

St Stephens' Catholic College



EDUCATIONAL BRIEF



Aerial photo of St Stephen's Catholic College.

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Cornerstone of Catholic Education

1.1 The Defining Features of a Catholic School

1. To be places of authentic evangelisation where faith and life are one.

The essential mission of the Catholic school remains the proclamation of the “Good News” about God’s kingdom and Jesus Christ. This is evangelisation, and it is this feature of our schools which aligns them to the essential mission of the Church.

Australia is among the most secular countries in the world, where matters of faith, spiritually and religion are clearly separated from all other aspects of our lives. This artificial division between faith and daily life is not only at the heart of many of the moral, political and social problems of our times, but presently acts as a barrier preventing many people from living fully functioning, integrated lives, where the mind and heart, spirit and body are acknowledged as the essential elements of all human persons.

St Stephen’s Catholic College needs to continue to work towards the formation of people who experience faith not as an obligation or restriction, but as a gift which enhances their capacity to live rich and meaningful lives.

2. To celebrate God’s abundant and abiding presence in all creation.

The growing materialism and consumerism in our society, and the pursuit of profit as the greatest value, have had devastating material and spiritual consequences. The beauty, fertility and infinite variety of nature is daily defaced and depleted, and the human mind is being robbed of a sense of the sacred and the presence of the life-giving Spirit in the world.

St Stephen’s Catholic College entering the third millennium against this disturbing back-ground, faces the new challenge of making explicit the connection between human responsibility for the environment and Christian faith.

St Stephen’s Catholic College will place an emphasis on our responsibility to be actively involved in “co-creation” of the world, and inject a new urgency into our individual and collective need to be “good stewards” over the world which God’s love continues to entrust to us.

3. To be communities sustained by life giving relationships.

Positive relationships are important. Changes in both family and community relationships in recent times necessitates that St Stephen’s Catholic College be a living example of the best expression of family.

St Stephen’s Catholic College is not only a place of learning but also a community where members share a sense of belonging; and where acceptance, trust, collaboration and shared vision are evident in all aspects of the life of the school.

4. To be welcoming to all who seek to share their life.

St Stephen's Catholic College has an inclusive approach to Catholic education, and specifically, a more welcoming attitude toward those with special educational needs, those who are socio-economically disadvantaged, from Indigenous or multicultural backgrounds, and those who have faiths other than Catholic.

5. To be centres of vital, holistic learning.

Current trends indicate that many of the negative issues impacting on youth, families and society in general will continue into the future, resulting in increasing dislocation and alienation.

St Stephen's Catholic College will respond to the needs of the person from an intellectual, physical, spiritual and emotional perspective.

St Stephen's Catholic College will take advantage of the educational opportunities provided by modern technology to meet individual learning needs.

6. To be places of self-renewal and sowers of change.

St Stephen's will commit itself to ongoing self-evaluation and self-renewal.

St Stephen's Catholic College will see individual change as the foundation of societal change, and will continue to offer a values education which challenges each individual to critique and renew their beliefs and actions in the light of Gospel values.

Many young people are searching for a sense of meaning and belonging in their lives, and a challenge for St Stephen's Catholic College is to seek new ways to make Christ alive in the hearts of all who are part of our schools.

7. To build constructive covenants with all partners.

St Stephen's Catholic College will have an emphasis on holism and connectedness. The College will model connection and collaboration in a world in which so many traditional links between individuals, families and communities are under stress.

Through the building of positive relationships with the community, St Stephen's Catholic College will enhance the experiences it affords its staff and students.

(Catholic Schools for 21st Century)

1.2 Strategic Priorities for Catholic Schooling in the Cairns Diocese

The Catholic schools of the Diocese of Cairns in partnership with Catholic Education Services are committed to providing a quality education for our students by developing annual goals and strategies which:

- Enrich and promote our Catholic identity, tradition and ethos
- Enhance the quality of Religious Education and Faith Formation
- Maximise student learning through the provision of high quality teaching and curricula
- Address the diverse needs of students through a culture of inclusiveness
- Enhance the personal, professional, spiritual and technological development of staff
- Strengthen the capacity for effective, life-giving relationships and collaboration involving staff, parents, students, clergy, religious and the wider community
- Use existing and emerging information and communication technologies to enhance learning opportunities and administrative practices
- Ensure the efficient and equitable distribution of available resources
- Implement rigorous renewal and planning practices at individual, school and system level
- Implement accountability practices at individual, school and system level to monitor quality and standards, and to achieve responsible stewardship

The Philosophical Cornerstones of St Stephen's Catholic College

2.0 Mission Statement

St Stephen's Catholic College is a community which strives to create a sense of family

The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence.

Students are encouraged to become independent, life-long learners capable of adapting to a rapidly changing and increasingly technological world.

We seek to develop compassionate, whole people who are morally autonomous and have an awareness of God's presence.

Students are encouraged to build successful relationships, communicate effectively and achieve their personal best.



2.1 St Stephen the Deacon

The name Stephen means "crown," and St Stephen was the first disciple of Jesus to receive the martyr's crown. St Stephen was a deacon in the early Christian Church. The apostles had found that they needed assistance in caring for widows and the poor in various communities, so they ordained seven deacons, St Stephen being the most famous of these.

God worked many miracles through St Stephen, a man who spoke with such wisdom and grace that many of those who heard his message became followers of Jesus. The enemies of Christianity were furious with the success of St Stephen's preaching. They could not combat his wisdom and perceptively strong arguments, so they laid a plot for him, enlisting men to lie about him, accusing him of speaking sinfully against God.

St Stephen faced that great assembly of enemies without fear. In fact, the Holy Bible says that his face looked like the face of an angel. He spoke about Jesus, reiterating that Jesus is the Saviour whom God had promised to send, and scolded his enemies for not having believed in Jesus. At that, the crowd rose up in great anger and shouted at him, but Stephen merely looked up and said that he saw the heavens opening and Jesus standing at the right hand of God.

