about the behaviour will be those responsible for bringing the matter to a reasonable outcome.
- **Timeliness.** Each matter will be finalised within as short a period as possible.
- **No victimisation.** The school will make every reasonable effort to ensure that a person involved in behaviour management processes is not victimised in any way.
- **Forgiveness.** As a Catholic school, we promote and build opportunities for forgiveness to arise and be expressed.

In responding to alleged bullying behaviours, the staff involved will take into account the following:

Students who frequently bully others are more likely to:

- feel disconnected from school and dislike school
- demonstrate low levels of moral reasoning and high levels of egocentric reasoning
- believe that using aggression is an acceptable way to achieve their own goals
- be preoccupied with their own goals and not concerned about the rights of others
- show emotional instability
- be less friendly and less cooperative than other students
- have reasonable levels of peer acceptance and social status, but are more disliked than non-bullying peers
- associate with other aggressive and anti-social peers
- be less anxious than peers
- have high self-esteem and an inflated view of themselves
- have lower levels of empathy
- have poor impulse control and poor anger management skills
- feel less confident about using non-violent strategies to resolve conflict
- be less likely to consider the negative consequences of their actions

- feel angry often and be inclined to attribute hostile intentions to other people
- be skilled at finding a student to bully who will pose little threat to them.

Students who frequently bully others are more likely to come from family backgrounds in which:

- their parents are not supportive and tend to use an authoritarian and harsh, punitive style of parenting
- their parents have a history of having bullied others (when they were at school) or have a history of criminal activity
- family relationships are strained and conflicted
- their parents supervise the children less
- the child has been maltreated by family members, been bullied by their siblings, or has bullied their siblings
- the child has high levels of disagreement with his or her parents
- their parents are relatively uninvolved with the child
- their parents are permissive towards aggressive behaviour
- the child has witnessed domestic partner abuse
- the child is part of a large family.☒

There are two sub-types of students who persistently bully:

1. Students who bully proactively and see their aggressive mistreatment of other students as 'instrumental' in achieving their goal of social dominance. These students show low levels of remorse and moral reasoning and have been described as cold and callous schemers with the capacity to socially manipulate others; and
2. Students who bully reactively are quick to anger and lash out impulsively and usually with physical aggression. These students have low levels of social competence and poor emotional control. These are often the students who have been described as 'bully-victims'.

Some students who persistently bully may have one or more of the following behaviour disorders: childhood psychopathy, conduct disorder and oppositional defiant disorder. These students will require additional support.

Students who are frequently bullied (or bullied over time)

Any student can become the target of bullying. Research suggests students who are frequently bullied are more likely to:

- feel disconnected from and dislike school
- lack quality friendships with peers and teachers at school (but not necessarily outside school)
- display emotional behaviour that indicates vulnerability (e.g. look sad or anxious and cry, or become sad or angry easily) and lack of resilience
- be less accepted by peers, avoid conflict and be socially withdrawn
- have low self-esteem
- be relatively non-assertive
- lack confidence and skills in effectively interacting with peers
- be less likely to have other children come to their defence when they are bullied
- be different in some way (e.g. they have an unusual physical characteristic, choose☒to dress differently, minority ethnic group, same-sex attracted groups, have different musical preferences or have a disability).

DEFINITIONS:

Bullying: Bullying is a pattern of two or more instances of physical, verbal, psychological or social aggression that is directed towards a specific person by someone with more power and causes harm, distress and/or fear. Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology).

Conflict or fights between equals and single incidents are not defined as bullying.

The different types of bullying:

Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight.

Cyberbullying: occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Bystanders

Bystanders (i.e. those students who witness bullying or know about it) are now recognised as a critical part of the group dynamics of bullying. Student bystanders can be divided into several categories:

- Students who assist the students who are bullying and actively join in.
- Students who encourage and give silent approval to the students who are bullying.
- Students who watch the bullying (or hear about it) but are passive and do nothing.

Student management responsibilities:

Student: Responsible for acting in a way that is respectful of others and the rules of our College.

Parent: Responsible for helping son/daughter to understand and enact positive behaviours; supporting the College in the implementation of this procedure.

Teacher: Responsible for maintaining an engaging, positive learning space, effective working relationships with students and a safe environment.

Pastoral care teacher: Responsible for day-to-day pastoral care and organisational management of the student; first point of call for parents and for teachers of the student; responds to bullying concerns.

House coordinator: Responsible for overseeing the management of bullying issues; assisting in the repair of damaged relationships (student-student; student-teacher); assisting students to proceed with their learning in the least disruptive manner possible.

Deputy Principals (leadership team): Responsible for the pastoral care of all students, especially when there are serious concerns about student behaviour.

Learning Enhancement Leader: Responsible for the dissemination of information in relation to students with special needs. Must be consulted and informed of all issues surrounding students identified with special needs. Often is the point of call for parents and staff when there are issues with special needs students.

Koori education worker: Responsible for the day-to-day support for the education of Koori students. Must be a point of reference when dealing with issues around Koori students. Contact with Koori parents must be passed by the Koori education worker.

Wellbeing Leader:

Responsible for high level intervention and support where other avenues have been exhausted.

IMPLICATIONS

Communication:

The Deputy Principals will ensure that there is a variety of safe means for students, parents and staff to report alleged bullying to an appropriate staff member. This could include a secure email, verbal or written report mechanism and guidelines for written notification. Appropriate training of house coordinators and ensuring that teachers are sufficiently trained, and are aware of this procedure.

When an incident is reported:

Take it to the house coordinator in the first instance. It is important to ascertain the facts of the allegation. This will require interviewing those directly involved, and potentially also any witnesses. This should be done in a timely manner and all efforts should be made to remain impartial and to ensure that confidentiality is maintained for all parties (students, teachers and parents or guardians). It is often useful to have students write an account of what

they believe occurred. The house coordinator will need to make some assessment of the impact of the bullying on the alleged victim. They may seek the assistance of school counsellors in making this assessment.

House coordinator, the staff member responsible for the investigation, will determine a way forward for the victim and the bully. Responses may include:

- A mediation session and subsequent apology
- A behavioural contract
- Referral for counselling (internal or external to the school)
- A sanction by the school may ultimately (but not initially) be necessary in some circumstances (e.g. withdrawal from yard or class). However, an approach that engages students who are bullying and attempts to enhance their feelings of empathy and understanding for the student they are harming is more likely to bring about a change in behaviour. Fear of retaliation and social exclusion as a result of classmates being punished often prevents students from letting teachers know that they are being bullied.
- Communication with parents or guardians regarding matters of bullying should always be made by the house co-ordinator.

