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Welcome
From the Principal
Dear Parents

Welcome to Cardijn!

Welcome to another year at Cardijn College. For some of you 2016 will mark the beginning of your association with our school and for others it will be another year of your journey with Cardijn.

Cardijn College is named after Cardinal Joseph Cardijn, the Founder of the world wide Young Christian Workers Movement. We believe that the Christian formation of young people in accordance with the Charism of Joseph Cardijn is critical in the development of the whole person.

This Parent Handbook contains a wealth of information about our school community and how we operate. It highlights important information that you will need to know and acts as a guide to help you understand the school, its processes and policies as well as the subjects Cardijn offers students.

Cardijn College is committed to the principles of middle and senior schooling and continues to develop its structures and programs in these areas.

Its focus on the pursuit of excellence is always based on the aspirations, talents and gifts of each student. Cardijn College officially recognises student achievement each term.

The College has enjoyed a long tradition of academic excellence and today a strong and central focus of our teaching and learning at the College is the preparation of each student in meeting the challenges of the future.

Whilst the focus is on striving for success, students will also need to be involved in a range of co-curricular activities which may include camps, retreats, work experience, Australian Business Week and special subject activities such as Performing Arts productions.

Curriculum extension activities are important features of educating the whole person. The College offers an extensive sport program which is based on House competitions and interschool/club competitions. In addition it offers other activities such as Leadership programs, Outreach and Ministry, International Pedal Prix and the Duke of Edinburgh scheme. Students can also join the extensive Music, Drama and Art groups.

At Cardijn we seek to create a spirit of hospitality which respects and rejoices in the uniqueness of each member of the community. What makes Cardijn special is a culture of respect, an understanding of diversity, a focus on active learning in the pursuit of excellence, trust and communication and a commitment to act for a just society.

I commend our Parent Handbook as an excellent guide for the 2016 academic year.

Paul Rijken
Principal
2.1 A Vision for South Australia

Catholic schools educate young people in all dimensions of life, by:

Developing the whole person

Catholic schools take into account the student’s intellectual, moral, spiritual, religious, physical and social capacities.

Catholic schools are committed to join wholeheartedly with all educators in the search for new methods and more effective ways of passing on the collective wisdom of humankind to subsequent generations.

All students are to be prepared for life in a world which is rapidly changing, both technologically and socially.

Encouraging a life long searching for truth

Catholic schools initiate students into the wisdom of the Church and into the collective wisdom of humankind. This is intended to lead to a thirst for wisdom that continues through life.

Challenging students to servant relationship

Students in Catholic schools are the future leaders of the world and the Church. In imitation of Jesus, such leadership is understood as a service.

Catholic schools invite young people to join the church’s mission, by:

Inviting them to journey to personal Christian faith

People in Catholic schools are called to follow Jesus in today’s world. Children’s capacity for faith grows with age, as St Luke said of the child Jesus increased in wisdom, in stature and in favour with God and people.’ Luke 2: 52.

Reflecting on and applying current theological insights

Students and teachers are called to reflect on and apply the renewal of theology, promoted by the Second Vatican Council. The experience of people in Australian Catholic schools and the insights of theologians are to be kept in constant dialogue.

Drawing inspiration from the values of the Gospel

The virtues Jesus inspired in the people of first century Palestine are to be reflected in Catholic schools today. Schools provide for students in areas in which families alone cannot provide all the educational resources needed for preparation for life in the world. Catholic schools welcome students to a Christian learning community, by:

Inviting them to grow in responsibility and freedom

The Catholic schools’ ideal is one of responsibility and self determination, lived out in a community context.

Recognising the unique presence of God in all people

Children in Catholic schools are members of the Catholic faith or have parents who enrolled their children in Catholic schools on the understanding they will participate in the total life of the school, as the Second Vatican Council forcibly reminds us that God loves all people. (Church in the Modern World: No. 29.)

Encouraging the pursuit of excellence

Catholic schools are unequivocally committed to the pursuit of excellence in all areas of school life. This includes striving for academic achievement and the building of communities, both civil and religious.

Being places of celebration

The celebration of God’s love in Christian sacraments, especially the Eucharist, is at the heart of the Catholic school life. The human and divine gifts of humour, creativity, tolerance, joy, accomplishment and peace are to be prized and celebrated in many ways.

Catholic schools prepare young people for life, by:

Giving Christian witness in the world today

Catholic schools participate in the mission of the Church and are privileged places where the values and practices of Catholic Christianity are lived and taught to students as an integral part of life.

Being aware of all the dimensions of creation

For Catholics, a complete ecological view incorporates a Christian understanding of God’s overall love for every created reality. (Genesis 1:1). This view informs school curriculum and school management.

Developing an open and critical attitude to the world today

Jesus both loved the world and was fiercely critical of abuses in the world. Students need to be educated to develop the capacity for critical thinking, for the ability to decipher what is truly good in Australian culture and students are to be educated to think and act on the basis of personal reflection.

Promoting mutual relationships and partnerships

Students are prepared to live and work in a world that increasingly values equality and solidarity among all people.
In a century presenting us with many great Christian men and women, including Martin Luther King and Nelson Mandela who have done much to further the progress of people on this earth, the name JOSEPH CARDIJN will stand high. At a time when Australia was isolated from the rest of the world, Joseph Cardijn’s influence was still evident and effective to others. There were and still are many priests and other religious leaders, as well as Catholics, who owe their renewed vision of Christian life and of the dignity of human beings to this priest.

His life spanned much of this century: he is a man of our times. He was born in 1882 into a Flemish working family and from his earliest years he grew in his love for, and appreciation of, the working class, particularly the working youth. He understood the effect on the lives of men and women of the growing industrialisation so evident around his own district and further afield. He saw clearly from a young age that it would be through life as a priest that he could bring about the greatest good for those he wished to help.

It was in 1912, while he was a curate in a suburb of Brussels, that he formed his first group of young workers in a movement which, in his lifetime, developed into a world-wide organisation. He was completely devoted to arresting the de-humanising influences going on in his own country and throughout Europe. His idea was to put Christianity into the whole of life. On the one hand he devoted himself fully to overcoming the social injustices and poverty so many young people faced. On the other hand, he worked ceaselessly to promote the spiritual and temporal welfare of young workers.

Joseph Cardijn was particularly keen about developing leaders from the ranks of the youth, realising that it was from among these that the transformation of the world must come. Cardijn’s method of evangelisation, often described simply as a discovery of the truth of faith, the truth of life and the truth of transformation, provides a means for Christians to: See, Judge & Act according to the mind of Christ in the light of the Gospels.

It would be true to say that this influence was eventually realised in the Second Vatican Council. In one of the great Documents of this Council, “The Church in the Modern World”, is an inspiring statement of what the Church is today and it is a living monument to Cardijn’s teaching philosophy - "We must, therefore, recognise the world in which we live, its expectations, its longings and its often dramatic characteristics".

The Document, both in the introduction and elsewhere, speaks about the dignity of every person, of humankind’s desires to improve the world in which we live and of the duty of Christians to be active in the quest for social justice.

You, the parents of Cardijn College, have entrusted your children to this school and you have asked us, the staff, to take up the challenges so well stated by Cardijn: How can people, all people, be made aware that they have a mission on earth that God has entrusted to them from the very moment of creation and of redemption; a mission that the Church proclaims to them and helps them to realise? What can be done to make each person live with this unshakeable conviction: “God needs me! I am God’s missionary”? Actually, this challenge must first be taken up in each Christian home, it is not just a challenge for the school.
Cardijn is a Catholic School and as such its goal is the integration of our Catholic faith with the lives of our students, our staff and our parent body and to be a witness to our society of the presence of Christ in our world.

Cardijn is committed to providing a quality education which embraces the full human growth and development of youth. The school commits itself to nourishing the faith of its students, hence imparting a deep and systematic knowledge of Christ and giving the opportunity of communion with Christ through the Sacramental life of the Christian community.

4.1 Vision Statement

In the spirit and tradition of Joseph Cardijn we are committed to the development of a school which witnesses to the collaborative ministry of families, teachers and parishes in the co-creation of God’s kingdom in our world today.

As a school we believe we are called to participate in the task of building authentic experiences of community in the school, the parish and the wider society. We do this through the process developed by Joseph Cardijn: reading the signs of the times, judging this reality in the light of our faith and reclaiming our fullness of being in Jesus Christ through action.

- Cardijn is a Catholic school which recognises the responsibility that parents have as the prime educators of their children and supports, complements and involves them in that process.
- Cardijn will challenge families to grow in their faith commitment and develop with each other their Christian leadership through service to school, church and society.
- Cardijn will encourage the recognition of the individual’s dignity and self-esteem, a respect for their heritage and culture and a sense of hope and confidence in the future.
- Cardijn will facilitate the pursuit of excellence and skill according to the aspirations, talents and gifts of each student.
- Cardijn will encourage a life-long searching for truth, drawing on the wisdom of the Church and the collective wisdom of humanity.