His hoard of disbelievers plugged their ears and refused to listen to another word. They dragged St Stephen outside the city of Jerusalem to stone him to death. The saint prayed, "Lord Jesus, receive my spirit!" He then fell to his knees and begged God not to punish his enemies for killing him. After such an expression of love, the holy martyr went to his heavenly reward. Although his feast day is December 26th, the college celebrates St Stephen's day on the last Friday of term 3.



2.3 The Charism of St Stephen

St Stephen was commissioned by the Apostles to preach to and care for the poorer members of the Christian community. It appears that St Stephen was very effective as a deacon and was a very charismatic and influential speaker. St Stephen brought God's love and forgiveness to many who discovered God through his words, life and teachings.

St Stephen was regarded as a man of good character who was a passionate believer in Jesus and his message demonstrated courage and faith in God to the point of his being stoned to death. So great was his faith that he did not fear death.

In St Stephen, we find a model to be Christians who are courageous, well-educated, and great orators, as well as to be people of great faith who, filled with the Spirit, make God our Father real to others in the community. St Stephen was a man with principles, convictions and beliefs which he regarded more important than his own life.

2.3 College Crest and Motto



The beige and royal blue College Crest contains four panels displaying symbols significant to the life and mission of St Stephen's Catholic College.

The palm branch and stones are symbolic of the calling and challenge to follow St Stephen in being people of strong faith exemplifying the presence of Christ. We are reminded of the importance of being faithful to our beliefs and making Christ real in our Mareeba community, particularly amongst the poor.

The emblem of the Order of St Augustine is a flaming heart pierced by an arrow on the foreground with an open book as the background. The flaming heart is indicative of Augustine's great personal charity, his love of God and others, reminding us of the importance of being charitable and loving. The arrow piercing the heart and the book represents the Spirit of God piercing our minds and hearts, calling us to continue growing in faith, hope and love. The open book suggests a dedication to intellectual

search and study, both divine and earthly.

The Mercy Cross challenges us to a deeper awareness of the Cross in God's plan of redemption. The presence of the Cross also reminds us of God's love for each of us and his forgiveness. 'Without the cross, the real crown cannot come.'

The Southern Cross, signifying hope and a direction in the night sky for those who travel, is a significant national symbol found on our Australian Flag. It unites us with other Australians and is regarded as a symbol of freedom from oppression and justice for all.

The symbols combine to create a College Crest that is a powerfully visual indication of our Mission as a Catholic School, to be first and foremost people of hope and vision who reveal the love and reality of God our Father to the Tablelands Community. St Stephen's Catholic College is a community of parents, students and staff who give witness to the love and forgiveness of God our Father. We are called to use our education and giftedness to further the reality of God in our world.

The College Motto: Trust in the Lord

The College Motto is prominent throughout the New Testament and has been spoken by many Christians throughout the ages. To 'Trust in the Lord' is to put God above all things. 'To trust in the Lord' requires us to let go of what is not important. 'To Trust in the Lord' is to believe in and be prepared to work toward the ultimate reign of God, just as St Stephen was faithful to the Lord until his death.

2.4 The Traditional Owners

The Muluridji tribe are the traditional inhabitants of the area known as Mareeba. Their existence was maintained for over 30,000 years as they hunted and gathered and developed a close spiritual relationship with their land.

The laws and stories, handed down through generations, determined patterns of survival about which food to eat and what food was available following seasonal change, and which areas were sacred and which were taboo. Tribal laws were important in determining relationships, and indeed, the survival of tribal society.

Some of the traditional names have been retained. Biboohra was the name given to the Barron River. Mareeba in Muluridji language means 'the place where the rivers meet'. These rivers include the Barron River and Granite and Atherton Creeks.

The traditional land of the Muluridji tribes extended from the Mitchell River north of Mount Carbine, east to Rumula, south to Mareeba and west to Woodville. Most of this area was the drier country west of the rainforest between Biboohra and Mount Molloy, but also included the areas of Tolga, Walkamin and Mount Carbine.

2.5 History of St Stephen's Catholic College

Catholic Education in Mareeba dates back to 1909 when four Sisters of Mercy arrived to open Good Counsel primary school. This name was retained until the early 1950s when the school was renamed St Thomas' after the patron saint of the parish, St Thomas of Villanova.

Enrolments at St Thomas' grew steadily over the decades that followed and the community began to consider the possibility of a Catholic high school. Towards the end of the 1980s, the search for a suitable site was begun and in 1991 the land on which St Stephen's Catholic College now stands was purchased.

In June 1998, a report compiled by Herron Todd White recommended the opening of a Catholic secondary school in Mareeba. A process of public consultation followed, and a Catholic Education Services report in September 2000, concluded that the Diocese could begin evaluating the new school proposal. During 2001 and 2002, a further study was undertaken to explore the possibility of a co-institutional arrangement with Education Queensland for the provision of secondary education in Mareeba. The results of this investigation were inconclusive, and the Diocese and Education Queensland decided not to pursue the matter.

With the demise of the co-institutional project, the Diocesan Education Board of Governance gave its approval for the establishment of a Catholic secondary college in Mareeba, and a planning application was submitted to the Office of Non-State Schooling in October 2002. Shortly afterwards, an application for a change of land use was submitted to the Mareeba Shire Council, and an application for capital funding was forwarded to the State Government.

By the end of 2004, all the necessary approvals had been gained. In February 2005, an interim College Board was formed with Mr David Anthony as chair. The following month Mr Gerard Simon was appointed as the Foundation Principal, and in April, the school was named St Stephen's Catholic College. Construction work began on the site in June to be ready for the first intake of year 8 students in January 2006.