The house coordinator will be responsible for recording the details of the alleged bullying incident on SIMON including ensuring that all students, whether directly involved or bystanders, have some details recorded on their SIMON page.

Mediation: because we value the restoration of positive working relationships, any party can request mediation between those who have become aggrieved. Alternatively, the senior staff member responsible for managing the resolution of a matter may insist mediation must take place, in this instance they will consult with the Wellbeing Leader to determine the best course of action.

Recurrence

Having been managed by the abovementioned protocols, and recorded on SIMON, if there is a recurrence of the bullying behaviour towards the same victim, the matter will then be handled solely by one of the Deputy Principals. In the event the bullying is determined to have reoccurred, the DP will have the option of placing the student on restrictive measures of engagement with other students to ensure their safety, or some equivalent practice. The student will also be referred to the school counsellor for counselling about their bullying behaviours and mediation with the expectation of restorative practice will be used. The DP is responsible for recording all matters at this time on SIMON.

Should there be a third instance of bullying the matter will again be referred to a Deputy Principal, who will again try mediation, and where necessary give the bully an internal suspension.

Students whose severe bullying behaviour resists school efforts and represents a significant threat to the safety and wellbeing of others may be referred to the Principal for consideration of their enrolment. Where necessary at any stage throughout this process the Principal may determine that the bullying matter needs to be referred to police. The school will fully cooperate with any bullying matter brought to the attention of police.

Mediation: because we value the restoration of positive working relationships any party can request mediation between those who have become aggrieved. Alternatively, the senior staff member responsible for managing the resolution of a matter may insist mediation takes place, in this instance they will consult with the Wellbeing Leader to determine the best course of action.

Students with special needs

Students with special needs are those who have been identified as requiring an individual learning plan (ILP). Where, in an ILP, procedures, other than those outlined in this document, are outlined or implied, they shall take precedence. Teachers must familiarise themselves with the ILPs of the students they teach, and any uncertainty should be directed to the learning enhancement leader.

Challenge of the implementation of this procedure

Students, staff or parents wishing to challenge the school's decision on any matters for which this procedure is applied are to be directed to the Issue Resolution Procedure.

OTHER

10.1 While social interaction between students is encouraged, over familiar displays of affection or intimate contact are inappropriate. A hands-off rule applies.

10.2 Students, day or boarding, are not to enter the dormitory area of the opposite sex. If this occurs you will jeopardise your enrolment.

CONSEQUENCES OF INFRINGEMENTS AGAINST THE COLLEGE RULES

When you do not behave as expected, or when the rights of others have been infringed, you must accept that consequences and appropriate penalties will be applied. Although each infringement is separately considered, patterns of behaviour cannot be ignored and the welfare of those involved and the rest of the College community is carefully considered.

Teachers and parents have a responsibility to ensure the code of conduct is followed, and the processes below are aimed at ensuring this occurs.

The following information is not exhaustive or prescriptive and should be used as a guide only, remembering that individual circumstances must be taken into account when dealing with infringements of the code of conduct.

1. ROLE OF THE CLASSROOM TEACHER

Classroom teachers are expected to supervise and take action concerning those aspects of the code that apply to:

- Performance of tasks relating to their teaching e.g.
 - not completing class work or homework
- infringements relating to classroom management e.g.
 - disrupting the learning environment
 - failing to follow teachers' instructions
 - leaving seats without permission
- care and tidiness of classrooms
- special uniform requirements for a subject e.g.
 - PE uniform or Tech. studies footwear
- minor incidents in which a lack of respect is shown for others
- the timely and orderly entry and exiting of classrooms and buildings and the movement of students in corridors
- care of the school environment and orderly conduct of students during yard supervision

Action taken concerning these infringements could include:

- issuing a warning
- requesting an apology
- loss of privileges
- extra work related to the infringement (*no lines*)
- lunchtime detention (*second half only*)
- Move or isolate students *within* the classroom
- Perform some duties, such as cleaning pathways, gardens, etc.
- Correspond with parents via the College Student Handbook.

For uniform and appearance infringements, pink slips are issued. Three pink slips result in a Friday afternoon detention. In addition, infringements of the code are documented through SIMON and house coordinators informed.

2. THE ROLE OF PASTORAL CARE TEACHERS (PCTs)

Pastoral care teachers are closely involved in implementing the code and facilitating reconciliation. In addition, they supervise aspects of the code that relate to morning pastoral care such as:

- attendance and punctuality
- uniform, grooming and jewellery
- care of the pastoral care group room
- regularly checking and signing student handbooks
- monitoring the academic progress of students in pastoral care groups
- The wellbeing of students in pastoral care groups.

PCTs have an important role in the wellbeing process and help other teachers resolve disciplinary problems associated with students in their classes. *They may act as mediators or advisors and often become important liaison people between school and home.* If PCTs cannot resolve problems caused by persistent offenders, house coordinators are notified and documentation is passed on. PCTs liaise with house coordinators and boarding staff, if applicable, when contacting parents on matters of concern.

3. THE ROLE OF HOUSE COORDINATORS

House coordinators deal with students who persistently infringe the code of conduct or for whom minor sanctions or penalties have proven ineffective.

Infringements dealt with by house coordinators may include:

- being out of bounds
- being in the company of smokers, those drinking alcohol or using unprescribed drugs or illegal substances
- truancy
- continued classroom disruption
- over-familiar displays of affection or intimate contact
- continued failure to follow uniform regulations
- ignoring grooming guidelines:
 - Parents are notified, and students are given one week to rectify the matter. Extreme hairstyles must be rectified immediately, and the College sun hat worn in the interim. Ignoring requests to rectify a hairstyle results in a suspension from the College.
- failure to attend or misbehaviour relating to co-curricular activities
- failure to attend classes, lunch-time detentions (then Friday afternoon detentions are imposed) or Friday afternoon detentions (then *internal* suspensions are imposed)
- chewing gum
- littering or eating inside buildings

Such breaches are mostly dealt with by Friday afternoon detentions (unless otherwise specified e.g. Saturday morning detentions) after parents or guardians are notified. House coordinators may also impose extended community service (cleaning, etc.) or withdraw a student from a college function. An internal suspension may also be imposed. Students may also be asked to use daily report sheets that are taken to every class and commented on by each classroom teacher. These are signed by parents each night and presented to house coordinators each day.

