



# St Anne's College

## INFORMATION BOOKLET

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Information for families enrolled in 2025



# ST. MEL'S PARISH

18 HAMILTON STREET, SHEPPARTON VIC. 3630  
TELEPHONE: (03) 5831 2194  
sheppartonsouth@sandhurst.catholic.org.au



**Parish Administrator:** Fr Joe Taylor  
**Assistant Priest:** Fr Ruel Desamparado RCJ

## **Christ the King Church - Mass Times**

SUNDAY: 9:30am and 5pm  
SATURDAY: 9.15am

## **Office Hours:**

TUESDAY - THURSDAY: 9am – 2.30pm  
FRIDAY: 9.30am to 12.30pm



**Anthony Butts**  
**Cherie Boltong**  
**Kate McGrath**  
**Elizabeth Holligan**  
**David Villani**  
**Jo Alper**  
**Nancy Minicozzi**  
**Tara Jeffery**

Principal  
Deputy Principal, Learning and Teaching  
Deputy Principal, Community and Wellbeing  
Catholic Identity Leader  
Business Manager  
Office Manager  
Executive Assistant  
Enrolments

## **OFFICE HOURS**

Monday – Friday 8:45am – 3:45pm  
72 Wendouree Drive, Kialla, Victoria 3631  
(03) 4812 2993  
office@sackialla.catholic.edu.au  
www.sackialla.catholic.edu.au



We acknowledge the Yorta Yorta Nation, whose clans include: *Bangerang, Kaitheban, Wollithiga, Moira, Ulupna, Kwat Kwat, Yalaba Yalaba and Ngurai-illiam-wurrung*, as the Traditional Custodians of the land on which our Education Community is situated.

## **COMMITMENT TO CHILD SAFETY**

All students enrolled at St Anne's College, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse.

We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

**St Anne's College is a Catholic community welcoming all,  
inspired by a loving God, committed to faith, wisdom and learning.**

*Central to the mission of St Anne's College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.*

*St Anne's College promotes the safety, wellbeing and inclusion of all students*

## *Vision* **Statements**

*At St Anne's College we strive to:*

- Develop a relationship with God that supports and nurtures our personal faith.
- Create relationships that are collaborative and in partnership with students, staff, parents, parish and the wider community.
- Empower individuals to grow in confidence and a willingness to explore their world: spiritually, academically, socially, emotionally and physically.
- Implement a curriculum that is contemporary, focuses on the needs of the individual and celebrates the joy of new learning.

## *Graduate* **Outcomes**

*At St Anne's College we aspire for our graduates to be:*

- Engaged learners, risk takers and confident leaders
- Able to apply literacy and numeracy skills capably
- Readily transfer learning as collaborative global citizens
- Stewards of our environment
- Skilful, responsible and competent users of technology
- Socially respectful, value diversity and act justly

# Who is St Anne?

**Grace,  
the 'gracious one',  
'the loving one'**

**FEAST DAY - 26 July**



You have probably heard the expression “the apple does not fall far from the tree”.

It means children are often like their parents. Scripture does not tell us anything about the parents of the Blessed Virgin Mary. Tradition tells us that their names were Joachim and Anne. The name Anne means “Grace” while Joachim means “the Lord will judge.” Tradition also says Joachim and Anne took their daughter to the Temple in Jerusalem when she was very young. They understood Mary was a special child, so they dedicated her to God. We do know that Joachim and Anne have been honoured in the Church from early Christian times. By looking at Mary, their child, we can figure out several things about them. They must have set the example that Mary followed to become the loving, gentle, faith-filled, courageous woman she was—the perfect woman to bear and raise the Son of God. Whether or not Joachim and Anne are the real names of Mary’s parents, the couple were the holy, heroic ones who faithfully prepared for the coming of the Messiah. Because Joachim and Anne were the grandparents of Jesus, they are the patrons of grandparents.