Key Principles of Mission

3.1 Founding Principles of St Stephen's Catholic College

- Continuing the work of God's salvation and to be a presence of Christ within the context of the Tablelands community
- Involving the College community within the mission of the Church which is to proclaim the good news of salvation and provide opportunities for our community to live knowingly as children of God.
- Parents, students and staff are partners in promoting the formation of the whole person academically, emotionally, spiritually, socially and physically
- Ensuring a Christian presence in a society marked by cultural pluralism and constant change.
- Promotion of a sense of stewardship for our environment
- Learning is life-long and engaging as it fosters investigation and wonder
- Providing opportunities for members of the college community to realise their unique giftedness and encourage individual members to utilise their gifts to create a better world and further the Kingdom of God.
- To provide a safe, caring community which values 'family', relationships and connectedness in which students can grow and learn according to the values and teachings of Jesus.
- Value the uniqueness of each individual and enhance the emotional well-being of all members of the college community.
- To be an environment in which parents, staff and students are encouraged to be accepting of their personal uniqueness and to be resilient and confident.
- To provide a vision and outlook on life reflecting the values and teachings of Christ. This vision and outlook should permeate all curricular and co-curricular experiences. Education is the development of man from within, freeing man from that conditioning which would prevent man from becoming a fully integrated human being. (The Catholic School, 29)
- An integration of faith and culture that encourages not merely an attainment of knowledge, but also the acquisition of values and the discovery of truth. The integration of faith and life is acknowledged as a life-long process of conversion until individuals become what God wishes them to be. (The Catholic School, 1992 para 45)

Providing Leadership and Vision within the College

4.1 The College Board

The St Stephen's Catholic College Board sets a direction that enables the college to fulfill its educational role within the context of Church teaching, diocesan pastoral directives and Catholic Education Services policies and procedures.

The Board's responsibility is one of limited jurisdiction. In civil law, the college is part of the Roman Catholic Trust Corporation of the Diocese of Cairns. In church law it is part of the Diocese of Cairns with the Bishop of Cairns as the juridical person. "The Diocese" is not merely another entity or authority alongside, over above, let alone over against, the other Church agencies. The Diocese is that whole to which all else belongs and forms its various parts. The proprietorship of assets and the ultimate responsibility for activities rests with the Diocese – the Catholic faith community – in Far North Queensland.

The Board has authority from the Bishop to direct the college to fulfil its educational role. Specific responsibilities are articulated in this constitution and in other policies from the Bishop or Diocesan Boards. The Diocesan Board of Governance, Education, sets general education policy enacted through Catholic Education Services and its director.

PRINCIPLES

The operations of the Board will be guided by the following principles.

1.2.1 Collegiality

The recognition that all partners in the mission of Catholic Education are willing to work together in a spirit characterized by equality, mutuality, negotiation and shared wisdom. Major stakeholders are regional parishes, Diocese of Cairns, parents/student community and school community.

1.2.2 INTEGRITY

The desire for authentic communication where all partners are prepared to participate in the spirit of truth.

1.2.3 SUBSIDIARITY

The belief that decision-making should take place at the most appropriate and effective level, assisted where necessary, by a range of structures in a supporting role.

1.2.4 INTERDEPENDENCE

While recognizing and respecting the differing traditions and viewpoints of the partners, there is recognition that we complement each other's endeavors, and rely on shared experiences and wisdom for continued growth.

1.2.5 DIVERSITY

An appreciation of the richness of the gifts and perspectives brought to the whole by Diocesan organizations, each member of the board and staff of the college.

1.2.6 EQUITY

Where the worth and dignity of all is respected, and decisions reflect the need to ensure justice and equal access to all stakeholders.

1.2.7 ACCOUNTABILITY

The spirit of stewardship where the human, physical and financial resources entrusted to our care is used responsibly and for the maximum benefit of the college community.

1.2.8 COMMITMENT

The recognition of the energy and giftedness of the Catholic Education community in the region. The development of the college relies on the selfless commitment of individuals who contribute time and energy to serving the college.

4.2 Student Leadership (amended 2016)

St Stephen's Catholic College acknowledges students' need for confidence and self-esteem. Students' achievements are publicly recognised at assemblies, year level meetings, in the college newsletters and local papers. The presence of a broad variety of curricular and co-curricular experiences ensures that every student can aspire to excellence in some endeavour. A commitment to servant leadership is modelled by our namesake and inspiration, St Stephen.

At St Stephen's Catholic College, students have a wide selection of leadership positions which allow them to serve the college community. As leaders, they are expected to:

- act as a good role model for other students through their actions, manner and relational style.
- be proficient and responsible
- demonstrate qualities compatible with the College's mission.

4.2.1 LEADERSHIP STRUCTURE (from 2016)

- Four college captains
- Eight pastoral house leaders + two home form leaders for each pastoral house
- Student Representative Council Executive + one home form representative for each pastoral house
- Social Justice Committee

4.2.2 THE ELECTION PROCESS

A democratic process is adopted for all elections.

Senior Leadership: (Completed in term four of the preceding year.)

1. Students are briefed on positions following a leadership day.
2. Written nominations are submitted for approval by the leadership team.
3. Short-listed applicants are required to deliver a speech to the college community after which elections occur. Voting is carried out by year 10 and 11 students and college staff.
4. Post voting, short-listed candidates for college captains are interviewed by a panel consisting of the principal, another member of the leadership team and a member of the board.
5. Once captains' positions are decided, voting occurs for other positions.

Other Leadership positions:

1. Students nominate and deliver a short speech before voting occurs.

Induction of Leaders: occurs at Opening Mass and assemblies.

4.3 Staff Leadership (2016)

At St Stephen's Catholic College, the focus is on empowerment of staff, succession planning and capacity building. Jesus is our role model and all staff are encouraged to adopt the servant leader approach to leadership. Collaborative decision-making, respect for others' perspective and collegiality among staff make for a positive working environment.