Infringements considered to be serious by house coordinators (in consultation with the Deputy Principals or Principal) incur an internal suspension (with or without community service), official school suspension or, in certain situations, students will be asked to withdraw from the College.

Such infringements include:

- copying, cheating and plagiarism
- persistent classroom disruption and minor violations that continue despite previous sanctions
- smoking. (Initially a Saturday morning detention, and a school suspension for subsequent offences)
- drinking alcohol or using unprescribed drugs or illegal substances (Parents or guardians are notified immediately)
- offensive language or remarks to a staff member
- physical, verbal, racial or sexual harassment
- stealing (goods are to be replaced)
- vandalism and major graffiti (damage is to be rectified and paid for)
- behaviour on school outings (camps, excursions, socials, etc.) which places their welfare or that of others at risk
- ICT-related offences
- Serious violations of the communication technologies policy
- student behaviour that brings the College's reputation into disrepute in the public domain

If suspended, you must meet with your house coordinator or one of the Deputy Principals upon returning to the College to discuss a means of reconciliation. You may also be referred to the Director of Wellbeing Services for further assistance.

Official suspensions from the College are very serious and not incurred without the Principal's approval. Those who are given suspensions display their unwillingness to be positive and respectful members of the College community.

Some serious incidents are criminal offences and may be referred to police e.g. theft, assault, possession or trafficking of illicit or non-prescribed drugs.

Following constant, official suspensions, a student's position at the College will be reviewed and withdrawal may be

recommended.

MANAGEMENT GUIDELINES

The following consequences are not exhaustive or prescriptive but rather a guide to assist staff in managing student behaviour in accordance with the code of conduct.

- Repeated offences, even of a minor nature, may move to a higher level
- Students' individual circumstances should be taken into account when dealing with misconduct.
- Consistency across the College is of paramount importance.
- Clear documentation on SIMON is essential.

Levels	Examples Of Behaviours	Suggested Responses
Level 3	<p>Possessing, dealing and distributing illicit substances or materials.</p> <p>Possessing, distributing, and/ or manufacturing offensive material.</p> <p>Challenging a teacher's authority.</p> <p>Conduct in the public domain that brings the College into disrepute.</p> <p>Threats of physical violence.</p> <p>Theft or destruction of property.</p> <p>Sustained failure to comply with the code of conduct.</p>	<p>Principal, DP, house coordinator: Negotiated transfer from the College.</p> <p>Referral to outside authorities.</p> <p>Internal or external suspension.</p> <p>Community service.</p> <p>Counselling.</p> <p>Holiday detention.</p> <p>Withdrawal from classes</p> <p>Conduct contract for re-entry to class.</p> <p>Parental Interview</p>
Level 2	<p>Three after-school detentions in a term.</p> <p>Sustained failure to complete set tasks.</p> <p>Uniform infringement in a public place.</p> <p>Offensive language or behaviour.</p> <p>Sustained failure to comply with reasonable directions.</p> <p>Absent from the College or class without permission.</p> <p>Smoking in uniform.</p> <p>Sustained violation of the College harassment policy.</p> <p>Plagiarism and false representation.</p> <p>Interfering with another student's property.</p>	<p>HC, PCT and reporting teacher: Saturday morning detention.</p> <p>After school detention.</p> <p>Phoning parents.</p> <p>Apology.</p> <p>Interview with house coordinators</p> <p>Daily or weekly contracts.</p> <p>Counselling.</p> <p>Temporarily moving to another class.</p>
Level 1	<p>Off-task classroom behaviour.</p> <p>Uniform infringement at the College.</p> <p>Breaches of the bus code of conduct.</p> <p>Littering.</p> <p>Disrupting learning and teaching.</p> <p>Not completing class work and homework.</p> <p>Minor violations of the College harassment policy.</p> <p>Spitting.</p> <p>Offensive language.</p> <p>Not following teachers' directions.</p> <p>Not bringing appropriate materials to class</p>	<p>Reporting teacher: Verbal correction or warning.</p> <p>Phoning parents.</p> <p>Apology.</p> <p>Moving student to another part of the classroom or yard.</p> <p>Recess or lunchtime detention.</p> <p>Interview with student at recess or lunch.</p> <p>SIMON incident report.</p>

HONOR THE LEARNING

Collaborative, cooperative and focused on success

Having used low-level behavioural modification techniques, without success, a teacher will do the following:

1. Remind a student of the expected and specific learning behaviours.
2. Ask a student to move so they can re-engage in their learning.
3. Remind them, in a one-on-one discussion, that ongoing behaviours that disrupt learning will lead to their exclusion from class. Remind them to refocus on expected learning behaviours.
4. The student is excluded from class to continue their work under another teacher's supervision.
 - a. The behaviours are recorded on SIMON (class exclusion) by the referring teacher. The student's house coordinator and pastoral care teacher are informed.
5. The teacher follows up with the student about expected learning behaviours, contacts parents and renegotiates a return to class. The house coordinator and pastoral care teacher can be used for support here.
6. If a student is excluded from any class three times within a term, they will serve an internal suspension. The house coordinator will meet a parent or guardian to discuss the student's return to classes.
7. Ongoing exclusions will lead to the student being suspended from school pending an interview to reconsider their enrolment.

HOMEWORK POLICY

Assumption College recognises the wide range of responsibilities and commitments you have in your life. College co-curricular activities, external sporting and recreational involvement, part-time work and family commitments all keep you busy. Homework, while important for learning, should not stop you from maintaining a variety of interests. It is also important that you find a balance between school and external commitments.

Your responsibilities

- Develop time-management strategies so homework can be completed and submitted on time
- Submit it in an acceptable way as required by your teacher
- Carefully read and act upon any feedback
- Supply a signed note, from a parent or guardian, if deadlines cannot be met.