4.2 The School Environment

We understand that the environment of the school plays a very important part in transmitting and living out the Christian message and that all at Cardijn, staff, students and parents, have a role to play in this. We, therefore, see that:

- the environment is characterised by respect for the dignity of each person, by justice and forgiveness and by the acceptance of differences, so that the unique value of each person before God is a lived reality
- the Catholic and Christian identity of Cardijn is clearly proclaimed and promoted by the whole community
- a priority is placed on prayer, liturgy and service
- Cardijn strives to maintain a Religious Education program of high quality
- the Catechetical ministry of Cardijn belongs to the whole community and, in particular, all the staff have an important function in this work
- Cardijn gives to the parents whatever help it can to enable them to carry out their task as Catholic parents.
4.3 Our Parishes

Cardijn College was established as a joint venture of the SA Commission for Catholic Schools and the local parishes of Morphett Vale, Willunga and Noarlunga Downs.

As a Regional Catholic Secondary School it is meeting the needs of families who seek an education for their children which is imbued with the Christian spirit and has religious education in the Catholic faith as one of its integral components.

Cardijn College works in partnership with parents, who are recognised as the first educators in the faith of their children and with the parishes, which through the Sunday Eucharist draw our communities together in faith and service.

Cardijn College, with the parishes, plays its role in the overall pastoral care of the students and their families. This pastoral care strives to be sensitive to the many pressures which are on family life today and the individual needs and hopes of the students.

The Christian spirit at Cardijn helps to foster good attitudes towards learning, co-operation at every level within the school community, mutual care among students and staff, respect for the dignity of every individual, fairness in competition, a genuine love of God, the integration of the message of Jesus into personal values and a sense of responsibility, trust and justice.

4.4 Our Parish Community

The College has a valuable resource in the priests and religious who serve in the three parishes of Morphett Vale, Willunga and Noarlunga/Seaford.

The priests are directly involved in the Sacramental life of the College, celebrating the Eucharist and Reconciliation. They work with staff on specific projects and are involved with teachers in the classroom.

The Religious are playing an important role in the pastoral care of families of students - especially in times of crisis or worry.

In case you would like to contact any of the Parishes we have included the following information:

Noarlunga/Seaford
(St Luke’s Parish) Ph: 8382 1717
Fax: 8326 7999
Fr Charles Gauci (Parish Priest)
Miss Shanna Ridings (Youth Ministry)
Other contacts
Br Des O’Grady cfc Ph: 8186 6993
Toni Fishlock (Parish Manager) Ph: 0417 801 241
Jan Hicks (Seaford Community) Ph: 8327 0596

Morphett Vale
(Mary Help of Christians Parish) Ph: 8326 1555
Fax: 8326 5904
Fr Roman Palma (Parish Priest)
Fr Marian Szablewski (Assistant Priest)
Mrs Kathie Williams - REC
Mrs Kathleen Gaffney - Pastoral Care Coordinator

Willunga
(St Joseph’s Parish) Ph: 8556 2132
Fr Charles Gauci (Parish Priest)
Fr Tom Gleeson - Priest in Residence Ph: 8557 1072
Mr John McPhail - Treasurer
Sr Margaret Ann Conneely sgs - Pastoral Associate
John Hounslove (Office Manager)
Mrs Gael Moloney
We would like to welcome you, on behalf of the Board, to Cardijn in 2016. We welcome the continued involvement of many and especially welcome the new parents who join our Cardijn Community. The members of our Community are the teachers and staff, the students and most importantly, the parents. The education of the whole person cannot be confined to school hours and teachers alone. By becoming an active member of the Cardijn Community you not only have the opportunity to bring continuity to your child’s development but also avail yourself of a great deal of support and care from a truly Christian community.

The Cardijn College Board is a part of this Community, so we take this opportunity to introduce the current Board members to you and inform you of the Board’s activities. These members represent various groups within the College and the supporting parishes of the region that Cardijn serves.

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<td>Principal</td>
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<td>Parents &amp; Friends</td>
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<th>Elected Parent Representatives</th>
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<td>Mrs Helen Bates</td>
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<td>Mrs Julie Coster</td>
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<td>Mrs Cathy Kite</td>
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<td>Mr John Humphries</td>
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<td>Mr Paul Roberts</td>
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<td>Ms Anita Patton</td>
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The Board’s responsibilities include policy direction, financial management, pastoral care, maintenance and planning.

In March every year parent representatives are elected to the Board. They serve for a period of two years. We would urge you to nominate for these positions and thus bring your talents and gifts to serve our community in this special way. There are no special qualifications needed, only a willingness to be involved and to serve.

There are many other ways you can be directly and indirectly involved with our school; many ways of showing your children that you care and are interested in their education and development. No matter how you choose to become involved at Cardijn we hope your experience is rewarding and fulfilling for you and for the Cardijn Community.
A Parents and Friends Association was established in 1984 and is managed by an Executive of the College. The Parents and Friends assist the school in whatever way it can, particularly in developing connections between families and the School.

The Parents and Friends traditionally sponsor a number of school fundraising activities with the primary aim of building community. The Parents and Friends also sponsor a number of parent meetings which are primarily organised to support families in understanding the learning process and socio-emotional wellbeing of teenagers.

6.1 Commitment to Participation

Cardijn College grew out of, and was established to serve, the faith communities of the local parishes of Morphett Vale, Willunga and Noarlunga Downs. It has its roots therefore firmly implanted in the lives, hopes, love and faith of a vast number of people. We include those of other denominations who are faithfully serving our school.

The South Australian Commission for Catholic Schools ‘Vision Statement’ states that: “Catholic schools in partnership with parents, in union with Christ’s saving mission and school communities, educate young people for participation in the Church and world communities today.”

Parents/Guardians are encouraged to share their time and talents in a tangible way with the school community.

Once students are enrolled at Cardijn parents automatically become a member of the Parents and Friends Association. Many groups and activities come under this Association’s umbrella.

Because of this partnership between parents and the College, your commitment to participation is requested in one or more of the following activities: School Board; School Canteen; sporting activities; Annual Sports Day; supporting the Arts Learning Area (Drama, Music, Art, etc) within the College or in any other way through your special talents, trade or professional skills.

It is an understanding of all parents that they would complete a Catholic Police Check before involving themselves in the life of the school. This is required child protection practice for all Catholic Schools.
We have included a list of current staff members and our contact numbers for your use.

Please feel free to contact staff during school terms only between 8.30am and 4pm on 8392 9500 or fax 8392 9595.

**Leadership**
- Principal: Mr Paul Rijken
- Deputy Principal: Mr Michael Wilcock
- APRIM: Mr Joseph Catania
- Assistant Principal Administrative: Mr Chris Burrows
- Head of Senior School: Mr Damian Hill
- Head of Middle School: Mr Patrick Harmer
- Director of Teaching & Learning: Ms Natalie Paechten
- Business Manager: Mr Johnny Ioannou
- HR Coordinator: Mr Kevin McCarthy
- Director of ICT: Mr Tony Sayce

**Faith Formation & Ministry**
- Assistant Principal Religious Identity and Mission: Mr Joseph Catania
- Youth Minister: Ms Shanna Ridings

**Administration**
- Assistant Head of Middle School: Mr Ryan Brown
- Assistant Head of Senior School: Mr Michael Herbert
- SACE Coordinator: Mr Chris Burrows
- Principal’s Assistant/Registrar: Ms Anita Patton

**Other Staff**
- Front Office: Mrs Helen Fuller, Mrs Therese Moyse, Mrs Michaela Watson, Ms Catherine Warburton
- Finance Officers: Ms Maria Spano, Ms Sue Turner
- College Accountant: Mrs Kate Howard
- Assistant to the Heads of School: Mrs Michelle Gaffney
- Assistant to Registrar & HR: Ms Kirsty Finch
- Marketing, Publications & Communications: Miss Emma Jennings, Mrs Saraya Kennewell
- Student Counsellors: Mr Michael Herbert, Mrs Liliana Thom, Mrs Aleksandra Cabot, Mr Anthony Simons
- Flexible Learning Coordinator: Mr Rob Dvorak
- VET and Career Counsellors: Mrs Marlene Maney
- Sports Coordinator: Mrs Emma Boyle
- Sports Assistant: Mr Lachlan Abbott
- Music Co-curricular Coordinator: Mr David Gauci
- Music Assistant: Mrs Cassandra Douglas
- Librarian: Mr Mariusz Stern
- Book Hire: Mrs Pat Manhood, Mrs Chris Munro, Mrs Linda Kemp
- Laboratory Assistant: Mrs Li Teng
- Maintenance: Mr Jason Allan, Mr Bob Findlay, Mr Ben Moran, Mr Brendan Russell
- Arts Assistant: Mrs Irene Humeniuk
- Home Economics Assistant: Mrs Melissa Flynn
- Special Education Support: Mrs Robyn Clayton, Mrs Marie Rismundo, Mrs Margaret Harding, Miss Amey Lekkas
- Information Technology: Mr Nathan Adsett, Mr Michael Vorster, Mr Petros Velchos
- Canteen: Mrs Shirley Parfitt, Mrs June Brookes, Mrs Tania Bailey