LEADERSHIP STRUCTURE

- Principal
- Deputy Principal, Curriculum
- Assistant Principal, Religious Education
- Assistant Principal, Administration
- College Leader, Pastoral Care
- Business Manager
- Middle Leaders, Curriculum
- Middle Leaders, Pastoral
- Middle Leaders, Programme

Teaching and Learning

5.0 National Goals for Schooling (amended 2016)

The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century

Preamble

Australia's future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. High quality schooling is central to achieving this vision.

This statement of national goals for schooling provides broad directions to guide schools and education authorities in securing these outcomes for students.

It acknowledges the capacity of all young people to learn, and the role of schooling in developing that capacity. It also acknowledges the role of parents as the first educators of their children and the central role of teachers in the learning process.

Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, schooling contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.

Governments set the public policies that foster the pursuit of excellence, enable a diverse range of educational choices and aspirations, safeguard the entitlement of all young people to high quality schooling, promote the economic use of public resources, and uphold the contribution of schooling to a socially cohesive and culturally rich society.

Common and agreed goals for schooling establish a foundation for action among State and Territory governments with their constitutional responsibility for schooling, the Commonwealth, non-government school authorities and all those who seek the best possible educational outcomes for young Australians, to improve the quality of schooling nationally.

The achievement of these common and agreed national goals entails a commitment to collaboration for the purposes of:

- further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community
- enhancing the status and quality of the teaching profession
- continuing to develop curriculum and related systems of assessment, accreditation and credentialling that promote quality and are nationally recognised and valued
- increasing public confidence in school education through explicit and defensible standards that guide improvement in students' levels of educational achievement and through which the effectiveness, efficiency and equity of schooling can be measured and evaluated.

These national goals provide a basis for investment in schooling to enable all young people to engage effectively with an increasingly complex world. This world will be characterised by advances in information and communication technologies, population diversity arising from international mobility and migration, and complex environmental and social challenges.

The achievement of the national goals for schooling will assist young people to contribute to Australia's social, cultural and economic development in local and global contexts. Their achievement will also assist young people to develop a disposition towards learning throughout their lives so that they can exercise their rights and responsibilities as citizens of Australia.

National Goals

1. Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:
 - 1.1 have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others
 - 1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members
 - 1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions
 - 1.4 be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life
 - 1.5 have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning
 - 1.6 be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society
 - 1.7 have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development
 - 1.8 have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

 2. In terms of curriculum, students should have:
 - 2.1 attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:
 - the arts;
 - English;
 - health and physical education;
 - languages other than English;
 - mathematics;
 - science;
 - studies of society and environment;
 - technology;
- and the interrelationships between them

- 2.2 attained the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level
 - 2.3 participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies
 - 2.4 participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.
3. Schooling should be socially just, so that:
- 3.1 students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio-economic background or geographic location
 - 3.2 the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students
 - 3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students
 - 3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians
 - 3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally
 - 3.6 all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

5.1 Vision for Teaching and Learning (amended 2016)

St Stephen's Catholic College believes in a quality, holistic and relevant education. The College is open to all learners with a commitment to excellence in teaching and learning in a caring and pastoral environment. Students are encouraged to achieve their fullest potential spiritually, intellectually, vocationally, physically, emotionally and culturally.

Recognising that each child is unique, St Stephen's Catholic College explores educational philosophies, resources, structures and organisation to develop programs and provide opportunities that respond to the needs of students.

Through the process of teaching and learning, the focus at St Stephen's Catholic College is to:

- Create meaningful curriculum and utilise appropriate pedagogies and structures that recognise that students learn differently and at different times.
- Develop an academic curriculum that promotes a broad knowledge base and a global perspective, the skills of thinking, and confidence and skill in the use of technology within a challenging and supportive environment which develops individuals as both independent and collaborative learners.
- Be learner-centered and support the holistic development - spiritual, social, emotional, cognitive and physical - of the learners.
- Establish seamless transitions at the significant progression points of year 6 and 7 and year 10 and 11.
- Use appropriate technology to enhance the process of teaching and learning.

At St Stephen's Catholic College, the curriculum is organised within nine learning areas (years 7 to 10), eight of which are consistent with the Australian Curriculum Assessment Reporting Authority (ACARA). The ninth learning area is Religious Education as derived from Brisbane Catholic Education. In years 11 and 12, the curriculum is organised as per the Queensland Curriculum and Assessment Authority (QCAA) guidelines for senior schooling.

5.2 Junior Curriculum

Year 7 and 8

The Year 7 and 8 curriculum is designed to be a two-year prescribed pattern of study fully compliant with the Australian Curriculum and the recommended notional teaching hours prescribed by the Queensland Curriculum and Assessment Authority (QCAA). In Year 7 and 8 there are no elective options.

The curriculum consists of major core and minor core or rotational subjects. The major core consists of Religious Education, English, Mathematics, Science, Health and Physical Education, History and Geography; these subjects are full year or semester courses. The rotational subjects are developed from the Arts, Technology, Languages and Humanities and Social Sciences learning areas.

The academic curriculum is designed to provide all students with a broad curriculum experience that will lead to informed decision-making when elective choices have to be made in Year 9.

During Year 7 and 8, students experience a range of electives for short periods of time to allow them to become familiar with the content and requirements of various subjects. Students are also given the opportunity to select the language to be studied.

Please note that adjustments to the typical student workload can be made for students with a disability, learning difficulties, for gifted and talented students, and for other circumstances particular to the needs of an individual student. Requests for variations to student workloads should be made to the Deputy Principal, Curriculum.

For each semester across Years 7 and 8, the typical student curriculum program involves the study of eight subjects.