Important note

When no homework is set or you finish the work ahead of time, you are expected to use the homework time to:

- Review the day's notes and edit them to make a list of key points
- Practise problems or complete online maths activities
- Read novels or plays for English (they should be read at least twice)
- Complete additional research or reading

Expected study or homework times

- Year 7 Approximately 30 to 45 minutes in semester 1. Increasing to 1 hour in semester 2
- Year 8 Approximately 1 hour in semester 1. Increasing to 1½ hours in semester 2
- Year 9 Approximately 1½ hours
- Year 10 Approximately 2 hours
- Year 11 Approximately 2½ hours
- Year 12 Approximately 3 hours

Holiday Homework

While holiday homework is important for senior students, there should be no holiday homework for students in years 7 and 8.

NORMAL TIMETABLE

Pastoral Care Group	8.45 to 9.03am
Period 1	9.05 to 10.05am
Period 2	10.05 to 11.05am
Recess	11.05 to 11.30am
Period 3	11.30 to 12.30pm
Period 4	12.30 to 1.30pm
Lunch	1.30 to 2.15pm
Period 5	2.15 to 3.15pm

ASSEMBLY DAY & EXTENDED PASTORAL CARE TIMETABLE

Pastoral Care Group	8.45 to 8.55am
Period 1	9.00 to 9.48am
Period 2	9.48 to 10.36am
Recess	10.36 to 11.01am
Period 3	11.01 to 11.49am
Period 4	11.49am to 12.37pm
Period 5	12.37 to 1.25pm
Lunch	1.25 to 2.10pm
FSA, HA or PCG	2.15 to 3.15pm

11. THE ASSUMPTION COLLEGE BUS SERVICE

This service is provided primarily for students attending Assumption College and St Patrick's Primary School, Kilmore. Opportunities for travel are offered to Kilmore International School and Kilmore Primary if there are vacancies. The bus service is administered by Assumption College as a service to parents and has a contract with Seymour Passenger Services Pty Ltd. The Principal of Assumption College is the officer in charge of the service and this responsibility may be delegated.

This code of conduct sets out the responsibilities of students in ensuring that buses operate safely.

You are reminded that access to the bus service is a privilege and not an automatic right. Therefore, you are expected to do whatever you can to make the journey pleasant for everyone.

1. Arrive at the bus stop *at least five minutes before* the scheduled departure time to avoid delays.
2. Remain in *designated seats* for the entire journey.
3. Notify the driver promptly of anyone they know who is not catching the bus.
4. Do not talk loudly, chant, call out, throw objects or create any disturbance that would distract the driver.
5. Do not eat or drink, unless the College has received a written medical reason from a doctor.
6. Do not put any part of their body out of a window, throw anything, call out or make inappropriate comments or gestures from the windows.
7. Do not put feet on seats.
8. Do not vandalise the bus. Damage must be paid for by students or their parents, and those responsible will be asked to do community service.
9. Do not bring dangerous substances or objects onto the bus.
10. Put rubbish in bins provided.
11. Do not harass, intimidate or victimise other passengers or the driver.
12. Do not become involved in arguments or fights.
13. Do not distract the driver, especially while the bus is moving.
14. Act as a positive role model for fellow passengers, especially younger students who may be new to the system.
15. Travel only on the bus for which they have a valid pass.
16. *Itinerant passengers or friends of regular passengers are not permitted to travel on buses.*
17. The driver has the ultimate responsibility for the safety of passengers and, therefore, students must comply with his or her instructions relating to safe travel.
18. Current bus passes must be carried at all times.

Consequences of breaches of the bus code of conduct

If you misbehave on a bus you can seriously jeopardise road safety. Consequences for misbehaviour are therefore consistently and strictly imposed.

1. Minor infringements of this code result in a verbal warning by the driver which is noted.

2. Further misconduct within a term and the driver notifies the bus company in writing of the behaviour. Details are passed on to the Principal (or her delegate). Consequences could include:
 - a verbal warning, an after-school detention, or an official written warning. However, if the same students are involved in further infringements, an *official suspension* from bus travel will be considered.
3. An immediate *official suspension* from bus travel will be imposed following serious misconduct such as continued harassment, fighting, disobeying driver's instructions - actions that jeopardise safety etc.
4. Where there is continued and/or serious misconduct, the Principal (or her delegate) will issue an official notice that the students will no longer be allowed to use the bus service.
5. In the case of vandalism, students are suspended, must pay for damage and do community service.

GENERAL INFORMATION

1. ABSENCE FROM SCHOOL

If you have been absent you must give an explanatory note, signed by your parents or guardians, to the School Attendance Officer when you return. Parents or guardians should phone the absence line on 5783 0806 or email the Attendance Officer before anticipated absences.

When you cannot give an acceptable account for your absence, the pastoral care teacher or house coordinator will contact parents or guardians. Sometimes an interview will be required.

2. LEAVING THE SCHOOL PROPERTY

You should not leave the school during the day without the permission of your house coordinators. If you have a medical or dental appointment etc. you must have a note signed by parents or guardians. House coordinators must endorse this note before you leave the College. You must visit student reception immediately before leaving and upon return, if applicable.

3. LUNCH

Lunch is available at the cafeteria for all students. You should line up, and if you are a boarder should not share your food with day students. The area near the cafeteria is to be kept free of litter.

4. INFIRMARY

If you are ill, you should ask your teacher for permission to visit the infirmary when a SIMON class pass will be issued. The infirmary is primarily for boarders too ill to attend school. Day students that become ill and cannot resume classes are cared for while waiting for parents to pick them up. Parents should not send sick children to school in anticipation of treatment. Parents should also notify pastoral care teachers in writing, if students are taking prescribed drugs. These should be kept at the infirmary and administered by staff. Panadol should not be sent to school with students and will only be given to them by infirmary staff after permission has been received from parents or guardians.

5. LIBRARY

The library operates from 8am to 6.15pm Monday to Thursday, and from 8am to 3.30pm on Fridays. It is closed during lunchtimes when it's raining.

6. UNIFORM (SEE ALSO CODE OF CONDUCT SECTION 1.1)

- a. Only college wear is permitted during school hours. It should be in good repair and worn in a neat and tidy manner.

When you lack a part of the uniform, parents and boarding supervisors should give your house coordinator a note explaining why and a contact phone number.
- b. The official college uniform, including a blazer, is to be worn on designated formal occasions and for excursions when required, e.g., full school assemblies.
- c. All clothing must be clearly and suitably marked with your name.
- d. When playing Saturday sport, you must wear either the full college tracksuit or uniform. Casual clothes e.g. windcheaters, beanies etc. are not acceptable.