**Teaching Staff**
- Mrs Sarah Ayton
- Mr Vic Bandiera
- Miss Kristen Barnett
- Ms Belinda Berry
- Mrs Pernille Birt
- Ms Judith Bortha
- Mrs Emma Boyle
- Mr Liam Brooks
- Mr Ryan Brown
- Mrs Brenda Bryne
- Miss Amelia Cooper
- Ms Leisa Cousins
- Mr Leon Deng
- Ms Sarah Di Mauro
- Ms Sophia Dimitropoulos
- Miss Lauren Edwards
- Mrs Kat Elliott
- Ms Anna Florian
- Ms Michelle Gassmanis
- Mr Colin Ginn
- Ms Danielle Greig
- Mr Stephen Hards
- Ms Jessica Hirschhausen
- Mr Adrian Hunt
- Mrs Belinda Hurcombe
- Ms Nicki Jennison
- Mr Dzinti Jurievich
- Ms Sue Kowalski
- Mr Damien Lambert
- Ms Carrie Lamming
- Mr Sean Lang
- Mrs Jenny Lawson
- Mr Chris Linford
- Mrs Alexia Little
- Ms Eve Lovett
- Ms Eleanor Marin
- Ms Mariana Mastrapasqua
- Mrs Jane McCafferty
- Ms Trish McCall
- Mr Rob McCrackan
- Mr Joshua McDemid
- Mrs Jaqui Moroney
- Mr Tom Morris
- Mr Du Nguyen
- Mrs Sarah O’Neill
- Mr Jeff Podger
- Ms Nadia Porter
- Miss Hannah Priest
- Mr Daniel Rabbett
- Mr Tariq Redigolo
- Mrs Renee Rees
- Mr Steve Rhodes
- Ms Lisa Roe
- Mrs Lauren Rowe
- Miss Jessica Sweeney
- Miss Eleni Takianos
- Mrs Leona Tane
- Mrs Anne-Marie Taylor
- Miss Ashleigh Taylor
- Mr Graham Thomas
- Ms Charalina Thompson
- Mrs Jan Wallage
- Mr Andy Waller
- Miss Katrina Wallis
- Mrs Susan Watt
- Mrs Kath Welsh
- Mrs Debbie Williams
- Mr Cameron Willis
- Miss Sarah Wilton
Student development refers to our educational and pastoral involvement with students. It is concerned with the management of learning for each individual student and the factors that facilitate students achieving their potential.

8.1 The Structure of Student Development and Pastoral Care

Cardijn has had a strong tradition of Pastoral Care. The Middle and Senior Schools provide opportunities for students to grow and be challenged in areas related to faith, ministry, learning, pastoral care, community and the administration of the School.

8.2 The Middle School

The purpose of having a distinct Middle School at Cardijn College is to ensure that we are able to meet the needs of the early adolescent student. The early adolescent is at their most vulnerable as they are seeking identity, establishing their personal values, adapting to physical changes and building new relationships.

The role of a student is to establish excellence in their learning so that they have the necessary skills and knowledge to engage successfully in the adult world. The Middle School is responsible for both the formation and education of the early adolescent student. This process begins with the transition from Year 7 to Year 8. We will continue to create a Middle School that nurtures students through their early days of secondary school whilst challenging them to accept the demands of learning.

We aim to shape their learning using methodology that suits the learning style of the adolescent. We assess, monitor and celebrate learning. The Middle School will focus on building relationships with parents through information, formation and celebration.

The curriculum in the Middle School is directed by the Australian Curriculum. Middle School teachers will be provided with appropriate training and professional development to ensure they are up to date with contemporary methodologies.

The Middle School at Cardijn College is a place where students consolidate their primary school learning to a capacity where they are able to step into the next stage of their education with confidence, skill, knowledge and enthusiasm.

The Head of the Middle School is Mr Patrick Harmer and his assistant is Mr Ryan Brown.

8.3 The Senior School

The Senior School comprises Years 10, 11 and 12. The purpose of having a distinct Senior School at Cardijn College is to ensure that we are able to meet the needs of young adult learners and the challenges they face as emerging adults. In Years 10, 11 and 12 students continue to seek identity, establish personal values and build new relationships. The transition from adolescence to young adulthood involves predictable and unpredictable changes and students encounter challenges in their roles, relationships and responsibilities. We aim to support senior students in their learning as well as develop in them the loyalty, care and leadership that creates personal growth and a strong community.

Year 10

Year 10 students enter the Senior School and begin the SACE by studying the Personal Learning Plan (PLP). The PLP prepares the students for study in the senior years. The subject focuses on the student’s goals and helps map out pathways for the future. An important aspect of Year 10 is the establishment of good practice. Organisation, communication and discipline with study take centre stage. The role of the Year 10 Homeroom Teacher, who is linked to the Personal Learning Plan and is significant as they mentor and track individual student achievement.
Year 11 (Stage 1)
Stage 1 SACE (Year 11) allows for flexibility. The students start making clear choices about pathways. Flexibility is in the form of semester long subjects providing students with a greater number of possibilities. Stage 1 is the first step in the process of putting the PLP into action. The PLP has guided the students with the selection of subjects at Stage 1. These subjects are linked to individual student pathways, University, TAFE, Vocational Education and Training (VET) or employment. An emphasis on good study habits as well as organisation and communication is reinforced. Exams inform students and help to prepare them for the rigour of Stage 2.

Year 12 (Stage 2)
The final year of the Senior School utilises the skills and knowledge developed in Years 10 and 11. Students who are on a pathway to university (the majority of the cohort) prepare themselves for their study and final exams by establishing a carefully planned school work schedule. These students have developed a thorough homework and revision plan. They work closely with their teachers who are specialists in their subject area. Some students opt for more of a flexible program for their study. These students, through the support of the flexible learning office, develop a program that may include Vocational Education and Training (VET), Work Education and Certificate Courses offered by TAFE. These students tend to be case managed by the Flexible Learning Coordinator and supported by key Senior School teachers.

8.4 The House System
Homerooms are arranged within House groups and contain students from the same year level. This allows Homeroom Teachers to focus on the distinct needs of the age group involved. Teachers in the Homeroom have the responsibility for the development and care of students in their Homeroom. They will be familiar with the developmental stage of the student and their personal circumstances. They will work with students to further develop their relationship with God, their social skills, behaviour and intellectual involvement in studies. They will certainly listen to the needs and concerns of students and take appropriate action. The Homeroom Teacher will ensure that families are contacted and connected with the College. The Homeroom Teachers are supported by the House Leaders.

House Leaders
• Chisholm House Leader, Mr Liam Brooks
• Faulkner House Leader, Mrs Judith Botha
• Kolbe House Leader, Ms Anne-Marie Taylor
• Lombard House Leader, Mr Jeff Podger
• MacKillop House Leader, Mr Dzint Jurevicius
• Mitchell House Leader, Mrs Debbie Williams
• Romero House Leader, Mr Steve Rhodes

8.5 Student Leadership
College Captains
Two College Captains, one male and female are elected each year by the staff and students to lead the student body and represent the College.

Mission Captains
Our Mission Captains apply for the positions and are selected to lead the student body in the Mission of the College.

Senior School Student Leadership
Each House elects two House Captains from Year 12 and two Vice Captains from Year 11 who will become members of the Senior Student Ledaership team. The College elects leaders in Music, Sport and Drama. They are also members of the Senior Student Leadership team. Two Year 10 students from each House also join this group.

The Senior Student Leadership team deals with issues that have an impact on the community and supports the College by improving the quality of life at school.

Middle School Student Leadership
Students in Years 8 and 9 may become members of the Middle School Leadership team. This group is representative of each House and has 28 members. They are ambassadors at official occasions and work to improve the College through service.
9.1 Curriculum and Learning

Should you have any questions or concerns regarding any aspect of the curriculum please contact the Director of Teaching & Learning, Ms Natalie Paelchen.

9.2 The Religious Education Program

Religious Education is seen as essential to the life of the College. It endeavours to make explicit the values which are found in the school environment and in all the activities of the school.

Therefore, the Religious Education Program aims:

- to awaken, nourish and develop faith by a clear communication of the Christian Message, taught in a way which takes into account the readiness of the students and which makes use of contemporary theology and educational methodology
- to provide opportunities for experiencing and expressing faith within a Christian community
- to impart a systematic knowledge of the person and teachings of Jesus Christ
- to assist in the full personal growth of students
- to help students understand the meaning of Church and the Catholic tradition while developing a sense of belonging
- to nurture Christian morality in decision-making
- to encourage students to witness to their faith in the service of others
- to encourage an understanding of the philosophy and techniques of Joseph Cardijn in his approach to youth and, in particular, his methodology related to his rationale of ‘See, Judge, Act’.