## **Our Parish** *Story*

St Mel’s Parish was established in 1955. On 9 December 1956 the first building, a Church and School, was blessed and opened.

St Mel’s School was established in 1957. The school was in the care of the Mercy Sisters who have dedicated their lives to educating and caring for the sick and needy. In 1991 the Mercy Sisters handed over the running of the school to the Parish and the first lay principal was appointed.

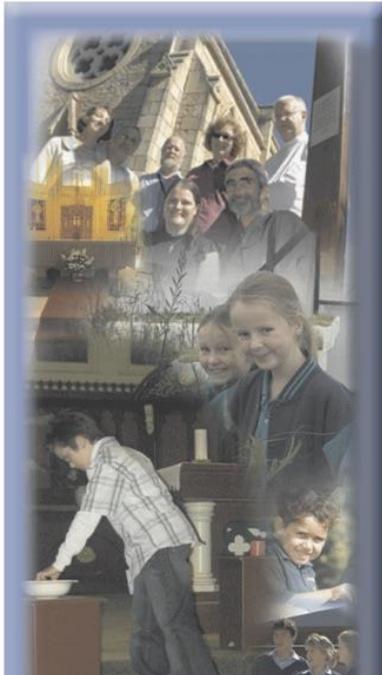
In 1969, Bishop Bernard Stewart welcomed the Daughters of Divine Zeal to St Mel’s Parish in Shepparton. At that time, Bishop Stewart said, “The opening of this new Kindergarten at St Mel’s is a day of rejoicing, thanks to the Daughters of Divine Zeal. Some mothers need to become breadwinners and this new Kindergarten in the Parish will provide help.”

The Scalabrinian Fathers played a very important role in the development of St. Mel’s Parish. The Scalabrinians arrived in 1962 and administered to the needs of the many migrant families established in the area, especially the Italian community.

In 2019 a new era began. As Shepparton grows and with the expansion of Kialla, St Mel’s Parish spread its service to the community with the opening of St Anne’s College Kialla.

# SANDHURST CATHOLIC SCHOOLS

## OUR VALUES



### **Love and Compassion**

We seek to celebrate life as a gift from a loving God and, with Jesus as our model, to inspire the courage and confidence to serve others, especially those less fortunate than ourselves.

### **Reverence and Awe**

We celebrate the presence of God in our midst in the wonder and gifts of each person, in the beauty and awe of God's creation, in the daily events of our world. We strive to live in right relationship with the earth and all God's creatures.

### **Joy, Optimism and Creativity**

We rejoice in the creativity and gifts of the Spirit in each person.

We believe God is present in each of us – in our working, our praying and our being together.

### **Peace, Justice and Honesty**

We seek to make justice visible by living simply and justly, by being honest and fair and by building peace through relationships and care of each other.

### **Generosity in the Service of Others**

With Jesus as our model, we celebrate our vocation to develop each person's potential, to be consciously transformational, serving God in the Church and in the world with a committed and practical concern for the poor.

### **Commitment and Faithfulness**

We seek to enable students to find God in all things, to live out their vocation in life with joy in the service of others. We are committed to covenant relationships.

### **Understanding and Inclusion**

We promote the God-given dignity of each person, honouring the cultures and faith traditions of all. We value the richness of diversity and difference.

### **Forgiveness and Reconciliation**

We seek to support one another, to deepen the bonds of community which unite us, by promoting mutual understanding and reconciliation.