SUMMER UNIFORM (terms 1 and 4)

BOYS	GIRLS
Blue short-sleeved shirt – years 7 – 10 (Midford brand-Victoria Blue)	Two-tone, blue-grey dress (min. length below knee)
White short-sleeved shirt – years 11 – 12	White socks (knee high, white with turnover top) (Red Robin or Victory style)
College tie (long sleeve shirt only)	Black closed leather shoes (No buckles, straps, boots or platform shoes)
Grey shorts (Surrey Clothing Style 104/105)	College blazer
Plain Leather Black Belt and Buckle	Blue college hat (optional)
Grey walk socks (Marle)	
Black closed, lace-up leather shoes (no boots or platform shoes)	
College blazer	
Blue college hat (optional)	

WINTER UNIFORM (terms 2 and 3)

BOYS	GIRLS
Blue long-sleeved shirt – years 7 – 10 (Midford brand, Victoria Blue)	Blue long-sleeved shirt – years 7 – 10 (Midford brand, Victoria Blue)
White long-sleeved shirt – years 11 – 12	White long-sleeved shirt – years 11 – 12
College tie	College tie
College jumper	College jumper
Grey college dress trousers (Surrey or Yakka, dark malange, Colour No 606)	College kilt (mid-calf in length)
Plain leather black belt	Navy tights, navy over-knee socks
Dark grey socks	Black closed leather shoes (No buckles, straps, boots or platform shoes)
Black closed, lace-up leather shoes (no boots or platform shoes)	College blazer
College blazer	

PLEASE NOTE: If you wear a scarf during winter, it must be the official college scarf which can be bought from the uniform shop. All students must use the official College bag or backpack.

You must wear a tie in terms 2 and 3.

PHYSICAL EDUCATION UNIFORM

The PE uniform for boys and girls consists of:

Light blue polo shirt (with college crest)

Plain white sport socks (socks must cover the ankles)

College tracksuit

Track shoes – white or non-marking sole only.

College-approved broad-brimmed hat.

College skivvy (not to be worn unless under polo-shirt and tracksuit top).

If in breach you will receive a Friday night detention.

- a. When representing the College in sporting teams during school hours, you may wear the College tracksuit instead of the College uniform.
- b. The sporting uniform must be clearly marked with your name.
- c. In most circumstances (see point 26.) the College tracksuit and blue polo shirt may be worn instead of the school uniform on days when you have a practical PE class. However, if you do not have the correct polo shirt then you may not wear your tracksuit to school, and torn tracksuits should not be worn.
- d. The approved blue unisex shorts may be worn to classes other than PE on warm days. These may be worn to and from school.

8. WELLBEING SERVICES LEADER

This person is available to help you access school counsellors or psychologists. Issues that could arise include: difficulties in relationships with friends or family; concerns with study; coping with death or loss; and ethical questions.

9. CAREERS

Literature on careers, tertiary study, VET or apprenticeships is available from the careers office. Contact Mrs Fisher or Mrs Pendlebury.

10. VALUABLE ITEMS

The College cannot accept responsibility for the loss of jewellery or any electronic games or devices, etc.

Clothing and property (e.g. books, calculators, etc.) belonging to you should be clearly marked or engraved and locked in your locker when not in use.

The College computer policy/contract outlines your responsibility when using notebook computers at school.

The College has no insurance policy to cover lost or stolen property and, therefore, valuables must be secured in your locker with the College-approved combination lock. Short-term storage of valuables that won't fit in lockers, may be stored with your house coordinator.

11. LOCKERS

You are allocated a locker by your house coordinator at the beginning of each year. It is used to store books and other materials for learning and you must use the College-approved combination lock. It is available upon receipt of a \$20 deposit which is refundable at the end of each year if the lock is returned in good condition. Lockers remain the property of the College and you and your parents must be aware that a condition of use is the right of staff to carry out an inspection, if necessary. Lockers have space for bags and blazers. Books and other materials should be collected for a double period. As mentioned previously, bags must not be taken into classes but are to be stored in lockers.

12. LOST PROPERTY

Please ensure that you do not put your property at risk through carelessness. If you find clothing or other goods around the school or have lost property yourself, you should see student reception.

13. DRIVING TO SCHOOL

- a. You may only drive to and from school after completing a driving permission form, available from your house coordinator, and signed by your parents or guardians.
- b. You must use the car park near the Montague Centre.
- c. If other students wish to travel in a car driven by you, they must bring a letter from their parents or guardians approving this.
- d. If you travel on a bus, please remember that good conduct is expected at all times.

14. BREAKAGES

All breakages must be reported immediately to the appropriate staff e.g., Deputy Principals, Director of Boarding, or house coordinator. If breakages are caused by carelessness those responsible will have to pay for repairs and there could be further consequence.

15. CO-CURRICULAR PROGRAM

You are expected to honour your agreement, made at enrolment, to participate in our co-curricular program. The College is committed to the AGSV/APS sporting competitions and our students must represent the College in these competitions.

Please contact your coach or teacher in charge of your activity, if bus travel times clash with training or rehearsal nights.

You are also required to take part in our Interhouse athletics and swimming carnivals.

16. SPORTS EQUIPMENT

The sports equipment rooms are out of bounds at all times, and coordinators or their assistants will distribute all equipment.

20. OUT OF BOUNDS AREAS

The following areas are designated out-of-bounds unless permission to enter them is given by a house coordinator:

- areas beyond the eastern fence of the Carroll Oval
- areas beyond the north wall of the Daly Wing
- parish property
- all car parks
- all staffrooms and staff offices.
- the visitors' toilets adjacent to the Carroll Oval
- areas beyond the front wall of the Gonzales Centre, except for the soccer oval at lunchtime and for the sole purpose of playing ball-games such as soccer, football etc.
- areas behind and in-between the Champagnat Music Centre and Hermitage Centre
- all roadways and the Carroll Oval, all areas behind and to the west of the Montagne Centre.
- all school buildings at recess, lunchtime and after school.
- specialist rooms without a teacher being present.
- The Ag/Hort paddock and shed without a teacher's permission
- The Marist Brothers' farm and dam.

