

Year 9–10 Handbook



St Francis Xavier College



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College Executive



College Principal

Sandra Darley



Assistant Principal Teaching and Learning

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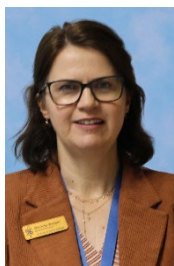
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Staff can be emailed directly using Compass.

Alternatively the format for email addresses is firstname.surname@sfx.act.edu.au

Year Coordinators and Pastoral Advisors

Year 9 Coordinator	Luke Potter
Year 9 Pastoral Advisor	Natalie Bakonji
Year 10 Coordinator	Jonathan Hall
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Welcome to a pattern of study in Years 9 and 10 which will lead to the award of the Year 10 Certificate. All Year 9 and 10 students engage in a suite of Australian Curriculum subjects and Religious Education and may choose from a broad range of elective choices which augment their studies and interests.

Year 10 Certificate

At the end of Year 10, all ACT students who have met all requirements of academic performance, attendance and conduct, receive an ACT Year 10 Certificate. The certificate lists all the courses that students have undertaken, and grades earned in Years 9 and 10.

High schools in the ACT use a system of continuous assessment over a semester. All assessment items in Years 9 and 10 contribute towards semester results which are then recorded on a student's Year 10 Certificate. It is therefore important that students work consistently well over these two years to maximise achievement.

If a student leaves this school during Years 9 or 10 (i.e. without completing Year 10), then they will be issued, on request, a High School Record. The High School Record contains the same information as the Year 10 Certificate except it will not cover the full two years study period.

Unit outlines

Teachers will ensure unit outlines are available on Canvas by the end of Week 2 of each semester. The unit outline provides details about:

- Unit content
- Assessment outcomes
- Assessment tasks
- Due dates

Assessment tasks

Assessment tasks provide vital summative data for parents and students around student achievement and areas for improvement. Teachers will ensure assessment tasks are available on Canvas by the end of Week 2 of each term.

Grade allocation and achievement standards

Achievement standards are based on those developed by the Australian Curriculum and Brisbane Guidelines (for Religious Education). The achievement standards follow a 5-point scale in alignment with the grading system of A-E.

A	B	C	D	E	NS
Well above standard	Above standard	At standard	Below standard	Well below standard	Non-submission
5	4	3	2	1	0

This structure is also reflected in the College reports to parents to indicate how above, at or below the standard students have achieved over the semester.

Rubrics

Each assessment task will have an accompanying rubric. The rubric is used to assess student work and will be provided at the time the assessment task is distributed. Well designed rubrics can assist in the process of teaching and learning. They improve the quality of direct instruction through students receiving explicit guidelines

regarding task requirements and they can use the rubrics to gain feedback about their achievement. The rubric is therefore used as a tool to develop students' abilities.

Adjustments to assessment

At times, it may be necessary to adjust assessment according to student needs and circumstances. Adjustments may be made for assessment tasks such as written submissions, exams or oral presentations. These may be managed through students' Personalised Plan, which are developed in conjunction with Inclusive Education, or with appropriate documentation provided for the circumstances at the time.

Assessment calendars

Assessment calendars for each semester are published on the College website for students and parents. Students are encouraged to access and refer to these calendars to plan when tasks are due to ensure they are meeting all assessment requirements.

Assessment deadlines

Year 9 and 10 students are required to submit all assessment, participate in all class tasks and have regular attendance at school to achieve their Year 10 Certificate. If a student does not meet these requirements, the awarding of the Year 10 Certificate could be in jeopardy.

All students are expected to complete homework and assessment in all classes. Students who need extra support to complete assessment tasks are encouraged to speak to their classroom teacher or the Studies Coordinator before the due date.

The College has several support systems in place to help guide students and parents. All information on assignments can be found on Canvas and on the relevant year group assessment calendar. The College also provides after school homework support in the Resource Centre and many departments offer after school and lunchtime support for students, to assist them when they are finding their course work challenging.