### **Respect and Responsibility**

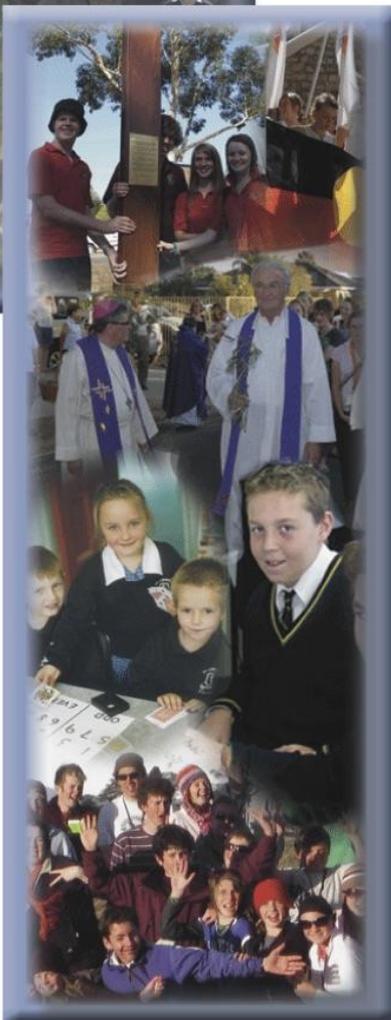
We strive to build a community committed to personal and communal growth, founded on justice where we take responsibility for each other, and we are accountable for our own actions.

### **Integrity and Self Discipline**

We value each person as being essentially good, with freedoms, rights and responsibilities.

We are dedicated to students and value life-long learning.

We provide opportunities for our students to be open to a personal relationship with God.





# VALUES FOR AUSTRALIAN SCHOOLING

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## **Care and Compassion**

Care for self and others

## **Doing Your Best**

Seek to accomplish something worthy and admirable, try hard, pursue excellence

## **Fair Go**

Pursue and protect the common good where all people are treated fairly for a just society

## **Freedom**

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

## **Honesty and Trustworthiness**

Be honest, sincere and seek the truth

## **Integrity**

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

## **Respect**

Treat others with consideration and regard, respect another person's point of view

## **Responsibility**

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

## **Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

**CHARACTER IS DESTINY**

— George Eliot



## Explaining Absences

Report your child's absence before school commences

Provide a reason for your child's absence

Notify the school of any upcoming absence

## How you can help your child do well at school?

While it's important to stay informed and be involved in school activities where possible, there are lots of things you can do at home which can help your child to do better at school:

Have high yet achievable expectations of your child:

- Talk regularly about school and the value of learning.
- Encourage positive attitudes and respect for school and teachers.
- Model the behaviours you would like to see in your child.

Other things you can do which have also been shown to have a positive impact are to:

- Read aloud with your child and listen to your child read aloud – at any age!
- Talk and ask about what they are learning.
- Ask what was and was not fun at school.
- Help them to develop strong work habits.

One of the most effective ways parents and families can help children to do better at school is to make sure they go to school every day. School attendance has a major influence on educational outcomes. Students who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling.

Visit the Department of Education's [Parent Engagement in Learning](#) webpage for more tips and information to help you get involved in your child's learning.

## Learning Hours

8:30 – 8.55	Learning spaces open – before school
8.55 – 9:05	Pastoral Group
9:05 – 10.45	Learning Sessions One and Two
10:45 – 11:20	Recess / Supervised Eating / Outdoor exploration
11:20 – 1.00	Learning Sessions Three and Four
1.00 – 1.35	Lunch / Supervised Eating / Outdoor Exploration
1:35 – 3.15	Learning Sessions Five and Six
3:15	Dismissal
3:15 – 3.35	After school

## 2025 Term Dates

Term 1:	28 January to 4 April (students start 30 January)
Term 2:	22 April to 4 July (students start 28 April)
Term 3:	21 July to 19 September (students start 22 July)
Term 4:	6 October to 17 December (students last day 12 December)

## MAJELLA HOUSE

### Saint Gerard Majella

PATRON OF MOTHERS

(1726-1755)

Known popularly today as "The Mothers' Saint"

He was a man of great depth and insight, prayer and kindness. He was a mystic and a reader of hearts, ever seeking to be perfectly obedient to the will of God. Unfortunately, his health was never good. Pope Saint Pius X canonized Gerard on December 11, 1904.