MAJOR CORE	MINOR CORE
Religious Education (RE)	Languages French (FRN) Italian (ITL) Japanese (JAP)
English (EN)	
Mathematics (MAT)	
Science (SCI)	
History (HIS)	
Geography (GEO)	
Health & Physical Education (HPE)	The Arts Drama (DRA) Media Art (MED) Music (MUS) Visual Art (VAR)
	Technologies Digital Technology (DIGTECH) Food Technology (FTEC) Graphics (GRA) Industrial Design and Technology(ITD) Robotics (TEC)
	Humanities and Social Sciences Civics & Citizenship (CIV) Economics & Business (ECBUS)

Year 9

The Year 9 academic curriculum draws upon the Australian Curriculum for Years P-10, which includes the English, Mathematics, Science, Health & Physical Education, History, Geography, Languages other than English, the Arts, and Technology as well as Religious Education. Students in Year 9 must study English, Mathematics, Science, Health and Physical Education, as well as Religious Education for the whole year. History and Geography are also part of the mandatory academic curriculum but are studied for one semester only. Students are then required to choose two subjects from the available elective choices. Core subjects are considered essential as preparation for appropriate senior courses and for providing students with a broad general education that will assist them in their transition into a variety of pathways.

Students electing to study a language or Music are expected to do so for the full year. Elective subjects complement the core programme. They appeal to and cater for a wide range of abilities, interests and ambitions. In Year 9, students will study two electives each semester.

CORE	ELECTIVES
Religious Education (RE)	Languages French (FRN) Italian (ITL) Japanese (JAP)
English (EN)	
Mathematics (MAT)	
Science (SCI)	The Arts Drama (DRA) Music (MUS) Visual Art (VAR)
History (HIS)	
Geography (GEO)	
Health & Physical Education (HPE)	Technologies Food Technology (FTEC) Graphics (GRA) Industrial Design and Technology(ITD) Information and Communication (ICT)
	Humanities and Social Sciences Civics & Citizenship (CIV) Economics & Business (ECBUS)

Year 10

In Year 10 the curriculum is divided into core and elective structure similar to that in Year 9. Students in Year 10 must study English, Mathematics, Science, Health and Physical Education, as well as Religious Education for the whole year. History and Geography are also part of the mandatory academic curriculum but are studied for one semester only. Students are then required to choose two subjects from the available elective choices. However, many of the units studied at this level are designed specifically to prepare students for the rigours of studying at Years 11 and 12. The level of academic work increases significantly in Year 11, and unless a student works steadily in Year 10 and develops sound study habits they are likely to experience difficulty in coping with the demands of senior studies. For these reasons elective subjects are studied for the whole year.

CORE	ELECTIVES
Religious Education (RE)	Languages Japanese (JAP)
English (EN)	
Mathematics (MAT)	The Arts Drama (DRA) Music (MUS) Visual Art (VAR)
Science (SCI)	
History (HIS)	
Geography (GEO)	Technologies Food Technology (FTEC) Graphics (GRA) Industrial Design and Technology(ITD) Information and Communication (ICT)
Health & Physical Education (HPE)	
	Humanities and Social Sciences Business Education (ECBUS)

Years 7 – 10 curriculum overview

LEARNING AREA	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Religious Education	✓	✓	✓	✓	✓	✓	✓	✓
English	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓	✓	✓
Health & Physical Education	✓	✓	✓	✓	✓	✓	✓	✓
Social Sciences and Humanities								
• History	Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2	
• Geography	Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2	
• Economics & Business	One unit on term rotation		One unit on term rotation		Elective Units		Elective Units	
• Civics & Citizenship	One unit on term rotation		One unit on term rotation		Elective Units		Elective Units	
Languages								
• French	One nominated unit on term rotation		One nominated unit on term rotation		Elective units		X	
• Italian					Elective units		X	
• Japanese					Elective units		Elective course	
Technologies								
• Digital	Two units on term rotation		One unit on term rotation		Elective units		Elective course	
• Design	One unit on term rotation		Two units on term rotation		Elective units		Elective course	
The Arts								
• Media Art	One unit on term rotation		One unit on term rotation		Elective units		X	
• Visual Art	One unit on term rotation		One unit on term rotation		Elective units		Elective course	
• Music	One unit on term rotation		One unit on term rotation		Elective units		Elective course	
• Drama	One unit on term rotation		One unit on term rotation		Elective units		Elective course	

Subject units are studied for a semester, whereas subject courses are designed to be implemented over a year.

5.3 Senior Curriculum

The subjects students choose to study will depend on a number of factors, including personal career plans, tertiary course pre-requisites and interest.

Generally, students will select 6 subjects as follows:

1. Religion and Ethics OR Study of Religion
2. English OR English Communication
3. Mathematics—A, B, or Prevocational Mathematics
4. Three (3) other subjects. For students who are OP eligible, it is strongly recommended that six (6) authority subjects are chosen.

Students will choose authority or authority registered subjects, or stand alone VET certificates.

- Authority Subjects: count towards an OP (overall position from 1 to 25)
- Authority Registered Subjects: more practical or vocational in nature; do not count towards an OP but have the same credit value as authority subjects for the Queensland Certificate of Education (QCE)
- Stand alone VET certificates are either core or preparatory for QCE purposes

It is advisable for students who are OP Eligible to attempt a maximum of six (6) Authority subjects. To remain OP eligible, a minimum of five (5) Authority subjects must be studied (or 20 semester units of Authority subjects).

*The number of subjects may vary for students who select external VET courses (including School-Based Traineeships and Apprenticeships)

Students will be asked to make initial selections from the list provided. Should the number of students wanting to complete a subject exceed the College's facilities, the College reserves the right to admit student in accordance with student interest and need as displayed in related subjects in Year 10. From these expressions of interest, students make their final selection which forms the basis for the SET plan.

Interviews

Towards the end of term 3, all Year 10 students (and parents who wish to be involved in the process), will meet with the Careers Adviser, or a member of the School Leadership team. Items under discussion will include:

- Review of subject selection
- Focus on the demands and expectations for post-compulsory education
- Confirmation of SET plan

School- Based Traineeships/Apprenticeships

It may be possible for students to complete School-Based Traineeships/Apprenticeships while they are completing senior schooling. This involves students in formal work and training as well as school subjects and leads to nationally recognised qualifications.