Communication is a vital part of helping students be successful in their learning. Students and parents are encouraged to communicate with class teachers, Studies Coordinators and Year Coordinators if there are issues pertaining to student wellbeing that impact their learning or successful completion of assessment.

Extensions

If students need an extension to complete an assignment, they are required bring a note or email from a parent requesting an extension and to discuss this with their classroom teacher at least three days before the assignment is due. Extensions may be granted with the approval of the Studies Coordinator.

Handing in assignments

Assignments will mostly be submitted online through Canvas, though some tasks may be submitted in hardcopy at the discretion of the class teacher and depending on the style of task. The assignment itself will state how you need to submit your work and is available on Canvas. At the time an assignment is published, teachers will explicitly work through it with the class and will explain how the task will be submitted. Students are encouraged to seek clarification at this time to avoid confusion and to allow optimum preparation to work on the task.

Failure to submit an assessment task

Once the due date has past teachers will inform parents that their child has not submitted an assessment task by email or phone call. Teachers and Studies Coordinators may run their own detention to assist students with completing the assessment item.

If an assessment task is not submitted on time without appropriate documentation, late penalties will apply at **5% of the total possible mark per day to a maximum of 7 days**. If the task is still not submitted, students will receive an **NS (Non-Submission)** which indicates that no attempt has been made to complete the task. This also means that they are unable to demonstrate that they have met the relevant achievement standards for the assessment. Not meeting the achievement standard will compromise their capacity to learn and develop skills necessary for

success in this unit and in the subject. **An NS will impact the overall grade awarded in this unit.**

Drafts

Students are encouraged to submit a draft to their classroom teacher for feedback on their progress one week prior to the final submission. All drafts submitted will not be edited and general feedback will be provided. Only one draft may be reviewed.

Moderation processes

Assessment tasks are moderated. Moderation is a process where another teacher, as well as the class teacher, assess tasks to make sure that students in all classes are being marked fairly and consistently.

How do I know what grade I received for my assignment?

All assignments will be available to parents and students on Canvas. Comments or teacher's annotations on student work will be found on Canvas once marked, along with the rubric and a grade result for the task. Students should take time to carefully look at the rubric and the comments from their teachers, as this will guide them on what they did well and areas to be improved.

Marking assessment

Teachers will mark and return work as promptly as they can, usually within a two week period. If students have any concerns or queries when assessed work is return, a time with the classroom teacher to discuss should be arranged.

Appeals

If students feel that the grade given by a teacher for a piece of work or a complete semester's work is unfair, then the following steps should be followed:

1. Student should approach the teacher concerned and enquire why that grade has been awarded.
2. After speaking to the classroom teacher, if the student still feel that the result is unfair, the student should speak to the Studies Coordinator for that subject and ask for a review of the assessment.
3. An appeal may be made to the Assistant Principal Teaching and Learning in writing within five working days of the grade being reviewed by the Studies Coordinator and there is still disagreement over the result. The appeal will be considered after consultation with all the parties concerned and a decision reached by the Assistant Principal Teaching and Learning within twenty-eight school days of the lodgement of the appeal.
4. If the student is dissatisfied with the Assistant Principal's decision, they may appeal to the College Principal within seven days of the date of receiving that decision.

Students should be aware that an appeal might have one of three outcomes: a higher mark, grade or score; no change; or a lower mark, grade or score.

Academic Integrity

Any cheating, plagiarism, inappropriate use of generative AI, dishonesty, alteration of results, improper or unethical research practices in relation to any school-based assessment in any subject is considered a breach of academic integrity.

It is important for students to understand that academic integrity honours the intellectual property of others and that maintaining integrity provides opportunities to maximise learning and to develop skills and knowledge that builds over time.