At every year level students are involved in several Religious Education lessons per week.

Students in all year levels will be expected to take part in the College Liturgy Program.

Students in all year levels will be expected to take part in a retreat varying from 1 day at Years 8-11 to three days at Year 12.

9.3 Years 8 and 9 Program (Middle School)

All students will do a core course, which includes formal studies in the following subjects:

- English
- Italian or Indonesian
- Mathematics
- Physical Education
- Religious Education
- Science
- Studies of Society and the Environment

They will also make a choice of four additional elective subjects from:

- Drama
- Home Economics
- Information Technology
- Inspire Program
- Music
- Robotics
- Tech Studies
- Textiles
- Visual Arts
- Netball, Soccer, or Football Academy

A specialist Music program is available at Years 8 and 9. A specialised sports program is available for students at Years 8 and 9. It has a focus on elite sports skills development.

Middle School students will also involve themselves in life at the College through assemblies, liturgies, retreats, camps and whole school special events.

Information and Communications Technologies are embedded throughout the learning areas.
9.4 Year 10 Program (Senior School)

Year 10 students are now enrolled in the South Australian Certificate of Education (SACE). The students begin a subject called the Personal Learning Plan (PLP). The PLP will run over the whole year and will help prepare the students for Year 11 and Year 12.

Subjects are organised into Semesters and the students will, apart from their involvement in the Religious Education Program, also participate in a program of study which takes into account a balance between the major curriculum areas.

Core Subjects
- Religious Education
- English
- Mathematics
- Personal Learning Plan
- Science
- Studies of Society and the Environment (Geography, History and Humanities)

Elective Subjects
- Expressive Arts (Design, Art, Drama and Music)
- Languages (Italian/Indonesian)
- Physical Education
- Technology (Electronics, Computer Aided Design, Pathways for Construction, Robotics, Wood, Metal and Multimedia)
- Home Economics
- Netball, Soccer, or Football Academy

9.5 Australian Business Week

ABW is an intense learning experience conducted over one week. It gives young people the opportunity to learn about business from the business perspective. Participants in groups form a company. They assume the roles of the company’s staff. In an experiential, hands-on decision-making process, they make all of the decisions affecting their company’s performance in the marketplace.

The marketplace in ABW is a computer simulation of the Australian economy. In the course of the one intensive week, participants run their company over a simulated two year period. They are in competition against the other participant companies in that program.

ABW is an enterprise education program, giving participants an holistic view of business. It supports all of the Key Competencies and Employability Skills that employees seek.

9.6 Year 11 (Stage 1) & Year 12 (Stage 2) (Senior School)

Students at Stage 1 will continue the SACE, while students at Stage 2 will complete the second stage of the SACE.

SACE
The South Australian Certificate of Education is a certificate awarded to students who successfully complete a minimum of 200 credits of study by the time they finish their secondary schooling.

A semester length subject will be worth 10 credits and will be graded A to E. At Stage 1 teachers mark all the work, while at Stage 2, 30%, such as exams, practical projects etc will be marked by experts outside the school.

What must a student do to qualify for the SACE?

To qualify for the SACE, a student must:
- Study 200 credits across Stage 1 and 2.
- Achieve a C grade or better in the following compulsory subjects at stage 1: Personal Learning Plan (PLP) at Year 10 (10 credits), English (20 credits), Mathematics (10 credits).
- Achieve a C- grade or better in the following compulsory subjects at stage 2: Research Project (10 credits) and another 60 credits in three 20 credit subjects.

Exams
Senior School students are expected to sit exams. Year 10 and 11 students have end of semester exams, while Year 12 students have trial exams at the end of Term 2 and a 30% externally marked task (exam) at the end of the year in certain subjects.
9.7 Vocational Education and Training

Vocational Education and Training (VET) is a significant curriculum area in the SACE. Cardijn College supports families who wish their child to prepare for a trade, whilst at the same time being educated in the College environment.

Vocational Education and Training:

- aims to assist in the transition of students from school into the workforce. Students are more work ready and have a chance to explore one or more possible future career pathways
- links TAFE, private providers and industry. It achieves this through a process of dual accreditation whereby approved courses or modules are acknowledged by SACE as well as by TAFE and industry. Students who succeed in such courses will receive credit for nationally accredited units of competency as well as gaining SACE credits (depending on the length and level of their VET course)
- provides students with the opportunity to develop skills in a range of vocational areas without restricting future opportunities.

At Cardijn College we are committed to providing students with these opportunities. VET can take a variety of forms and our College is involved in the following ways:

- some courses are fully school-based
- some courses are school-based with an on-the-job training component (eg one day per week or in a week block in the workplace)
- some courses are delivered exclusively outside the school (one day per week or in a block of time).

Factors your family must consider in deciding if your child should undertake VET:

- There are additional costs involved in students undertaking VET courses.
- Most VET courses are off campus and some are a considerable distance away. Transport arrangements to and from these off campus courses are a family responsibility.
- In some instances a modified academic program will be negotiated for your child and your child will receive support through the use of the VET study room. This will occur at the discretion of the Assistant Principal and in consultation with the Head of the Senior School.

Courses vary in location, length and standard. Below are some of the vocational opportunities on offer:

- Automotive (electrical)
- Automotive (mechanical)
- Building and Construction (multi-trades)
- Building and Construction (bricklaying)
- Business Administration
- Electrotechnology
- Engineering (metal fabrication)
- Community Services (aged care, child care, youth worker)
- Computer Animation
- Fashion Design
- Fitness Trainer
- Graphic Design
- Hospitality (Kitchen Operations)
- Hair and Beauty
- Interior Design
- Justice Studies
- Manufacturing Technology
- Media
- Photography
- Police Studies
- Retail Services

For further information please contact the Flexible Learning Coordinator, Mr Rob Dvorak.
9.8 Additional Needs

Cardijn College provides for the learning needs of all students. Students with additional needs are supported through the provision of inclusive education and sound teaching pedagogy. Specialist settings for students with disabilities or specific learning difficulties are available.

Marist Centre
The Marist Centre is a specialist education facility supporting students with a disability in accessing an inclusive mainstream curriculum.

A specialist curriculum is delivered in the Marist Centre which includes:
- Literacy
- Numeracy
- Health & Personal Development

The curriculum is also taught implicitly through real life educational experiences such as excursions and camps.

In the senior years, career/post school pathways are developed and students focus on completing the South Australian Certificate of Education (SACE).

The Marist Centre provides a nurturing environment for students with disabilities.

Learning Centre
Students with specific learning difficulties and learning disabilities are catered for in the regular classroom and in the Learning Centre. The Learning Centre provides a quiet and removed learning environment for individuals and small groups.

Identified students receive individual case management. Students access interactive software programs, resources and support.

- Middle School students access programmed literacy and numeracy support and an opportunity for support with mainstream subjects.
- In the senior years assistance is provided with mainstream subjects, subject selection and post school pathways planning.

Gifted and Talented
Cardijn College endeavours to identify gifted and talented students and to provide stimulating educational experiences. Curriculum extension and extra-curricula opportunities are offered.

Indigenous
Indigenous students are able to access learning support and are given opportunities to access activities supported by Indigenous agencies and the Catholic Education Office.

ESL – English as a Second or Additional Language
Students for whom English is a second or additional language, are able to access EAL support.

This is delivered in the mainstream classroom or through individual or group withdrawal for parallel or tailored learning sessions.

For further information please contact the Additional Needs Coordinators, Mr Tom Morris and Mrs Jaqui Moroney.
10.1 Representative Sport

Cardijn College fields representative sporting teams in a variety of competitions. These include interschool athletics and swimming carnivals, knockout sports competitions and the Tenison Woods College Exchange. More recently, Cardijn College has also competed in some National School Competitions.

Prior to participating in Cardijn College’s representative sporting teams, students as a matter of courtesy, are required to complete an Extra Curricular Activities Approval Form available from the activity’s supervising teacher or from student reception. See Extra Curricular Activities Guidelines on page 21.

After School Sport

Cardijn College is a place where healthy lifestyles and the overall well-being of all students are a high priority. A key aspect to this is regular physical activity. Students are encouraged to participate in at least one after school sporting team per semester.

The After School Sports Program is a flexible program that offers sports upon the demand of students. They rely on the support of students and their families in order to run. Students are expected to demonstrate a commitment to their chosen sports by attending training sessions as organised by coaches.

Cardijn College competes in the Sports Association for Adelaide Schools (SAAS), South Australian Catholic Secondary School Girls Sports Association and the Noarlunga and Districts Junior Soccer Association.

Matches are played on the weekend and also after school. As a member of these associations, Cardijn will be offering a wide range of sports for our students to participate in throughout the year.