At the start of the school year, house coordinators designate areas for recreation during recess and lunch. Soccer and football games must only be played on designated grassed areas. The hands-off rule applies to all games.

21. BOARDING HOUSES

Boarding house areas are closed to *all* students during school hours.

If you visit a boarding house it is good manners to talk to a boarding supervisor as soon as you arrive. Once again, we emphasise that when visiting houses, boys are to remain in the common room areas of Mannes House and girls are to remain in the common areas of O'Connor House and Redden House. This same guideline applies to day students.

22. PLAGIARISM

Using another student's work or copying from other sources and presenting your work as original without acknowledging sources is academic fraud. Your subject teacher will report serious cases to the learning area coordinator and they will be dealt with under the College assessment policy

23. STUDENT ID SECURITY CARD

Your Assumption College ID card is needed for identification during exams, library borrowing, printing and photocopying.

If you lose your card, visit student reception, pay \$20 and a replacement one can be collected from ICT later in the day.

24. GUIDELINES FOR USING THE FITNESS ROOM

- a. An adult with experience in weight and fitness programs supervises while the room is being used.
- b. It is opened according to student demand and supervisor availability.
- c. You must wear suitable footwear and use a towel to wipe machines after use.
- d. If you use the room you must have a fitness program approved by the supervisor.

25. AFTER HOURS USE OF THE CAMPUS

Boarders

If you are a boarder you have access to the Gonzales Centre; the theatre; the library; when completed, the Fourvière Centre; Carroll Oval and tennis courts. Such use is under the authority of the Director of Boarding who provides suitable

supervision.

Day Students

If you are a day students you have access to sports areas, the Gonzales Centre and the theatre during approved functions. All other school areas are out of bounds unless being used for an official function.

When school buildings are used for official functions, students and visitors are asked to stay in those buildings and use the nearest toilets.

26. SECURITY FOR DAY STUDENTS ON THE CAMPUS OUTSIDE NORMAL HOURS

Before school

You should not arrive before teachers who begin supervising at 8.10am.

After 4.15pm

Unless you are involved in a co-curricular activity or working in the library, you are only permitted to be on site in the care of a staff member.

When returning to the College after an excursion you will be supervised by a staff member.

28. COLLEGE MUSICAL INSTRUMENTS

All musical instruments owned by the College (or leased by students) must be checked in at the Champagnat Music Centre before the start of pastoral care each day and retrieved before 4.30 that afternoon. No instruments are to be left in general classrooms or locker areas.

29. SUN PROTECTION

In the interests of protecting your skin, ACK has been developing a realistic Sunsmart policy. It is important that, along with staff, you follow these procedures:

- a. Wear hats that protect your face, neck, and ears. The College-approved broad-brimmed hat (a compulsory part of the PE uniform), must be worn during outdoor PE classes.
- b. Wear the broad-brimmed hat whenever you are outdoors and on your way to and from school.
- c. Wear shirts with collars and sleeves made of closely woven material which “breathes”
- d. Wear SPF30+ broad spectrum water-resistant sunscreen on exposed parts of the body when involved in outdoor activities.
- e. Wear sunglasses where practical.
- f. Seek shaded or covered areas whenever you can.

30. STUDENT REPRESENTATIVE COUNCIL

Our SRC allows students’ views to be responsibly and representatively debated and formulated. This fosters communication between students, the Principal, staff, and parental groups with the aim of building a united College community.

Recommended tasks for the council to benefit the College community could include:

- a. Discovering ways to improve relations between junior and senior students.
- b. Promoting, organising and channelling student initiatives.
- c. Discussing aspects of curriculum.
- d. Taking responsibility throughout houses for honouring the code of conduct.
- e. Organising social and charitable activities. The SRC has a responsibility to ensure everyone at the College is aware of the needs of the underprivileged.

Students meet in house groups with house co-ordinators.

31. FULL AND HALF COLOURS FOR CO-CURRICULAR ACTIVITIES

A. Rationale:

Full colours and half colours are awarded as a form of lasting recognition, encouragement and motivation for students’ co-curricular endeavours. Qualities such as loyalty, unselfishness, dedication and a wholesome respect for people and tradition are recognised through such awards. All year 11 and 12 students can apply for colours and not just talented performers or those with leadership ability.

B. Criteria and eligibility for awarding full and half colours:

Co-curricular coordinators in consultation with their committees, determine criteria for awarding colours. The Principal must finally approve criteria.

C. The process of applying for an award:

After becoming aware of the criteria, you can apply for an award through the teacher in charge of your team or cultural group using the form on SIMON. Go to Knowledge Banks and then Forms. The teacher then recommends the nomination to the coordinator and together they verify the details of the application. If the coordinator approves the application, it is presented to the Principal for final approval. If approval is granted, you pay for the colours to be embroidered onto your blazer.

D. Awarding and withdrawal of awards:

Colours, with their accompanying certificates, are awarded at full school assemblies by the Principal. A colour may be withdrawn by the Principal for any serious breach of the College code of conduct.

E. Record of awards:

The College maintains a register of those awarded colours. Each year recipients are acknowledged in the yearbook.

Recognition of Student Performance – Academic Awards

1. Based on reporting data, if you receive an average assessment task score of 1.5 or better you are awarded an academic excellence certificate (7-10). This is based on the results for assessment tasks on semester reports, with excellent being allocated 1.0, very good - 2.0 and so on. If you study an acceleration VCE option you must have achieved an “S” for it.
2. If you have completed year 11, you are eligible for academic colours. To be eligible, you should have gained an “S” for each study. In exams and SACs, you should have achieved at least 80% average in three subjects over the year for half colours and in four or more subjects for full colours. You should also meet the criteria for an academic effort award (=> 1.2).
3. If you receive 1.2 or better for effort and have not received an excellence certificate or colours you will receive an academic effort award (all year levels).

4. Criteria for Awarding College Colours

GENERAL CRITERIA		
Sports Colours:		Regular attendance at training Good participation Sportsmanship Cooperation Genuine effort Uniform worn appropriately and consistently
Cultural Colours:		Regular involvement in your cultural event or activity Quality of your work Cooperation
CULTURAL		
Debating	Full:	Captain of senior team with two years’ service at senior DAV level. Best speaker award (end year) at each senior level with two years’ service at senior DAV level with regular attendance. Five years’ service at DAV level.
	Half:	Two years’ service of which at least one is at senior DAV level with regular attendance.
Sound and lighting crew and photographers		Criteria to be determined by Mr Camilleri and Mrs Doyle.