Issues regarding academic integrity are managed on a case by case basis and consequences will depend on the level and frequency of the breach. Some consequences may be, but not limited to:

- Warning to the student of minor offences that derived no advantage and does not indicate the intention to cheat.
- The assessment marked without the material subject to the breach being considered (usually less than 25% of the task).
- Major offence in cheating where a student gains significant advantage over others, such as an exam. The student will be required to complete the task but will receive zero as a consequence of the breach.
- Major offence in which the material subject to the breach is significant enough (usually greater than 25% of the task). The task is considered an insubstantial attempt and is to be resubmitted with the original mark given.
- Major offence of plagiarism like those below (see “Plagiarism” section).
- Repeat offences are taken very seriously and will involve a meeting with parents to discuss intervention strategies and potential further consequences.

Plagiarism

Plagiarism is a breach of academic integrity, even if done unintentionally. Plagiarism is not restricted to words but includes unacknowledged ideas, thoughts, opinions, conclusions, diagrams, cartoons, art and practical works, photographs, music, graphs, pictures, statistics, tables, computer programs, computer graphics, visual information from the web, advertisements, interview responses, translations from a foreign language text, or another student’s work. Some examples are:

- Submitting another student’s work (with or without their knowledge) and claiming it as their own.
- Producing assignments in conjunction with other people (e.g. another student, tutor) when the task is required to be individually produced.
- Allowing another student to copy their to submit as their own.
- Using material from another source without proper acknowledgement or citation. This includes commentary in study aids like *Spark Notes*, or AI platforms.
- Using plots, characters, theories, opinions, concepts, designs from other sources like short stories, novels, TV shows, films and presenting them as original work.
- Piecing together different sections of the work of others into a new whole i.e. ‘cutting and pasting’, especially off the internet.
- Failing to indicate with quotation marks another person’s exact written words or symbols, regardless of how few were used. This must be included in notes or script submitted for an oral presentation.
- Failing to provide in-text referencing and a bibliography for an assessment that requires research.
- Buying or obtain a paper from an internet research service or ‘paper mill’ and hand it in as your original work.
- Requesting generative AI platforms to produce all or part of an assessment task; to rewrite work submitted to the platform; to gather evidence from generative AI without appropriately citing it.

How to avoid plagiarism

Sometimes students unintentionally plagiarise work, or they don’t know how to avoid it. Here are some techniques to help:

- Learn how to manage your time so you don’t panic before the submission due date and feel plagiarism is the only alternative.
- Learn the 6 steps of the Information Process (Defining, Locating, Selecting, Organising, Presenting and Evaluating) to break down your assignment into manageable segments.
- Don’t allow other students to use or copy your assessment material and information to complete assessment tasks. When it is suspected that students have shared information for assessment (if it is not directly allowed in the assessment task criteria) both students will be deemed to have plagiarised.

- Don't hand in someone else's work as your own.
- The accepted referencing method at SFX College is the APA system. *"The APA Comprehensive Referencing Guide"* is available through Canvas on the Resource Centre page. This document shows you how to legitimately use the work of others to enhance your work by teaching you to:
 - Properly construct a Bibliography/ Reference List of all the sources you used for your assignment.
 - Properly use citation at the time that you are quoting, paraphrasing or
 - summarising the work of another source (called 'in-text referencing').
 - Be aware of Australian copyright guidelines.
- Utilise Turnitin, the College's plagiarism checking software, to compare the similarity of your work to online content. This will help to highlight where you need to include in-text referencing and ensure that quotations are not overused, and that paraphrasing is adequate.
- When taking notes from any source, always copy the bibliographic information immediately so you can easily acknowledge this when writing the assignment later.
- When you write a quotation in your notes, make sure it has quotation marks around it, so you later
- realise it's a quote and not your own words.
- Separate your ideas from others' as you are taking notes. Some use brackets or different coloured pens to separate their comments from the author's words.
- Learn how to legitimately paraphrase. Look up note-taking methods. Use a thesaurus.
- Learn how to effectively synthesise information into something that is your own work.

Bibliographies

How should my bibliography be set out?