Sports offered during Summer are:
- Athletics
- Badminton
- Girls Basketball
- Cricket
- Swimming
- Tennis
- Volleyball
- AeroSkools

Winter sports offered will be:
- AeroSkools
- Basketball
- Cross Country Running
- Football
- Netball
- Soccer
- Table Tennis

All enquiries regarding sport should be directed to the Sports Coordinator, Emma Boyle.

Email: eboyle@cardijn.catholic.edu.au
Phone: 8392 9541
11.1 Assessment Deadlines Procedure

Background
The SACE Board, which has responsibility for the assessment of students in Year 11 and Year 12, has a policy on student work handed in late for assessment.

In part the policy states:
1. Deadlines are about fairness. This policy focuses on the process of fairly setting a deadline and how this can be varied to take into account factors that are beyond a student’s control that may reduce the opportunity a student has to complete and submit an assessment before a deadline, and consequences if deadlines are not met.

2. Submission dates are set by the SACE Board. Schools set deadlines prior to the submission date to support students to manage their workload and ensure the teacher has sufficient time to mark and check the students work. Students who do not submit work by the approved submission date will receive an “N” for that task (N = no evidence = zero marks) and the total grade for the course will be reduced. Extensions to the submission dates can only be granted by the SACE Board through a Special Provisions Application process that involves presenting evidence from medical/health practitioners and the school to substantiate the need for an extension.

There is obviously a need for all students throughout the whole school to be aware of this process and to become familiar with its implications.

Therefore the following process applies to the whole school.

Assessment Deadlines
Submission of work:
- Teachers are required to set deadlines (due dates) by which time an assignment, project or other work-related activity must be submitted.
- Negotiations regarding extensions of deadlines need to be carried out as soon as the reason is apparent, but no later than 24 hours before the due date. Extensions will only be given on compassionate grounds (eg illness, family bereavement) and will require verification by a parental note or doctor’s certificate.
- Work not submitted by the deadline will be awarded ‘0’ marks for Years 8 to 12.
- Students who miss a deadline must still hand in the work the next lesson for formative (feedback) assessment.
- Parents and homeroom teachers will be notified of a missed deadline by either a slip in the student’s planner, a phone call or by email.

11.2 Homework Procedure

Parents, students and teachers each have a role in ensuring that students achieve to their potential.

- All learners should be guided towards the situation where they assume responsibility for their own learning.
- Home learning will be encouraged for all students and homework is set according to the needs of the individual subject teachers.
- As appropriate, homework will be set overnight or over a period of several days. In some cases pieces of work will be completed over extended periods of time.
- Students are expected to use their Student Planners to record all work that is set.
- Homework time could be used to do set work: complete assignments, revise class work, read a novel, practise skills or by doing extension activities.
- Students are strongly encouraged to develop good study skills by establishing a homework routine, planning ahead for assignment completion and communicating any difficulties as early as possible.
- Parents are urged to contact subject teachers when there are any concerns regarding homework.

As a general rule these times should act as a guide to homework (per week night):

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Year 9</td>
<td>70 minutes</td>
</tr>
<tr>
<td>Year 10</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Year 11</td>
<td>2 – 3 hours</td>
</tr>
<tr>
<td>Year 12</td>
<td>2 – 3 hours</td>
</tr>
</tbody>
</table>
Parents can assist in the homework process by taking the following action:

- check the Student Planner regularly (and sign weekly)
- look at what they are actually doing
- make sure that assignments set over a long period of time are done nightly and not at the last minute
- test any work which your son/daughter has revised for a test
- save a box of old/current newspapers and magazines for assignment work
- have a good dictionary, atlas and bible at home
- make some rules about TV viewing, IT games or Internet access during the week. Allowing TV/computer access once homework is finished usually ensures poor homework. No TV or specified programs only during the week seems to work best
- have a quiet, well-lit, comfortable place for homework to be done. Kitchen type chairs are adequate
- take continuing interest in homework. If work set on a particular night takes too long, decide when enough has been done and write a note in the diary: such should not apply to longer assignments that have been left to the last night
- if your child is unable to do the work, make sure he/she asks for help the next day, ie check it again the next night
- a balance of study time and regular breaks is important to ensure concentration and to minimise fatigue
- the use of computers at home is encouraged where appropriate, but technical difficulties should not be used as an excuse for not completing work on time.
- If you have any concerns please contact your Homeroom Teacher or the House Leader.

11.3 Privacy

Cardijn College respects the privacy of personal and sensitive information regarding your family. The College is committed to ensuring that it complies at all times with its obligations under the Commonwealth Privacy Act.
11.4 Extra-Curricular Activities Guidelines

These guidelines do not apply to whole-class excursions, but rather to activities which would take an individual or a number of students out of lessons (eg knock-out sport, etc).

The guidelines limit students to two such activities per semester, in sport. However, Year 12 students are restricted to no more than two activities in all areas for Semester 1 only.

The following governing principles also apply:

- Involvement in extra-curricular activities is a privilege and not a right.
- Students should be able to have a say on the extent of their involvement.
- Parents should be asked to approve the level of their child’s involvement.
- Staff should be able to recommend or not recommend a student’s involvement (especially at Year 11 and 12) on the strength of the student’s performance/effort in that subject.
- A list of students involved in the activity is posted and announced as early as possible, ideally at least two weeks’ notice, so that subject teachers have time in which to respond if so desired.
- It is the student’s responsibility to enquire about and catch up on work missed.
- Students are responsible for having the appropriate form completed by all subject teachers then signed by parents.
- Students are asked to demonstrate a commitment to their chosen sports by attending training sessions as organised by coaches.

If you have any concerns regarding this policy please contact the Deputy Principal.

11.5 Policies

The following procedures and policies are a reflection of the College commitment to student care and development:

- Extreme Weather
- Social Media
- Duty of Care
- ICT
- Attendance
- First Aid & Health Management
- Homework
- Student Harassment
- Student Behaviour Management
- Illegal Drugs
- Child Protection
- Grievance
- Pastoral Care

Details of each policy are found on the College Website:

www.cardijn.catholic.edu.au/our-college/policies
12.1 Basic Principle

The respect that we should have for ourselves and that we owe to one another is the foundation of the College regulations: respect for myself as an individual made in the image of God; respect for my fellow students as people whom God loves and in whom God’s Spirit resides; respect for our school community through which God’s Spirit works in a powerful way; respect for God’s creation leads us closer to God’s presence.

12.2 General Conduct Around the School

- All recreation is to be taken outside except when inclement weather makes this impossible. Hence, at the morning recess and during the lunch break the classrooms and corridors should be vacated.
- A warning bell is rung at the end of recess and lunchtime to promote punctuality to the next class.
- It follows that there should be no eating or drinking in the classrooms or corridors. This will help to ensure the cleanliness of rooms and corridors.
- Food and drink should be consumed in the central area and is not permitted on the oval and courts.
- It is the responsibility of all to see that the school and its surroundings are kept as clean and tidy as possible. The bins are provided for waste material.
- All bags are to be stored in the student’s locker. Students are to collect their equipment for each lesson from their locker either before school, at recess or at lunchtime only.
- The carpark and the front area of the College in front of general reception are out of bounds areas for students except when entering or leaving the College.
- The areas behind Science, Administration, Art and Tech Studies rooms and around the Presbytery, Priests’ houses and Church and the carparks are out of bounds. At times, certain other areas will be placed out of bounds and students are expected to follow these directions fully.
- Food and drink are not to be taken into the toilets and changerooms.
- Students are not to smoke or consume alcohol when in school uniform, whether it be at school or going to and from school. Penalties will apply for breaches. They will also apply to students who are “in the presence of users”.
- St Luke’s Church: Students should not be in the foyer or the verandah of St Luke’s. Students are not to use the Church toilets.
- Goldsmith Drive is a 60kmph speed zone. When Cardijn was built it was agreed that students would not cross this road. The Council built the underpass for this purpose. Parents are advised not to pick up or drop off students on Goldsmith Drive, but to use the Colonnades carpark or the College carparks.
- Mobile phones must be switched off during class time and students will not be permitted to accept calls or messages during this time.
- Mobile phones which have the capacity to take photographs must never be used to photograph another person without their explicit consent.
- iPods/android devices are not permitted at school during class time and will be confiscated. They will be returned at a negotiated time. Occasionally a teacher may allow use of these devices if it does not interfere with the learning of the student or the class.
12.3 In the Classroom

- Care should always be taken in the use of furniture and equipment supplied for the benefit of all. Rooms should be suitably decorated and provide pleasant surroundings for learning.

- Teachers and students should be greeted with courtesy at the beginning of lessons and when met in the yard.

- At the beginning of each teaching session (usually two periods) books and other requirements for that session should be collected from the lockers. Students are not to go to lockers during lessons.

- At the end of each lesson, before leaving the classroom, students are to see that chairs are pushed in under the desks and that the room is left tidy.

- Students must not interfere in any way with the possessions of others, particularly when they move into classrooms other than their own.