His feast day is October 16

St Mel's Parish has a long affinity with the Majellan Club, a dedicated group of mothers who regularly get together to support each other and build social capacity.



## COOPER HOUSE

### William Cooper

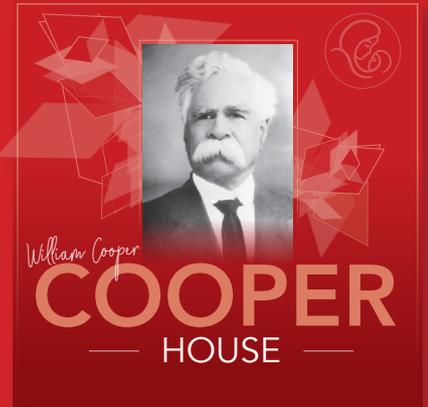
ABORIGINAL ELDER

(1861-1941)

Social advocate, founder of the Australian Aboriginal League

A leader of leaders, William Cooper was a mobilising force in the early fight for Indigenous rights. His measured political lobbying in the 1930s was an important precursor to the more radical rights movement that followed. Cooper believed that Aboriginal people should be represented in Parliament, an outcome he continued to pursue despite disheartening results in his lifetime.

In 1938, he lodged a personal protest against the treatment of European Jews in Nazi Germany. It was one of the first protests in the world against the actions of the Nazis.



## CHARLES HOUSE

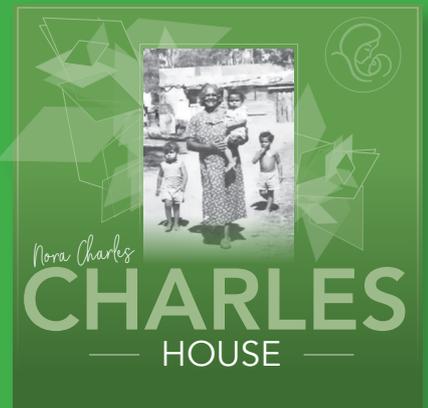
### Nora Charles

YORTA YORTA WOMAN

An early and best-known local Aboriginal Midwife

She was renowned throughout the region for travelling up and down the Murray to camps and missions to assist in the delivery of babies, at a time when Aboriginal women were not permitted access to hospitals or medical professionals.

Nanny Nora Charles participated in the Cummeragunja walk-off and lived on 'The Flats' on the Goulburn River, located between Mooroopna and Shepparton, where she continued to deliver babies as a midwife. Nanny Nora would later become a resident within the town of Shepparton.



## MONTESSORI HOUSE

### Maria Montessori

ITALIAN EDUCATOR

(1870-1952)

Originator of the educational system that bears her name

Maria Montessori became the first woman doctor in Italy in 1896. After graduating, Dr Maria Montessori worked in a psychiatric clinic for unfortunate children. Through Montessori's compassion and intelligence, she sought a solution to help the children. She observed that these children had no toys to manipulate or use their hands on. Maria Montessori also observed that children had a great sense of order.

Montessori always emphasised respect for even the youngest.





**RESPECT**

everyone and  
everything



Always do our

**BEST**



Help others

**SUCCEED**

## PARENT CONCERNS



# Seeking help

If you are ever faced with a problem or challenge, you never have to battle alone.

If you or someone you know needs help or support please reach out and seek help.

### REACH OUT TO A TRUSTED ADULT AT SCHOOL

- Your **Teachers**
- Your **P.G. LEADER**
- Your **School Leader**
- **Deputy Principal** of Community Wellbeing (Kate McGrath)
- Any other **trusted adults** at the college

### REACH OUT TO A WELLBEING OFFICER

- Drop into one of the wellbeing offices at the college and see a Wellbeing Officer OR make a referral to speak to Wellbeing Officer
- Find the link on SIMON
- Our wellbeing officers are:  
Mel Formica, Eliza Linehan, Fional Down

### REACH OUT TO 24/7 EXTERNAL SUPPORTS

Seek 24/7 support from:

**KidsHelpLine** [kidshelpline.com.au](http://kidshelpline.com.au) 1800 551 800

**Beyond Blue** [beyondblue.org.au](http://beyondblue.org.au) 1300 224 636

**LifeLine Australia** [www.lifeline.org.au](http://www.lifeline.org.au) 13 11 14

**13YARN** [www.13yarn.org.au](http://www.13yarn.org.au) 13 92 76

## PARENT PARTICIPATION

At St Anne's College we welcome our parents to participate in the life of the college and more so in the learning of their child. This can be done in a number of ways:

- Hearing children's reading and conferencing their written work
- Assisting at school fundraising activities
- Attending assemblies
- Assisting in keeping St Anne's College clean by educating children on littering and packing lunch in containers
- Having regular conversations with your child about their learning and engaging with PAM (Foundation-12) or Seesaw (F-Yr 6) to keep abreast of their learning progress

At St Anne's College, in faith, wisdom and learning, we:

**RESPECT** everyone and everything

Always do our **BEST**

Help others **SUCCEED**

# INCIDENT FOLLOW UP PROCEDURE

## STEP 1. REMIND

The student is given three discreet warnings to correct their behaviour by College Staff.

## STEP 2. REPORT

A factual report is written on SIMON. The report should be free of emotion and state details of what occurred including the whole names of students involved.

## RESET

A Student that does not correct their behaviour after three reminders is removed from the class by a school leader for the remainder of the session.

The teacher sends an email to alert leaders. Leader collects the student from class.  
**Leader contacts home.**

## STEP 3. REVIEW

The Pastoral Group Leader reviews the incident and discusses with the student if necessary.

Pastoral Group Leader communicates home the child has received an incident.

## STEP 4. REFERRAL

If the student receives three incident reports in a week, a meeting with the Community Wellbeing Leader / Behaviour Support Leader and parents/carers takes place to discuss consequences and further supports.

## STEP 5. RAMIFICATION

If a major incident or several minor incidents occur after review meeting, the Principal contacts Parents/carers and a meeting is scheduled.

## FURTHER DISCIPLINARY ACTION

After the next significant incident or multiple minor incidents, further disciplinary measures will be taken at the discretion of Principal.

## DISCLAIMER

This process does not replace an incident that constitutes a suspension, expulsion or negotiated transfer. Major and Severe behaviours that endanger the safety of our community will be addressed at the discretion of the Principal.

# Everyone has the right to *feel safe and be safe*

## Therefore, we expect:

- Politeness
- Respect for other people's opinions
- Fair treatment
- Acceptable and helpful language
- Problems to be settled without fighting
- Care for others and others' property
- Cooperation, taking turns and sharing
- Kindness
- Personal space
- Responsibility for own property
- Quiet talking
- Staying on task
- Letting others get on with their work
- Careful listening

## We ask our students for:

- Participation in all activities, including those of a spiritual nature.
- Respect for each other, adult or child, demonstrated by using good manners, appropriate dress (including the correct wearing of college uniform), and compliance with school rules and regulations as set by Catholic Education Sandhurst Ltd, the College Principal and staff.
- Pride in their personal contribution to the community.
- Loyalty to the school community.
- Care about our classrooms, gardens and grounds.

## To our friends and families we request:

- Encouragement, understanding and support for the St Anne's College programs.
- Active participation in the life of St Anne's College community, including our decision-making process, as well as participation in a wide range of voluntary activities.
- Cooperation with other members of St Anne's College parish community.
- Acceptance and active support of the Catholic ethos of St Anne's College community.
- Participation in the child's spiritual, sacramental and pastoral education processes.
- The fulfilment of all financial obligations to St Anne's College.
- Participation in keeping St Anne's College clean, eg. limiting plastic wrappers, etc.
- Assisting children with home learning.
- If you have an issue, approach the College Principal rather than having discussions among yourselves.