When you take notes from another source, it is a good idea to write down the details at that time. This makes it easier to complete the bibliography at the end of the assignment. If you are working on a computer, you can bookmark websites or make copies of the website URLs, pasting them into a document for later use. The Resource Centre page on Canvas has a number of helpful options to support you as you create bibliographies. This includes the Referencing Generator, which you will be shown in a Resource Centre lesson. A bibliography should be located at the end of your assignment. Examples are provided in the table on the next page.

Bibliography	
BOOKS	
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<i>Adolescence Today</i> , 1989, Video cassette, ABC Four Corners, Sydney.	
ELECTRONIC SOURCES	
Florence Nightingale Museum Trust, 1999, <i>Florence Nightingale Museum Website</i> , viewed 10 July 2004, http://www.florence-nightingale.co.uk/	
OTHERS	
Personal – interviews, or correspondence	
Australian Taxation Office , 1999, Personal communication, College Street, Belconnen, ACT.	
King, J 1997, Personal communication, Ipima Street, Braddon, ACT.	
Pamphlets / brochures	
<i>The Young Socialist</i> , 1991, Social Reform Group, Sydney, NSW.	

Study and homework tips

Developing a good study routine and managing time to meet deadlines is probably one of the most common concerns students have moving into Years 9 and 10. Here are some tips to consider:

- Choose an appropriate way to record all homework, for example in a journal, Sticky Notes on your laptop, PC, or on your Outlook calendar and check them regularly.
- Check Canvas regularly.
- Ensure that distractions are kept to a minimum, including television, music, mobile phones and especially social media or other computer distractions.
- Attempt the more difficult tasks first.
- Don't spend too much time on the one task. If you are having difficulty with assessment, talk to your subject teacher before it is due.
- Plan your study and homework time in advance. If you have a test or a deadline approaching, write down what you are going to do each night and stick to it.
- Be sure to plan around things such as sports training or family commitments to make sure that your plans are realistic.
- Pack your school bag the night before so that you don't leave work at home.
- Keep reading your English novels and interest material when you have spare time.
- Talk to your parents about homework and assignments. The subject may not be something they are familiar with, but they will still help you to stay engaged with your studies and they are interested in the work you are doing.

Parent/Teacher interviews and reports

When are Parent/Teacher interviews?

Parents can book interviews online. This is accessed via the college website using a login that will be sent home shortly before the interview dates. Parent/Teacher interviews are in early Term 2 and late Term 3. While these are scheduled times, parents can contact teachers by phone or email at any time if they have questions or concerns. To email a teacher use their firstname.lastname@sfx.act.edu.au or you can contact them through Compass.

When are reports released?

At the end of each semester, students will receive an electronic report that shows the overall grade achieved in each course which is an indication of student achievement against the academic outcomes.

Each course has report descriptors that are marked on a 5-point scale that indicate how far above, at or below standard the student has achieved. These descriptors are based on the Australian Curriculum achievement standards.

If students have shown outstanding academic achievement or consistent commitment to studies for each subject, they may also receive an additional acknowledgment of this on their report.

Reports and interviews are available at the following times throughout the year:

- End of Term 1: Parent Teacher Interviews
- End of Semester 1: Formal Written Report
- End Term 3: Parent/Teacher interviews
- End of Semester 2: Formal Written Report

Resource Centre

What can I use the Resource Centre for?

The Teacher Librarians will run orientation sessions to help you learn the location of all the resources and equipment that you will need for your school work.

Each student can borrow a maximum of four books at a time. There is a very large fiction section, with a range of popular authors and books. The Resource Centre also have a collection of e-readers called KOBO's, which include a large range of popular titles. The comfortable couches are a pleasant place to sit and read out of class hours.

The Resource Centre runs various activities and special events. Every week there is a quiz for all students to enter, Reading Café for keen readers, Comic Book Club and Manga Club. Students are welcome to apply for a Resource Centre Student Assistant job that sees them volunteer their lunchtime once a fortnight. The Resource Centre is open until 4pm Monday to Thursday where students can get assistance from the Teacher Librarians. Maths teachers are available to assist with Maths homework and assignments on certain days of the week.

When can I use it?