Music:	Full:	Music leader with at least three years' membership of a band, choir or ensemble Five years' membership of a band, choir or ensemble with at least one year's service at senior level.
	Half:	Three years' membership of a band, choir or ensemble of which at least one is at senior level.
Production:	Full:	Best Performer Award at awards night and a member of the cast for at least two years of which at least one is at senior level. Leading role (no more than two awards per year) in the annual production and a member of the cast for at least one year at senior level.

CRITERIA FOR AWARDING OF EQUESTRIAN COLOURS

	Full:	Participation in 20 college-endorsed events over five years and attendance at 80% of team meetings plus Representation of the College in six events over two years at the higher grades of Grade 1 or Grade 2 PC or ACK Champion Rider Award, or election as college equestrian captain. Applicants must also be able to demonstrate outstanding team orientation and support.
	Half:	Participation in 20 college-endorsed events over five years and attendance at 80% of team meetings, or Vice-captain of team and representation of the College in six events over two years at the higher grades of C Applicants must also be able to demonstrate outstanding team orientation and support.
ENDORSEMENTS		
		Miss Fogarty (Principal) Mr Di Muzio (Deputy Principal), Mr Cleary (Deputy Principal) Mr Timms (Director of Boys Sport) Mrs Rose (Director of Girls Sport)

GIRLS SPORT

Athletics:	Full:	Captain of squad with at least two years' service at year 10, 11 or 12. Athletics squad member for five years with at least two years' service at year 10, 11 or 12.
	Half:	Vice-captain of squad with at least two years' service at year 10, 11 or 12. AGSV place-getter with at least two years' service at year 10, 11 or 12. Athletics squad member for three years including at least two at year 10, 11 or 12.
Basketball:	Full:	Captain of the Firsts basketball team having played at least 12 AGSV/APS games. AGSV representative having played at least 12 AGSV/APS games. Firsts Best and Fairest Award having played at least 12 AGSV/APS games.
	Half:	Vice-Captain Firsts Basketball team having played at least 12 AGSV/APS games. Firsts player having played at least 20 AGSV/APS firsts games.

Cross- country:	Full:	AGSV representative with at least two years' service at year 10, 11 or 12.
	Half:	Member of the cross-country team with at least three years' service at year 10, 11 or 12.
Hockey:	Full:	Captain of the Firsts hockey team having played at least 12 AGSV/APS games. AGSV representative with at least 12 AGSV/APS games. Firsts Best and Fairest Award having played at least 12 AGSV/APS games.
	Half:	Vice-captain of the Firsts hockey team having played at least 12 AGSV/APS games. Firsts player having played at least 20 AGSV/APS firsts games.
Netball:	Full:	Captain of the Firsts netball team having played at least 12 AGSV/APS games. AGSV representative having played at least 12 AGSV/APS games. Firsts Best and Fairest Award having played at least 12 AGSV/APS games. Catholic Schoolgirls representative having played at least 12 AGSV/APS games.
	Half:	Vice-captain of the Firsts netball team having played at least 12 AGSV/APS games. Firsts player having played at least 20 AGSV/APS firsts games.
Softball:	Full:	Captain of the Firsts Softball team having played at least 12 AGSV/APS games. AGSV Representative having played at least 12 AGSV/APS games. Firsts Best and Fairest award having played at least 12 AGSV/APS games.
	Half:	Vice-captain of the Firsts softball team having played at least 12 AGSV/APS games. Firsts player having played at least 20 AGSV/APS firsts games.
Soccer:	Full:	Captain of the Firsts soccer team having played at least 12 AGSV/APS games. AGSV representative having played at least 12 AGSV/APS games. Firsts Best and Fairest Award having played at least 12 AGSV/APS games.
	Half:	Vice-captain of the Firsts soccer team having played at least 12 AGSV/APS games. Firsts player having played at least 20 AGSV/APS firsts games.
Swimming:	Full:	Captain of the squad with at least two years' service at years 10, 11 or 12. Swimming squad member for five years with at least two years' service at years 10, 11 or 12.
	Half:	Vice-captain of squad with at least two years' service at year 10, 11 or 12. AGSV place-getter with at least two years' service at year 10, 11 or 12. Swimming squad member for three years including at least two years' service at year 10, 11 or 12.
Tennis:	Full:	Captain of the Firsts tennis team having played at least 12 AGSV/APS games. AGSV representative having played at least 12 AGSV/APS games. Firsts Best and Fairest Award having played at least 12 AGSV/APS games.
	Half:	Vice-captain of the Firsts tennis team having played at least 12 AGSV/APS games Firsts player having played at least 20 AGSV/APS firsts games.

Volleyball:	Full:	Captain of the Firsts volleyball team having played at least 12 AGSV/APS games. AGSV representative having played at least 12 AGSV/APS games.
	Half:	Vice-captain of the Firsts volleyball team having played at least 12 AGSV/APS games. Firsts player having played at least 20 AGSV/APS firsts games.

BOYS SPORT

Athletics:	Full:	Captain of squad with at least two years' service at year 10, 11 or 12. Athletics squad member for five years with at least two years' service at year 10, 11 or 12.
	Half:	Vice-captain of squad with at least two years' service at year 10, 11 or 12. AGSV place-getter with at least two years' service at year 10, 11 or 12. Athletics squad member with service for three years, including at year 10, 11 or 12.
Basketball:	Full:	Captain of the Firsts basketball team having played at least 12 AGSV games. AGSV representative having played at least 12 AGSV games. First Best and Fairest Award having played at least 12 firsts AGSV games.
	Half:	Vice-captain of the Firsts basketball team with at least two years' service at year 10, 11 or 12. Firsts player having played at least 20 AGSV firsts games.
Cricket:	Full:	Captain of the First XI having played at least 12 AGSV games. AGSV representative having played at least 12 AGSV games. Firsts Best and Fairest Player Award having played at least 12 AGSV games.
	Half:	Vice-captain of the First XI having played at least 12 AGSV First XI games. Runner-up Firsts Best Player having played at least 12 AGSV First XI games. First XI player having played at least 20 AGSV firsts games.
Cross Country:	Full:	AGSV representative with at least two years' service at year 10, 11 or 12. Place-getter of AGSV Year Level Championship.
	Half:	A member of the cross-country team with at least three years' service at year 10, 11 or 12.
Football:	Full:	Captain of the First XVIII having played at least 12 AGSV First XVIII games. AGSV representative having played at least 12 AGSV First XVIII games. Firsts Best and Fairest player having played at least 12 AGSV First XVIII games.
	Half:	Vice-captain of the First XVIII having played at least 12 AGSV First XVIII games Runner-up firsts Best and Fairest player having played at least 12 AGSV First XVIII games. Leading Goal Kicking Award having played at least 12 AGSV First XVIII games. Firsts player having played at least 25 AGSV First XVIII games.
Soccer:	Full:	Captain of the First XI having played at least 12 AGSV games. AGSV representative having played at least 12 AGSV games. Firsts Best and Fairest Player having played at least 12 AGSV games.