Work Placement

Students who have a predominantly vocational program which involves completing VET certificates off-site, may be required to do work placement one day per week or as negotiated. These students are responsible for catching up any work missed.

Authority Subjects	Authority Registered Subjects	Stand Alone Certificate Courses
Accounting	English Communication	Certificate I in Engineering
Biology	Hospitality	Certificate II in Furniture Making
Business Management	Prevocational Mathematics	
Chemistry	Recreation	
Drama	Religion and Ethics	
Engineering Technology	Science in Practice	
English	Visual Arts in Practice	
Geography		
Graphics		
Information Technology Systems		
Japanese		
Legal Studies		
Mathematics A		
Mathematics B		
Mathematics C		
Modern History		
Physical Education		
Physics		
Study of Religion		
Visual Art		

Pastoral Care

Creating a safe and caring environment is a priority, as students who can grow and learn in an environment where they feel safe and experience positive relationships have a greater opportunity to achieve their potential.

Students are allocated to home forms based on the four pastoral houses. Each year level is under the care of a Pastoral Middle Leader and Home form teachers.

6.1 Pastoral Houses

Upon enrolment at St Stephen's Catholic College, each student is allocated to one of four pastoral houses, with siblings in the same house.

The pastoral houses are named Augustine, Deacon, McAuley and Muluridji. Each house has a particular charism emanating from the founder or founding group after which the particular house is named. Students are challenged to identify and take on the charism, values and culture of their particular house. Pastoral houses are the focus for cultural, sporting and pastoral organisation.

House Colours

Augustine	- Gold
Deacon	- Red
McAuley	- Blue
Muluridji	- Green

Augustine House

The spirituality that is richly expressed in St Augustine's writings is one of warmth and love. The heart, which artists have often portrayed Augustine holding, is a key to this spirituality. For Augustine the heart is a metaphor for all that is deepest, truest and personal in one's self. He makes frequent use of the heart to signify the affective aspect of faith in God.

As a young man Augustine was restless and without direction. He pursued a long and painful search for truth that he hoped would provide him with rest. In the drama of his conversion at the age of 33, he felt his innermost heart lovingly spoken to by the Word of God. Augustine's anguish suddenly left him and he now found direction in humility, as though an arrow from God had transfixed his heart.

Augustine greatly valued relationships with others. He reached out to people and touched them; he was in turn beloved and appreciated by them. Fittingly the spirituality reflected in his writings is based on love of neighbour and on community. For Augustine only a shared, communal vision is worth having. Thus he placed before people the ideal of love.

In Augustinian spirituality, love for God is experienced as love for one another. We come to God through love of one another, since love for a human being is much more concrete than love for God. The warmth of friendship is likewise essential for Augustine. Life shared with others culminates in friendship - the gift of loving and being loved. In his spirituality, it is as important to relate to one another as it is to pray with them. Thus as we strive for union with others, we do so in a shared love for God. Therefore in Augustinian spirituality all good things come back to the one thing: love, the very centre of Christian existence.

Deacon House

'Deacon' was the title given to St Stephen. As a deacon, St Stephen was commissioned by the Apostles to preach and care for the poorer members of the Christian community. In St Stephen we find a model of a man of faith who is courageous, well- educated and a great orator, who, filled with the Spirit, made God our Father real to many in the early church. He was a person with principles, convictions and beliefs that he regarded more important than his own life. St Stephen demonstrated courage and faith in God to the point of his being stoned to death. So great was his faith that he did not fear death.

McAuley House

Catherine McAuley, founder of the Sisters of Mercy, was born on September 29, 1778 at Stormanston House, Dublin, Ireland. Her father's compassion for the poor set an example for Catherine, though he died when she was only five. Upon the death of her parents, she went to live with her relatives. The Callaghans were wealthy and, while they were happy to provide financial support for Catherine's charitable works, they did not approve of her Catholicity. Catherine spent twenty years giving catechetical instructions to the household servants and the poor village children. She taught needlework to young women and ran a small shop to sell their goods.

In his will, William Callaghan appointed Catherine his sole legatee, knowing that she would use the money to provide 'protection and education for young servant girls'. William's generosity enabled Catherine to put into effect her plan to educate young girls but also to extend her vision to a variety of social services for poor women and children. But Catherine's concern for the marginalised was equaled by her wisdom and she intended that the wealthy of this area would be brought into daily contact with struggles of the poor. She hoped that those blessed by material security would be moved to support and even join in her service.

The House of Mercy flourished as hundreds of girls enrolled in the school. A home for young servant girls and the visitation of the sick were also added to the activities under Catherine's care. As time passed they adopted a common timetable and began to dress simply and similarly. They called each other 'sister' and the question of their status became a serious one. Catherine's dream had become a reality as her sisters were to: 'educate poor girls, to lodge and maintain poor young women who are in danger...and to visit the sick poor.'

Catherine McAuley died on November 11, 1841 and, as she had wished, was buried in a ceremony that was customary for the poor. Her family, friends and community grieved for her loss but rejoiced that she had at last gone home to the God she had loved and served with all her heart.

Muluridji House

As the traditional inhabitants of the land upon which St Stephen's Catholic College stands, the Muluridji people hunted and gathered, and maintained a spiritual relationship with the land for over 30,000 years.

During the late 19th and 20th centuries, European settlement of the area decimated indigenous culture, as the traditional inhabitants were removed from their land and re-located into government settlements. In many cases, children were removed from their parents, and indigenous people were discouraged from participating in traditional cultural practices and rituals.

Members of Muluridji Pastoral House are encouraged to recognise the importance of maintaining a sustainable relationship with the land and caring for the land. They are challenged to respect and re-discover indigenous culture and promote cultural understanding and reconciliation.

6.2 Pastoral Care Policy (amended 2016)

St Stephen's encourages, wherever possible, that resolution of concerns be reached at the most basic/local level. As each situation is unique the policy offers a guide as to appropriate people with responsibility while possible strategies for management are assessed individually for each situation. *Short form of the Policy:* with the Gospel for our guide, we are to be in the right place, at the right time, doing the right thing.