The Resource Centre is open to all students at the following times:

- 8.00am to 8.20am daily.
- 1.25pm to 1.50pm daily.
- 2.55pm to 4.00pm Monday to Thursday.

The school rules apply in the Resource Centre as they do in the rest of the school. Students are not permitted to have food or drink in this area to help preserve resources and to enhance that the Resource Centre is a place for study. There is an expectation that school computers are used for school-based work and that games are not played on them.

The Resource Centre is a fun place to be if you treat people and resources responsibly, respectfully and safely.

Extra-curricular activities

At SFX there are many different activities you are welcome to become involved in. These will be advertised through Pastoral notices and displayed on tv screens around the College. These include Reading Café, Strategic Games Club, Green Team (Sustainability, gardening etc), various sporting teams, plus much more.

Careers

St Francis Xavier College has a VET Coordinator and Careers Advisor who supports students' career development. They can assist students with:

- writing resumes, completing job applications and preparing for interviews
- Australian School-Based Apprenticeships
- work experience.

Work experience

The central purpose of Work Experience is to provide opportunities for students to investigate first-hand the careers in which they have developed some genuine interest. Students in Year 10 may participate in work experience, where a student is placed in a work environment for one week. Students do not receive any payment while they are on Work Experience.

Australian School-Based Apprenticeship

An Australian School-Based Apprenticeship (ASBA) involves a student undertaking an apprenticeship while enrolled in a program of study at an ACT College. Students are paid while working and, if successfully completed, students receive their Year 12 Certificate and a Nationally Recognised Qualification.

ASBAs can be undertaken in any of the Vocational Education and Training (VET) Courses offered by St Francis Xavier College as well as a range of other areas, such as hairdressing, landscaping, retail, motor trades, aged care and childcare.

ASBAs are usually undertaken when a student is in Year 11 or 12. Under exceptional circumstances an ASBA may be available to Year 10 students at SFX and will be considered on a case by case basis.

Pastoral Care at SFX

The following people are available at school to support you in a range of ways:

Pastoral Leader	Your Pastoral Leader is your go-to person to help with all sorts of things including attendance, general advice regarding learning and progress, issues with other students, extra-curricular activities, general wellbeing and day to day organisation. To support you, your Pastoral Leader may consult with your subject teachers or the Year Coordinator. Pastoral Leaders also assist your parents and carers in looking after your wellbeing at school.
Classroom Teachers	Classroom teachers are always willing to discuss your learning or give you extra help with any aspect of what is being covered in class. If you are having trouble understanding the concepts, working through assignments, meeting deadlines, issues with other students in your class or needing an extra challenge, please speak to them so that they can help. Classroom teachers are the best people to speak to about a learning or classroom concern in the first instance.
Studies Coordinator	Each subject has a Studies Coordinator who is responsible for the teaching and learning and wellbeing of students in their subject area. Students are always welcome to approach the Studies Coordinator if they have concerns about a subject and their learning. Studies Coordinators are the best people to speak to about a subject or classroom concern if you would like further information or feel an issue hasn't been resolved after speaking with your classroom teacher.
Year Coordinator	The Year Coordinator oversees the wellbeing of an entire year group. It is their job to foster and maintain the pastoral care of all the students. There are many things they can help you with and they can also suggest other staff and programs that may be able to assist with a specific issue. Students can drop by to see the Year Coordinator outside of class time or with the permission of their class teacher.
Inclusive Education	Inclusive Education teachers will be able to help you if you are having trouble keeping up with the academic demands of Years 9 and 10. Often it is just a matter of getting you started on an assignment or helping to revise for a test. See the staff in the Learning Support Staffroom if you ever need assistance.
Teacher Librarians	The Resource Centre is open for you to use before school, lunchtime and on Monday to Thursday afternoons until 4pm.