- Whenever a student needs to leave a classroom during a lesson, he/she must have the Movement Log signed, indicating the reason and showing that permission has been given by a teacher. This log will normally be in the Student Planner.

- Punctuality to the lessons is essential. This applies particularly at the start of the day.

- School bags are not to be carried over the shoulder and must not have any graffiti on them.

- Student Planners, books and pencil cases should also be free of graffiti.

12.4 College Gates

The entrance to the College from the Colonnades side will be via the underpass and through the gates near the MacKillop Building. These gates will be opened before school and locked at about 9.00am. They will be opened again at about 3.00pm.

The Goldsmith Drive gates will remain locked until the end of the day, when the school bus arrives for student pickup.

12.5 Entering and Leaving the College

- Students entering and leaving the College on the Honeypot Road side are to use the path between the car park and the Music Centre. They must also use the Pedestrian Crossing to cross Honeypot Road.

- Students are to observe any directions given by the staff on duty at these entrances. This is particularly important at the entrance on Honeypot Road for those students waiting for buses or cars.

12.6 Use of Public Transport

Students using public transport or waiting for public transport should behave in an appropriate manner, that is, being polite and courteous at all times. Serious breaches of this behaviour will result in the student being asked to find alternative transport to and from school.

12.7 Supervision of the College Grounds

The school grounds are supervised from 8.15am until 3.45pm. Students on the premises outside of these times are present at their own risk, unless they are involved in a supervised school activity.

Those students waiting in the car park will be asked to wait at the roundabout if they have not been collected by 3.45pm.

12.8 Mobile Phone

- Students may bring a mobile phone to school.

- The phone must be turned off during all lessons, Liturgies and assemblies, as well as any other large or small group activities.

- Any phone that distracts or disturbs the work of the student or the learning of the group of students will be confiscated by the teacher. It can be collected from the Deputy Principal at the end of the day. If a phone is confiscated a second time in the same term, the student will receive an after-school detention. A third time in the same term would incur a consequence.

- The Cardijn College Harassment Policy and ICT Policy is to be enforced where a phone is used to harass any other member of the College community.

- Mobile phones are brought to school entirely at the risk of the owner.
12.9 Colonnades Shopping Centre

Conduct by Cardijn students passing through the Colonnades area should be of the highest standard. The same applies to students waiting for buses and trains. There should be no unnecessary loud talk, bad language or smoking, nor should there be any interference with the property of others.

Students may use the Colonnades Shopping Centre as a thoroughfare to catch buses for up to 20 minutes before and after school.

When moving through the Colonnades grounds, care should be taken not to walk over gardens or areas not intended for pedestrian traffic.

12.10 Permission to drive to school

Students may apply for permission to drive themselves and approved passengers to and from school. Application forms are available from the Head of the Senior School. Parental permission for both drivers and passengers is needed before approval will be given.

The College provides limited car parking spaces for students. An application for a car park must be submitted to the Head of Senior School. Only approved passengers are allowed in student vehicles. Permission to drive will be withdrawn by the Principal at any time and in particular for any breach of principles of safety and consideration for others.

Students are prohibited from parking their cars in the roundabout area. This area is designated as a carpark for visitors.

Students are prohibited from parking in the Church carpark.

While the school will do its best to ensure the safety of student vehicles it does not accept liability for any damage or loss.

Due to the ongoing building projects, parking is restricted on the College grounds.

12.11 Student Drop Off Zone

The College entrance is designed to allow up to 20 cars to set down or pick up students. Please pull into the kerb before allowing students to either enter or leave the car. Students should not cross the roadway but should use the paths provided.

12.12 School Uniform

Basic Principles

The school has a school uniform policy, which has always been supported by the total school community. We believe school uniforms enable students to:

- feel part of a highly regarded school community and share in this high regard
- feel included, protected and valued
- develop a sense of pride in themselves and the school
- enhance the reputation of the school and ultimately their own reputations
- cooperate, instead of compete, in matters of what to wear and to dress appropriately for the work of school
- distinguish themselves from outsiders who may come on the school premises
- project an image of being cared for
- receive assistance with clothing when needed, in confidence and without embarrassment.

Expectations of Students
# Expectations of Students

In Terms 1 and 4 the Summer Uniform is to be worn and in Terms 2 and 3 the Winter Uniform is to be worn. Change over period is at the Principal’s discretion.

## Summer: Girls

**Dress:**  
Button Front Dress. Cleolene (No 8125). Blue/Maroon on white background with white piping.

**Length:**  
To the back of the knee when kneeling (minimum).

**Shoes:**  
Black, leather, low cut, low sole and heel lace up school shoes.

**Socks:**  
Plain white ankle socks – not low cut anklets or sport socks.

**Jumper:**  
Plain maroon jumper with College crest.

**Blazer:**  
Maroon doctor flannel blazer with College crest. (Optional with Summer Uniform)

## Winter: Girls

**Skirt:**  
Cardijn College check skirt.

**Length:**  
Minimum as for dress, but no longer than mid calf length.

**Trousers:**  
Mid-grey pleat-fronted melange trousers.

**Shirt:**  
Short or long sleeved blue chambray shirt with Cardijn College embroidered over the pocket.

**Tie:**  
To be worn with chambray shirt in Winter.

**Jumper / Vest:**  
Plain maroon jumper with College crest.

**Blazer:**  
Maroon doctor flannel blazer with College crest. (Blazers are compulsory for all students with Winter uniform.)

**Shoes:**  
Black, leather, low cut, low sole and heel lace up school shoes.

**Socks/Pantyhose:**  
Plain grey ankle socks (not low cut anklets) with trousers, black opaque pantyhose with skirt.

## Summer: Boys

**Shirt:**  
Short or long sleeved blue chambray shirt with Cardijn College embroidered over the pocket.

**Tie:**  
Optional in Summer.

**Shorts:**  
Mycron brand mid grey melange shorts (elastic backed or belt looped). Plain black leather belt with a small gold or silver buckle must be worn with the belt looped shorts.

**Trousers:**  
Mid grey melange trousers.

**Shirt:**  
Short or long sleeved blue chambray shirt with Cardijn College embroidered over the pocket.

**Tie:**  
To be worn with chambray shirt in Winter.

**Jumper / Vest:**  
Plain maroon jumper with College crest.

**Blazer:**  
Maroon doctor flannel blazer with College crest. (Blazers are compulsory for all students with Winter uniform.)

**Shoes:**  
Black, leather, low cut, low sole and heel lace up school shoes.

**Socks:**  
Short plain grey socks (not low cut anklets).

## Winter: Boys

**Trousers:**  
Mid-grey melange trousers.

**Shirt:**  
Short or long sleeved blue chambray shirt with Cardijn College embroidered over the pocket.

**Tie:**  
To be worn with chambray shirt in Winter.

**Jumper / Vest:**  
Plain maroon jumper with College crest.

**Blazer:**  
Maroon doctor flannel blazer with College crest. (Blazers are compulsory for all students with Winter uniform.)

**Shoes:**  
Black, leather, low cut, low sole and heel lace up school shoes.

**Socks:**  
Short plain grey socks (not low cut anklets).
**PE and sport uniform: Boys & Girls**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts</td>
<td>Plain navy shorts with Cardijn College in gold on bottom hem, elastic waist. Male or Female options with Kea brand.</td>
</tr>
<tr>
<td>Shirt</td>
<td>Blue polo shirt with Cardijn College in gold.</td>
</tr>
<tr>
<td>Shoes</td>
<td>Cross trainers.</td>
</tr>
<tr>
<td>Socks</td>
<td>Cardijn sports socks.</td>
</tr>
<tr>
<td>Sports top</td>
<td>Striped rugby top with Cardijn College in gold</td>
</tr>
<tr>
<td>Sports Jacket</td>
<td>Navy spray jacket</td>
</tr>
<tr>
<td>Tracksuit pants</td>
<td>Plain navy Microfibre track suit pants with Cardijn College in gold below pocket line.</td>
</tr>
<tr>
<td>House Shirt</td>
<td>Boys and Girls – to be advised</td>
</tr>
</tbody>
</table>

**Other attire**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Jumper</td>
<td>Navy blue with College crest</td>
</tr>
<tr>
<td>Year 12 Tie</td>
<td>Available from the College</td>
</tr>
<tr>
<td>Hats</td>
<td>Navy blue cap with Cardijn logo to be worn with PE uniform when outdoors. A hat is compulsory in all PE lessons.</td>
</tr>
<tr>
<td>Bags</td>
<td>Navy backpack with Cardijn Logo, available from the College.</td>
</tr>
<tr>
<td>Winter Scarf</td>
<td>Navy only</td>
</tr>
<tr>
<td>Vest</td>
<td>Plain maroon vest with College crest.</td>
</tr>
</tbody>
</table>

**Outlets**

All items (except shoes and bag) supplied by:

**Southern Schoolwear**
The Church, 214 Main South Road Morphett Vale SA 5162
(08) 8325 2255

Parents can order online at:
www.schoolwearaustralia.com.au

There is up to a 3 month Layby, Bankcard, MasterCard or Visa accepted. All uniform items include GST

**LOWES**
Centro Colonnades, Noarlunga Centre SA 5168
(08) 8326 2528

School Uniforms are now available through your local Lowes store or Online by clicking the link below:
Expectations of Students

Secondhand Uniforms
The Second Hand Uniform Shop is operated by a volunteer to provide a service to those who wish to obtain secondhand uniforms. It is open on Fridays from 9am - 11am during school terms.