	Half:	Vice-captain of the First XI having played at least 12 AGSV games. First XI player having played at least 20 AGSV games. Runner-up Firsts Best and Fairest having played at least 12 AGSV firsts games.
Swimming:	Full:	Captain of the squad with at least two years' service at year 10, 11 or 12. Squad member for five years with at least two years' service at years 10, 11 or 12.
	Half:	Vice-captain of squad with two years' service at year 10, 11 or 12. AGSV place-getter with at least two years' service at year 10, 11 or 12. Squad member for three years including at least two at year 10, 11 or 12.
Tennis:	Full:	Captain of the First VIII having played at least 12 AGSV games. AGSV representative having played at least 12 AGSV games. Firsts Best Player having played at least 12 AGSV games.
	Half:	Vice-captain of the First VIII having played at least 12 AGSV games. First VI player having played at least 20 AGSV First games.

AGSV SPORTING COMPETITIONS

CODE OF BEHAVIOUR

The heads of the Associated Grammar Schools of Victoria (AGSV) welcome the many opportunities available to their students to play inter-school competitive sport. They aim to make the games enjoyable in terms of athletic achievement and friendly rivalry.

Coaches and players should aim at maintaining a high standard of sportsmanship and ethics in all AGSV games. A good spirit is to be actively fostered between teams and between schools before, during, and after games.

The heads believe that observance of this code by players and spectators is desirable and essential in the interests of players and the schools.

All AGSV coaches and players along with spectators should be mindful of the Victorian code of conduct for community sport and are encouraged to ensure:

- all decisions and actions contribute to a safe environment for all
- inclusion of every person regardless of their age, gender or sexual orientation, race, culture or religion
- harmful and/or abusive behaviour is not permitted
- protection from sexual harassment, vilification or intimidation
- opportunities for those of all abilities to participate in sport and develop to their potential
- players, coaches and spectators alike are to respect and support umpires and officials
- coaches, spectators, parents and others watching games do not impede or compromise the proper standard or process of play
- the spirit and practice of good sportsmanship is upheld at all times
- the highest standard of personal conduct is maintained
- players and coaches abide by health, welfare and safety standards as recognised by national sporting bodies
- always uphold the rules and regulations of AGSV competition.

REGULATIONS

For the General Regulations, Regulations for AGSV Boys Competitions and AGSV/APS Girls Competitions, visit www.agsvsport.com.au and select **Regulations** within the menu.

PRAYERS FOR OUR COLLEGE COMMUNITY

Our Father, who art in heaven,
hallowed be thy name;
Thy kingdom come;
Thy will be done on earth as it is in heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive those who trespass against us;
and lead us not into temptation,
but deliver us from evil. Amen

HAIL MARY

Hail Mary, full of grace,
the Lord is with thee.
Blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners, now, and at the hour
of our death. Amen.

SAINT MARCELLIN CHAMPAGNAT

Saint Marcellin Champagnat, whose great desire it was to lead young people to Jesus through Mary, help us to have a great love of Mary in this life, so that we may live forever in the next with Jesus Christ, her son our Lord. Amen.

STRENGTH AND GENTLENESS

Strong and gentle — that's the best way to describe Marcellin.
Strength and gentleness — they're the two things our world needs.

MODERN MEMORARE

Remember Mary, our good Mother,
that throughout all time
no-one who ever sought your help,
or came to you for support, has been abandoned.
Confident in this love,
I come to you, Mary, in need and in hope.
Graciously hear my prayer and increase my desire to say
Yes to God's will.

SEEK THE THINGS THAT ARE ABOVE

Teach me, O God,
To aim high,
and not to be content with mediocrity;
To set my sights on noble goals;
To have a strong heart, a clear vision;
To prize the things that are worthwhile;
To always have the courage to choose what is right, to despise

what is petty, to shun all selfishness.
Under your guidance and with your grace,
Help me to always to seek the things that are above.

PEACE PRAYER

Lord, make me an instrument of your peace.
Where there is hatred. . . let me sow love,
where there is injury. . . pardon
where there is doubt. . . faith,
where there is despair. . . hope
where there is darkness. . . light,
where there is sadness. . . joy.
O Divine Master, grant that I
may not so much seek
to be consoled... as to console,
to be understood... as to understand,
to be loved... as to love,
for it is in giving... that we receive
it is in pardoning... that we are pardoned.
It is in dying... that we are born to eternal Life.
St Francis of Assisi (1182-1226)

MARCELLIN'S DREAM

Lord Jesus,
As we look on our world today
We realise the tremendous needs
Of countless children and young people.
Bless them with heralds of hope
And witnesses to your love for them.
Help us to live in such a way
As to be wellsprings of hope
And inspiration:
As people committed to your mission.
Mary, our model of courageous faith,
Pray for us, your family.

A PRAYER FOR ASSUMPTION COLLEGE

Lord, bless our school
and all who are a part of it.
Guide our students in their learning
and open their minds to accept your truth
Lead your educators Lord,
our teachers, administrators, cleaners, gardeners and counsellors
to do your will in the Assumption family.
Bless all families within the College, may your loving touch
give joy to all.
Be with our past and future students;
and help us all to see your light.
We ask this in the name of Jesus the Lord. Amen
Saint Marcellin Champagnat, pray for us.