Counsellors	The counsellors are employed by Catholic Care and provide a confidential counselling service to all students in the school. Counsellors are either registered psychologists or social workers. Students may make an appointment with the counsellor by writing a note requesting an appointment and putting it in the mailbox which is on the door of the counsellors' office, via school email, dropping by at recess or lunchtime if the counsellor is free, or asking your Pastoral Leader, Year Coordinator or parent to make an appointment for you. The first session is usually an introductory session, getting to know you and informing the student of the services provided by the counsellors. This can be anything from devising strategies for anxiety, dealing with stress, friendship or family issues and school issues. Counsellors also run group sessions such as to help develop social skills. If appropriate, a counsellor will refer to other agencies when necessary, such as Headspace. Students have the choice whether they wish to attend their appointments.
Assistant Principals	The Assistant Principal Wellbeing is responsible for all student pastoral care and behaviour management in the school. It is the role of the Assistant Principal to ensure that all students are safe, happy and productive. The Assistant Teaching and Learning is responsible for matters relating to curriculum, faculties and academic achievement, including student wellbeing in these areas. Students can drop by to see the Assistant Principals outside of class time or with the permission of their class teacher.

Looking after yourself

Years 9 and 10 can be fantastic, exciting years, offering many opportunities. As in all years though, challenges will arise. Looking after yourself and developing resilience will enable you to succeed throughout Year 9 and 10 and prepare you for your Senior years.

Some strategies you can do to look after yourself are:

- Get good sleep – experts say that in these years you need 8-10 hours of sleep. Not having any devices in your room helps with this so charge all devices in the living room or kitchen at night. Consider using a retro alarm clock rather than your phone to wake you up.
- Eat nutritious food and drink plenty of water.
- Participate in regular physical activity, whether it's playing a sport or just walking the dog.
- Spend time with friends. Surrounding yourself with positive peers who respect you, build you up and make you feel happy to be with, can be one of the best things you can do to look after yourself.
- Chat regularly with parents or a trusted adult about how things are going.
- Have fun and do the things that lift your mood and bring you joy.
- Do not mask problems.
- Tackle one thing at a time and plan your time so that things such as homework aren't left to the last minute.
- Be flexible and positive about change and challenge.
- Don't spend too much time online, particularly on social media.
- Sometimes, take time out to do nothing. This really helps develop your creativity and allows for problem solving.
- Be yourself and try not to compare yourself to others. You are more than good enough.

Online support

The organisations below offer some of the most popular and highly regarded online support services for young people. They provide practical tools and support to help young people get through everything from everyday issues to tough times. The following websites have factsheets, tools, apps, videos and forums and some have free confidential counselling and webchat services.

<p>Talk to Kids Helpline - teens</p> <p>1800 551 800 or kidshelpline.com.au/kids/get-help/webchat-counselling</p> <p>Talk to Lifeline: 131 114</p>	<p>Report cyberbullying</p> <p>www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying</p>
<p>Substance abuse - alcohol and drugs</p> <p>www.headspace.org.au/young-people or phone 1800 650 890. www.youthbeyondblue.com/do-something-about-it/who-can-support-you or phone 1300 22 4636</p>	<p>Shared something online you regret</p> <p>www.thinkuknow.org.au/need-advice</p>
<p>Anxiety and depression</p> <p>au.reachout.com www.headspace.org.au/young-people or phone 1800 650 890 www.youthbeyondblue.com/do-something-about-it/who-can-support-you or phone 1300 22 4636</p>	<p>Get help with image-based abuse</p> <p>www.esafety.gov.au/image-based-abuse</p>
<p>Physical health</p> <p>www.headspace.org.au/young-people</p>	<p>Work and study</p> <p>www.headspace.org.au/young-people</p>

Office of the
Children's
**eSafety
Commissioner**



headspace

Supporting friends

We each have a responsibility to look out for and care for each other. Some of your peers may experience tough times and it can be hard to sometimes know how best to help them. The following may assist you in knowing what to do if you are concerned about a peer. Tough times can include many things such as serious illness; death of a loved one; abuse; being bullied; self-harm; experiencing a mental health condition; risky behaviours and problems at home.

What if you are not sure whether the situation is serious?