Any clothing left at the shop will only be kept for two years. After that time it may be collected by the owner within two weeks or will be passed on to those in need.

For enquiries please contact the College.

12.13 School Uniform issues

Name tags
Name tags are available from most Department stores and their use on all items of school clothing is highly recommended.

Hair
Hair must be neat, clean and tidy at all times at school. Hair colour must be within the normal range of colour for people. Students can expect that they will have to correct any issue with their hair as required by the College, and as a consequence, may miss time from school to have this done. All hair longer than shoulder length should be tied back. Students cannot shave their head and hair length should not be shorter than a hairdresser’s No 3 cut.

All students are expected to be clean-shaven.

Standard of uniforms
Please note the following concerning the wearing of uniform.

- School uniform should be worn correctly at all times going to and from school and on other occasions when students are asked to wear it.

- If a student is unable to wear correct uniform, they must have a note signed by a parent explaining the problem.

- The student must present the note to the Homeroom Teacher during morning homeroom. The Homeroom Teacher will then issue a Uniform Pass.

The uniform should be kept clean and students should take care at all times to see that they present well.

In particular the correct footwear should be worn. Sneakers are not a part of the school uniform and must not be worn to and from school except on days when PE is scheduled.

Students should wear sports shoes that appropriately support running and general activity as well as prevent injury. Only on the days students have practical PE are they permitted to wear the full sports uniform of the school both to and from school.

Students must wear the sports uniform for PE lessons. Those failing to do so will not be allowed to participate in that lesson unless they have an explanatory note from parents.

Length of dress: the acceptable length of the dress (Summer uniform) is to the back of the knee when kneeling. Winter skirts should be no longer than mid calf.

Jewellery:
- A necklace and/or chain will be permitted only when they are part of a cross, or other religious symbolic jewellery.

- Students may wear a stud or a small sleeper on their ear lobe only. There is to be no other ornamentation.

- One simple ring, eg signet ring, may be worn.

Make up:
- No make-up or nail polish of any type or colour is to be used.

Uniform Pass

____________________ has provided an acceptable explanation for incorrect ___________________

Signature __________________ Valid till __________

- Students will need to acquire a uniform pass if they have a legitimate reason for not being in full College uniform.

- Any members of staff may ask to see the Uniform Pass if you are not in the correct uniform. Students must make sure they have the Pass with them at ALL times.

- If the student cannot show their Uniform Pass, they will be given an after-school detention.

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13.1 Daily College Times

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Monday</th>
<th>Tuesday - Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8.40am - 8.50am*</td>
<td>8.40am - 8.50am*</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>8.50am - 9.30am</td>
<td>8.50am - 9.35am</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>9.30am - 10.10am</td>
<td>9.35am - 10.20am</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>10.10am - 10.50am</td>
<td>10.20am - 11.05am</td>
</tr>
<tr>
<td>Recess</td>
<td>10.50am - 11.15am*</td>
<td>11.05am - 11.30am</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>11.15am - 11.55am</td>
<td>11.30am - 12.15pm</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>11.55am - 12.35pm</td>
<td>12.15pm - 1.00pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>12.35pm - 1.20pm*</td>
<td>1.00pm - 1.45pm</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>1.20pm - 2.00pm</td>
<td>1.45pm - 2.30pm</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>2.00pm - 2.40pm</td>
<td>2.30pm - 3.15pm</td>
</tr>
<tr>
<td>Homeroom</td>
<td>2.40pm - 2.50pm</td>
<td>3.15pm - 3.23pm</td>
</tr>
</tbody>
</table>

*A warning bell is rung 5 minutes before the start of homeroom in the morning and before the end of each break.

13.2 2016 Term Dates for Students

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>1 February – 15 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>2 May – 8 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>25 July – 30 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>17 October – 9 December</td>
</tr>
</tbody>
</table>

Other important dates can be found in the school calendar distributed at the beginning of the school year or you can view Cardijn’s calendar on our website at: www.cardijn.catholic.edu.au.

Please note that in Terms 2, 3 and 4 students will return to school on Monday.

13.3 Late to School

Students who arrive at school after the end of Homeroom are to report to Student Reception to collect a ‘Late Arrival’ stamp in their planner. It is expected that parents notify the Front Office of the student’s late arrival by either phoning the 24 hour Absentee Line on 8392 9505 or sending a signed and dated note in the Student Planner. Unexplained late arrivals will result in the student being recorded as ‘Late Unexcused.’

Students who are recorded as ‘Late Unexcused’ three times in one term will receive an after school detention.

13.4 Absent from School

If a student is unable to attend school, parents are asked to ring the 24 hour Absentee Line on 8392 9505 and leave a message or SMS 0428 937 348 to notify the Front Office of the student’s absence. If we have no notification of the absence, then parents are sent a notification SMS that day.

(If parents know in advance that their child will be absent on a particular day, then a preceding note in the Student Planner will be sufficient).

Parents are requested to inform the Principal in writing prior to a planned extended absence, e.g., family holiday, medical procedure etc.

13.5 Leaving early from school

Students who are leaving early from school will need to notify the Front Office of this. Parents can either write a signed and dated note in the Student Planner, phone the 24 hour Absentee Line on 8392 9505 and leave a message or SMS 0428 937 348. Students with a written note will first need to show their Homeroom Teacher followed by Student Reception.

13.6 Dealing with unsatisfactory behaviour

Students who behave inappropriately or in an unsatisfactory manner will be dealt with by either the class teacher or yard duty teacher, depending on where the incident occurs.

Teachers use a variety of strategies to enable students to develop personal responsibility for their learning. These may be individual counselling or community service. In some circumstances students will be detained at lunch time or after school. Detentions after school are held from 3.25 to 4.15pm on Fridays. Students required to attend after school detention will be given a yellow detention notice. The notice indicates the reason for the detention, the issuing teacher and the date and time of the detention. This notice must be brought by the student to the detention. It must be signed by the parent or guardian and given to the supervising teacher at the beginning of the detention. Parents will also be notified of the detention by telephone.

In more serious situations students will be required to attend Saturday detention from 9am to 11.00am in full uniform. These are held fortnightly during the term.
13.7 Bringing money to school
All money should be paid at Student Reception in an envelope clearly marked with student name, homeroom and reason for payment.

13.8 Withdrawing from Cardijn
Parents are requested to contact the Principal in writing at least one term before the student’s last day to finalise administrative details. The student should then see the Registrar to obtain a Clearance Form to help finalise all outstanding arrangements with the Resource Centre and book hire.

A term’s fee will be charged if a child is withdrawn without one term’s notice.

13.9 Visitors to the School
All visitors to the school are asked to report to General Reception as soon as possible after entering the property.

This is due to our duty of care responsibilities and our need to ensure a safe school environment.

All visitors must report to General Reception and sign in. They will then be issued with a visitor’s pass, which must be worn and visible while they are on the school property.

Former student visitors are allowed to visit the school at the discretion of the Principal or Deputy Principal.

We would ask for your support in safeguarding the members of our community while at school.

13.10 College Counsellors
From time to time situations arise where professional counselling services are necessary.

Both students and/or parents are able to make appointments with a Counsellor by contacting either Student Reception or General Reception.

13.11 Student Identification Cards
Early in the year each student will be issued with a Student Identification Card that is to be used on public transport to enable students to access concession fares. Students must also present this card when borrowing books through the Resource Centre and book hire.

The initial cost of this card is covered by the College. However if the card is lost or stolen students will be required to pay $9 for the replacement card. As well it will take two days for a new card to be issued.

It is important to note that without a valid student identification card students are required to pay adult fare if over 15 years old. Current STA cards expire on 28 February each year. Photos for Cardijn student identification cards are taken in November each year so that students can be issued with their student identification card for the current year on the first day of classes.

Year 8 students and other new students are issued with a temporary card until their photo is taken and a College student identification card is issued. This is usually completed within the first two weeks of classes.

13.12 Lockers and Locks
All students are issued with a combination lock at the beginning of the year. These locks provide security for the student’s possessions as long as students do not disclose their combination to other students. No two locks have the same combination. Students should keep their locker locked at all times. A $20 fee will be charged for locks that are broken or lost. Students are responsible for their lock until it is returned at the end of the year. If you have any questions about locks and lockers please contact your child’s House Leader.
14.1 School Office Hours

The School Office
The School Office is open between 8am and 4.30pm from 1 February to 9 December, during school terms. Restricted hours apply during school holiday periods.