Policy

St Stephen's Catholic College is a community of parents, students and staff who model values and beliefs formulated with the ideals presented in the Gospels. The uniqueness and dignity of each individual is to be respected. Members of the college community are encouraged to be inner-directed, responsible, compassionate and just.

Essential components of Pastoral Care at St Stephen's

As members of SSCC, our actions must reflect the Gospel values of our Mission Statement and our college culture. All members of the college community are expected to have:

- Respect for self
- Respect for others
- Respect for Christian principles
- Respect for individual and community property
- Respect for authority
- Respect for an appropriate academic & social environment
- Respect for the good name of St. Stephen's Catholic College

Principles underpinning the parent-staff partnership

Relationships between staff and parents/guardians of St Stephen's will be guided by the following principles:

- Parents are the primary educators of their children
- Parents are to be supported in their role as primary educators
- Parents entrust their children to St. Stephen's
- Parents are welcome to being involved in the education of their children
- Parents are welcome to participate in the life of the college
- Parents will receive caring, professional and effective communication and reporting at appropriate times
- The college will be supported in re-enforcing acceptable behaviours with students
- Students will be adequately prepared for each school day
- Students will arrive at school and depart from school at the appropriate times, unless otherwise negotiated via the appropriate channels
- The college will be supported in its spiritual, social and academic goals
- The college will receive parent input on aspects of college life, expressions of concern and notification when events may impact their son/daughter's school routines in a timely and respectful manner via the appropriate channels
- Parents will be available for communication with college staff when required

Relationships between staff and students of St Stephen's will be guided by the following principles:

- Students will be co-operative and contribute to an effective learning environment
- Students will work to the best of their ability and be receptive to teacher's guidance
- Students will care for and share school equipment
- Students will assist in the maintenance of a clean, tidy and safe environment
- Students will participate in discussions and conversations with respect for others
- Students will be familiar with college expectations and their associated consequences
- Students will abide by college expectations

- Students will be punctual, correctly dressed and uphold the good name of the college
- The college will maintain a safe and clean Christian school environment
- The college will uphold equality in the educational opportunities it offers
- The college will ensure appropriate access to school facilities
- The college will support students to express their opinion and be listened to
- The college will guide and form students in acceptable behaviour
- The college places great importance on forming respectful young men and women
- The college will receive input from students regarding college life via the Student Representative Council
- Students should be able to feel proud of themselves and their school

Promoting positive engagement

- Effective communication with stakeholders about students' interaction within the college
- Recognition of students' outstanding conduct in the many areas of college life
- Empowering students to develop respect, responsibility and confidence in their interactions with others, to be morally autonomous and to build successful relationships

Consequences

- The college reserves the right to determine appropriate consequences to ensure that the spirit of its mission statement is upheld.
- When students' behaviour breaches college expectations, two things will ordinarily occur:
 1. A meeting to discuss the breach, the implications for that and any consequences that may need to follow. Guided by the principles of restorative justice, this meeting will aim to bring about:
 - listening to each person's perspective
 - recognition that the actions/behaviour in question caused harm to another student/s
 - an effort to restore the relationship
 2. The student accepts a consequence for the breach

Consequences for minor and once-off breaches of college expectations will be managed first by the teacher involved, possibly supported by the Pastoral Leader if required. These consequences may include detentions during Recess 2 (supervised by the teacher involved), beautification brigade or other logical consequences as appropriate. The teacher will be responsible for contacting parents, ordinarily via the student's SRB, to notify them of the student's behaviour and the action taken to resolve it.

For repeated or serious behaviour concerns the teacher may refer the matter to the Pastoral Leader. At this level of management, parents would be contacted and may be requested to attend a meeting to discuss the matter and any further action to be taken. A possible consequence that the Pastoral Leader might deem appropriate at this level includes the activities detention. He/she might also recommend an after-school detention to the College Leader – Pastoral Care.

If the concern is not able to be resolved at the level of the Pastoral Leader, or is of a more serious nature, the support of the College Leader – Pastoral Care could be sought. At this level, the parents would normally be required to meet with the College Leader Pastoral Care and the Pastoral Leader to discuss the matter and the necessary action to be taken. By this stage, parents will be advised that should resolution not be reached, the matter will be referred to the Principal whose decision will be final. Possible consequences that the College Leader Pastoral Care might deem appropriate at this level include after-school or Saturday morning detentions. As with all levels of management, the first goal is for resolution and restoration to right relationships of all parties involved.