- trust your gut instinct if in doubt, then act
- talk to the person you are concerned about
- talk to a trusted adult.

Signs that something is wrong

- often looking sad
- complaints of tiredness/lacking energy
- withdrawal from friends/family
- sudden or frequent crying or anger
- preoccupied with weight, not eating much or overeating
- irritable/having a hard time sleeping
- out of character behaviour
- talking as if they have no hope or future, or talking about hurting themselves
- not coming to school
- lost interest in their usual activities/lost motivation
- using drugs or alcohol.

If you are worried about a friend's safety, please tell an adult, do NOT keep it a secret. Keeping the secret won't help your friend and you cannot bear the responsibility if they do hurt themselves.

If your friend refuses help, you can still tell an adult who can help.

Some things you can do to support a friend in need:

- Let them know you care and that you want to help.
- Tell them you are worried about them, what you have noticed and how it hurts/effects them and you.
- Tell them that you respect their right to privacy and will not share your friend's issues with other friends or school mates.
- Don't rush them to talk to you. Respect their right to not talk and tell them you will listen when they are ready.
- Respond to them in a non-judgmental and reassuring manner.
- Encourage them to talk to a trusted adult and help them find this person.

Being a supportive friend in challenging times can be a wonderful thing, but it's important to take care of yourself too. We all have different strengths and capacities so know your boundaries. This means knowing what you are comfortable doing or not doing and listening to your instincts. It's okay to say what you are willing to do and it's okay to say no if you need to.

Where should I go if?

I lose something?

The Student Office is the home of all the lost property.

I'm late to school?

Every student who is late to school needs to report to the Student Office to check in/swipe in using their student card. They will receive a late note to show to their teacher and to then take home to be signed by their parent or guardian and returned to school as proof of parental permission.

I need to print something?

There are computers with printers in the Resource Centre, Hub or you could ask your teacher if you could use a printer. Colour printing must be sent to a teacher for printing.

I get hurt?

Sick Bay is located in the Student Office.

I forget to bring my lunch?

Talk to your Pastoral Leader or Year Coordinator.

I have a question about my subjects or electives?

Talk to your teacher first and they will refer you to the Studies Coordinator or Assistant Principal Teaching and Learning.

I have a Green Slip?

You need to report to a teacher on playground duty within two days of receiving the Green Slip. Plastic bags are located outside the Pastoral Advisors staffroom (across from the Chapel).

I need a quiet place to pray or meditate?

The chapel is available to students for silent personal prayer, reflection and meditation. Please speak to the Liturgy Coordinator or Religious Education Coordinator if you wish to use the chapel. Mass is celebrated in the chapel at lunchtime several times a year.

I want to buy some food?

The canteen is open at lunch and recess and is available for all students. You can buy a range of delicious food from the canteen.

If I have a useful suggestion?

If you have a suggestion that you think will benefit the school community, see your student representative (SRC)

Expectations

In Years 9 and 10 students are expected to adhere to the College's high standards for:

- behaviour, dress and self-discipline
- application to course work and study, participation in College activities
- respect for property and people through observance of the school rules.

Regulations are made for the safety and wellbeing of all members of the College community.

The following standards of conduct are expected of all students:

Be Kind

Be Responsible

Be Respectful

- show courtesy and respect for staff and fellow students
- behave in ways which always allow all community members to feel safe
- cooperate in the school's programs
- show care for health and personal appearance
- show respect for safety, good health, the environment and property.

St Francis Xavier College requires students to wear a prescribed uniform and meet a standard of appearance. The purpose of a uniform is to:

- provide a consistent and identifying look for the College
- provide all students with equal access to quality clothing
- minimise economic and social issues
- promote a sense of identity and unity.

By asking students to adhere to a prescribed uniform, the College is removing issues associated with fashion trends and image that can divide school communities. It is expected that students will wear the prescribed uniform at College, while travelling to and from College and at College events where uniform is required.

College uniforms are approved by the College Community Council.

Please see ***College Guide*** for details on Uniform



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