The Teaching Staff
Teaching Staff may be contacted between 8.30am and 4.00pm from 1 February to 9 December, during school terms only.

14.2 Reports

A report is issued to all students at the end of each term. The mid semester reports are full reports addressing the criteria of each subject. The end of school semester reports are a summary of student academic achievement.

14.3 Parent/Teacher Interviews

There will be two interview opportunities for all students. One will be held early in Term 2 and the other in early Term 3.

14.4 Personal Appointments

Parents are encouraged to make appointments to see their student’s subject or homeroom teachers at any mutually convenient times throughout the year. It is not reasonable to expect staff to be available without notice. Parents are encouraged to make such arrangements by ringing the school or by using the school Student Planner.

14.5 Newsletters

A school Newsletter is published fortnightly on a Thursday. The newsletter will be emailed to all parents and posted on the College website. We consider it to be an important and vital means of communication with our school community. Families are encouraged to refer to the newsletter as it is the school’s regular, official means of communicating with our families.

14.6 Telephone

The school will use the phone to make contact with parents when necessary. We will also send a text message if we are unsure of your child’s whereabouts, ie he/she is not at school and we have had no prior notification of this absence.

Students who become unwell during the school day are not permitted to contact parents directly. Students will be assessed by First Aid staff and parents will be contacted if appropriate.

14.7 Student Planner

The Cardijn Student Planner is a substantial school planner that fulfils a number of functions. Firstly it will assist in and become a most important channel of communication between school and home. The Student Planner’s other main purpose is to record homework that has been set as well as the student’s own work that requires attention.

The Student Planner will be checked regularly for students in Years 8, 9 and 10. Year 11 and 12 students are expected to continue using the Student Planner as an aid to personal organisation.
15.1 Financial Information 2016

Cardijn College has an inclusive fee structure. Fee income is essential to providing the best education for your children and the operation of the College.

The billing system for 2016 will be as follows.

The entire year’s fee will be billed in February with an option to pay either in full by 1 April 2016 to obtain the 5% discount on the tuition portion of the fees or via direct debt.

For all families who do not elect to pay in full by 1 April a Direct Debit form will need to be completed. All direct debits will be administered through Paysmart.

The College fee structure comprises:

- Tuition Fee
- Composite Fee (covers all compulsory fees not covered in the Tuition Fee)

This fee includes a 24 hour basic insurance cover for each student and will cover the students whilst on Work Experience.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Tuition Fee</th>
<th>Composite</th>
<th>Fee Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>$4110</td>
<td>$1140</td>
<td>$5250</td>
</tr>
<tr>
<td>Year 9</td>
<td>$4110</td>
<td>$1140</td>
<td>$5250</td>
</tr>
<tr>
<td>Year 10</td>
<td>$4710</td>
<td>$1140</td>
<td>$5850</td>
</tr>
<tr>
<td>Year 11</td>
<td>$4890</td>
<td>$1140</td>
<td>$6030</td>
</tr>
<tr>
<td>Year 12</td>
<td>$4890</td>
<td>$1140</td>
<td>$6030</td>
</tr>
</tbody>
</table>
Sibling Discounts
The following discount on Tuition Fee is given to families with more than one student at Cardijn:

- 2 Students $900
- 3 Students $2625
- 4 Students or more Free fees (equivalent to Year 8 and 9 fee)

A further $250 reduction will be offered for each sibling attending a Southern Regional Catholic School. A separate application for this discount needs to be made via our Accounts Office, following which we will seek confirmation of the sibling enrolment at the Regional Catholic School.

Advance Payment
If the entire annual fees are paid in full by 1 April 2016 there is a 5% discount available on the Tuition Fee element. This is in recognition of the assistance advance payment gives to the College’s cash flow. The discount is unavailable for fees which are already receiving discounts other than Sibling Discount.

School Bus
For all families living in the Sellicks, Aldinga, Willunga, McLaren Flat and McLaren Vale areas Cardijn College, in conjunction with Willunga Bus Charter, offers a bus service which assists families in transporting their children to and from school.

The cost for this service is $25.00 per week for full time users. This cost is reduced for students who use the bus on a casual basis.

If you require any information regarding the bus routes please feel free to contact Ben Romanowski from Willunga Bus Charter on 8556 2557, who will be more than happy to assist you.

Families in Financial Difficulties (including School Card eligibility)
The College’s fee policy ensures that all students are given the opportunity to succeed by offering:

- Family Discounts
- Significant fee remissions for families on low income
- 50% fee remissions for students eligible for School Card.

Families who do not qualify for School Card, but who feel they would have difficulty in meeting the fee payment requirements due to their circumstances, may also qualify for partial fee remission. Please contact the Business Manager to arrange an appointment to discuss your situation. All discussions and arrangements are in the strictest of confidence.

College Laptop Program
In 2016 there will be an annual fee of $300 for families who elect to join the College Laptop Program. For further enquiries please contact the Finance Office.

Absence
Students who are absent from school for extended periods of time due to illness, injury or other reasons (eg travel or family commitments) are still liable for payment of full tuition fees for the period of their absence.

Withdrawing from Cardijn College
A notification period of one term must be given prior to a family withdrawing a child from the school. A term’s fee will be charged if a child is withdrawn without the required notification. From time to time there are circumstances which prevent a family from giving adequate notification. The Principal or Business Manager, at their discretion, may waive the one term notification period. However your request must be presented in writing.

Further Enquiries
Please ring the Business Manager on 8392 9500.
16.1 Health Management

A Medical Action Plan from your Doctor must be lodged at the College for all students with medical conditions of which First Aid Staff need to be aware, e.g. asthma, diabetes, epilepsy and any other conditions. Please contact the front office if you would like further information regarding Medical Action Plans.

16.2 Administering Medication

If your child requires medication during school hours, parents must provide in writing full instructions of dosage to the front office. Any change in instructions or dosage must be in writing, signed and dated by the parent. Please contact the Front Office for further information.

16.3 Infectious Diseases

Children suffering from infectious diseases are required to stay away from school until a medical certificate is produced, or the periods stated below are observed:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Periods Stated Below are Observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping Cough</td>
<td>5 days after beginning of antibiotic treatment or 3 weeks if not treated.</td>
</tr>
<tr>
<td>Measles and German Measles</td>
<td>7 days after the beginning of the rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>14 days, at least 9 days after onset of symptoms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disease</th>
<th>Must stay away from school until treatment has commenced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctivitis</td>
<td>Not until all discharge has ceased after using eye treatment.</td>
</tr>
<tr>
<td>Ring Worms (Tinea)</td>
<td>Must stay away from school until the day after treatment has commenced.</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Must stay away from school until hair is treated and free from nits (eggs).</td>
</tr>
<tr>
<td>School Scores (Impetigo)</td>
<td>Must stay away from school until treatment has begun, sores are covered and doctor has been advised.</td>
</tr>
</tbody>
</table>

All these precautions are designed to reduce the frequency of infectious diseases at school.

Viruses, etc shall also be treated as potentially infectious diseases and a doctor’s advice should be sought and adhered to.
17.1 School Dental Service

The School Dental Service offers expert oral health care to eligible children at clinics throughout South Australia. The care is provided by teams of dentists, dental therapists and dental assistants.

All preschool, primary and secondary school students aged under 18 years, are eligible for oral health care with the school dental service.

Dental treatment is free at School Dental Service clinics if:
- Family Tax Benefit Part A is paid for your child; or
- your child is covered by a School Card, Health Care Card or Pensioner Concession Card.

The School Dental Service will bulk-bill Medicare for dental services provided to eligible children. You will not have to pay for dental care.

Most children aged between 2-17 years will be eligible to claim up to $1,000 for dental services over 2 years.

If you would like to make an appointment for your child, you can contact a School Dental Clinic in your area:

SA Dental Service Noarlunga
2 Alexander Kelly Drive, Noarlunga Centre.
Ph: (08) 8384 9244

17.2 School Buses

Currently for areas not covered by Transport SA there are two buses provided by the College: one beginning at Willunga via McLaren Flat and McLaren Vale to Cardijn, while the other travels from Sellicks Beach via Aldinga to Cardijn College. To partially cover the cost of these services an amount is charged per student. An account will be sent at the beginning of each semester. Families wanting to use one of the school buses need to request an application from the finance office for a bus pass. Please be aware that seats on both buses are limited.

The service is regularly reviewed to ensure its viability. Consequently there may be some minor alterations to the operation of this service from year to year.

The students using the buses are expected to comply with bus rules and non-compliance with these will lead to contact with the parents.

17.3 Insurance

The College has taken out insurance coverage which gives all students a basic cover 24 hours per day. This also covers students whilst on work experience programs.

This insurance would replace the cover traditionally taken out by parents with Catholic Church Insurance on an individual student basis. However, parents should check with the College as to the level of coverage to ensure adequate coverage for their own individual circumstances.