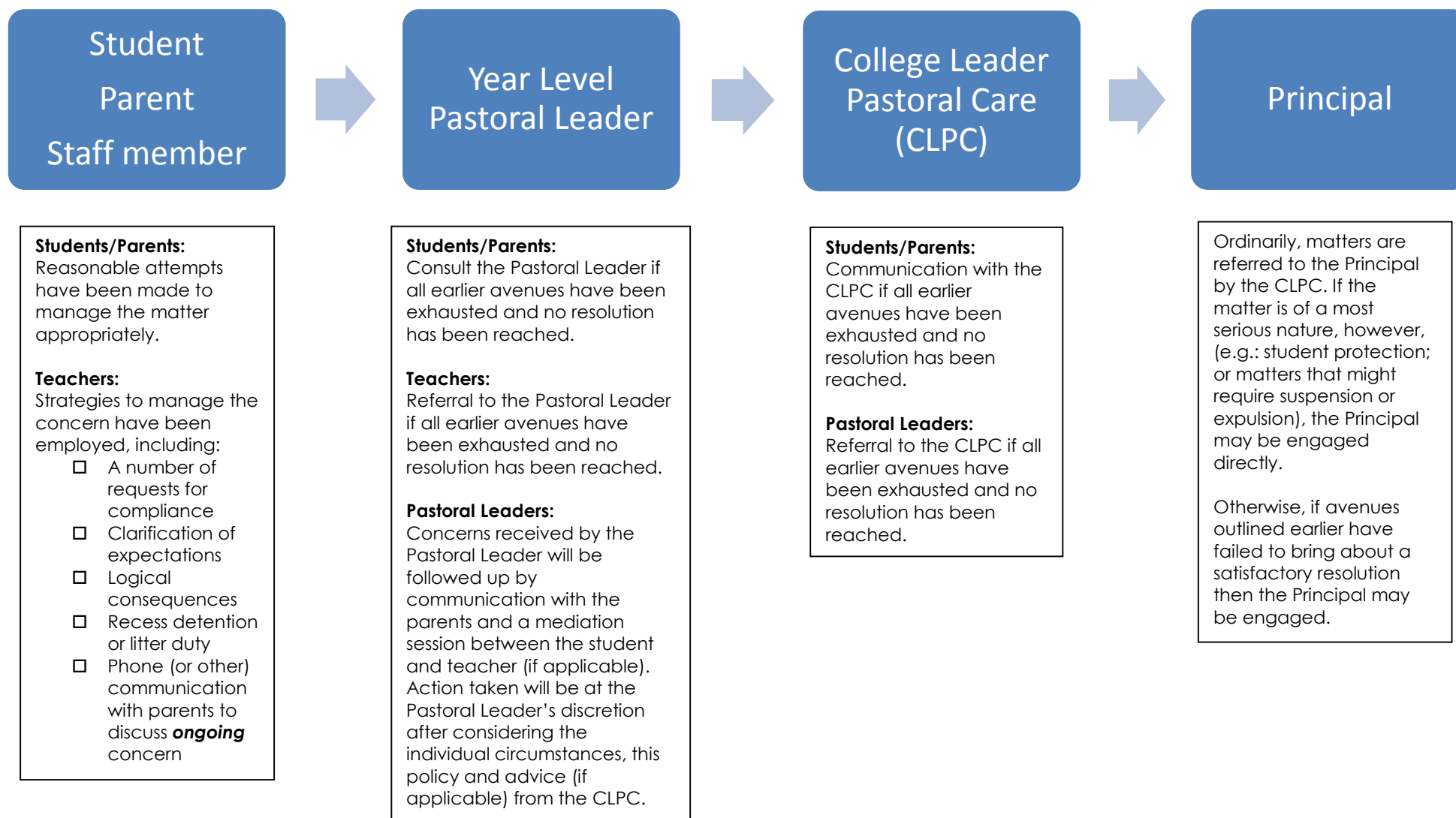
Suspension and Expulsion

This is always the decision of the Principal (or other, if delegated). It is considered to be a failure to resolve the concern/s. It acknowledges that there is a question about the ability of the student to maintain college expectations and/or right-relationships with others; but it extends hope that with reflection on the seriousness of the situation the student might still yet choose to seek restoration.

Expulsion is a process managed by the Principal in consultation with CES. It is undertaken by the Principal for serious matters which may affect the safety of others or for continuous inability to embrace the Mission Statement.

Flow Chart: Pastoral Care Concerns

For pastoral (personal / social / behavioural) areas of concern:



Community

7.1 Parents and Friends Association

St Stephen's Catholic College Parents and Friends Association was formed in 2006 when the College was first opened. This organisation is an integral part of our school community and provides a formal structure for parents and others interested in the welfare of the students to plan and organise activities for the benefit of the school, and the ongoing development of students. Membership of the Parents and Friends Association is an excellent way to become more involved in the school community and to get to know other parents, something which can often be more difficult at high school.

In particular the St Stephen's Catholic College Parents & Friends Association:

- provides an avenue of support and information to aid the involvement of parents/carers in their children's education and the school community
- promotes the development of collaboration between parents/carers and school staff
- promotes the principles of Catholic education and a distinctive Christian community/environment in the school
- provides an opportunity to participate at school community, Archdiocesan, State and National levels.

It recognises and values the role that parents and carers play in the education of their children and aims to strengthen the partnership between family, school, Parish and the wider community.

Membership

Every parent or carer of a child in the school is a paying member of the P&F automatically, by virtue of the P&F levy, which is paid as part of school fees. In addition, membership is open to staff of the school, members of the Parish Community, and other "friends" - grandparents, aunts and uncles, past students, neighbours and other members of the local community.

Meetings

Meetings are advertised in the school calendar and in the newsletter. Meetings are held on the second Tuesday of most months, commencing at 5.30pm at St Stephen's. The meetings are attended by the Principal and/or an Assistant Principal. Parents' attendance is encouraged and welcomed at these meetings, providing an opportunity for them to have ready access to up to date information about the college, and to allow them to make a contribution to the decisions being considered for:

- allocation of available funds
- requests for financial assistance
- fundraising activities
- how the P&F can best benefit all students.

How are decisions made?

The P&F is a democratic organisation. Most decisions are made by the vote of membership at the monthly meetings. An agenda is published prior to each meeting so that members are aware of the issues to be discussed and decided. The elected Executive Committee Members decide some minor expenditure and urgent issues, where it is not practical to take these issues to a meeting.

7.2 Social Justice Initiatives (amended 2016)

In keeping with the charism of St Stephen, the deacon, the college has a strong focus on service to others, especially those who are marginalised. The college, through the Social Justice Committee, has embraced the following initiatives:

Local Level:

- Caritas: Project Compassion during Lent (Pastoral Houses embrace challenge of raising funds.)
- Great Wheelbarrow Race: St Stephen's Catholic College enters at least one team each year to raise money for an outreach or medical research project.
- St Vincent de Paul Christmas hampers
- Australia's Biggest Morning Tea
- Other social justices causes on a needs basis: eg. Relief for drought victims etc

Beyond the Local Level:

- Contribution of resources to schools in PNG
- Proposal in place to establish connections with a school in a developing country