## From St Anne's College staff we require:

- Commitment to the Catholic faith and ethos.
- Loyalty to St Anne's College community.
- Integrity and professionalism.
- An overriding personal commitment to each individual child under their care.
- Sensitivity to the needs of families and parents/carers.
- Commitment to professional and personal development.
- Commitment to school and personal 'review and development'.
- Support and encouragement of each other.

## Nurturing positive school and family relationships

At St Anne's College we are committed to nurturing respectful relationships and active partnerships with you as parents. We believe that our students' learning journeys are enriched through positive and reciprocal home and school relationships.

As parents/carers, you act as one of the most influential role models in your child's life. We therefore seek your support in promoting and upholding the core values of the school community and its culture of respectful relationships within a Catholic faith tradition.

This Code of Conduct is intended to guide you in your dealings with staff, other parents/carers, students and the wider school community. It articulates the school's key expectations of both staff and parents/carers with regard to respectful relationships and behaviours. It also specifies the school's position with regard to unacceptable behaviours that breach our culture of respect.

This Code of Conduct is to be read in conjunction with St Anne's College:

- Child Safe Policy
- Occupational Health and Safety Policy
- Volunteers Policy



## Our culture of respectful relationships

Among students, staff and parents we strive to develop the following:

- A respect for the innate dignity and worth of every person;
- An ability to understand the situation of others;
- A cooperative attitude in working with others;
- Open, positive and honest communication;
- The ability to work respectfully with other people;
- Trusting relationships; and
- Responsible actions.

### In promoting and upholding this culture, we expect staff will:

- Communicate with you regularly regarding your child's learning, development and wellbeing;
- Provide opportunities for involvement in your child's learning;
- Maintain confidentiality over sensitive issues;
- Relate with and respond to you in a respectful and professional manner; and
- Ensure a timely response to any concerns raised by you.

### In promoting and upholding this culture, we expect parents will:

- Support the school's Catholic ethos, traditions and practices;
- Support the school in its efforts to maintain a positive teaching and learning environment;
- Understand the importance of healthy parent/teacher/child relationships and strive to build the relationships;
- Adhere to the school's policies, as outlined on the school website; and
- Treat staff and other parents with respect and courtesy.

## Raising concerns and resolving conflict

(Also refer to Complaints Policy)

In raising concerns on behalf of your child, or making a complaint about the school's practices or treatment of your child, we expect you will:

- Listen to your child, but remember that a different 'reality' may exist elsewhere;
- Observe the school's stated procedures for raising and resolving a grievance/complaint;
- Follow specified protocol for communication with staff members, including making appointments at a mutually convenient time and communicating your concerns in a constructive manner; and
- Refrain from approaching another child while in the care of the school to speak with or chastise them because of actions towards your child. Refer the matter directly to your child's teacher for follow-up and investigation by the school.

In responding to your concerns or a complaint, we expect staff will:

- Observe confidentiality and a respect for sensitive issues;
- Ensure your views and opinions are heard and understood;
- Communicate and respond in ways that are constructive, fair and respectful;
- Ensure a timely response to your concerns/complaint; and
- Strive for resolutions and outcomes that are satisfactory to all parties.

## SAFETY AND WELLBEING

The school places high value and priority on maintaining a safe and respectful working environment. We regard certain behaviours as harmful and unacceptable if they compromise the safety and wellbeing of a member of our school community. These behaviours include, but are not limited to:

- Shouting or swearing, either in person or on the telephone;
- Physical or verbal intimidation;
- Aggressive hand gestures;
- Writing rude, defamatory, aggressive or abusive comments to/about a member of the school community (emails/social media);
- Racist or sexist comments; or
- Damage or violation of possessions/property.

When an adult behaves in such unacceptable ways, the Principal or a senior staff member will seek to resolve the situation and repair relationships through discussion and/or mediation.

Where an adult's behaviour is deemed likely to cause ongoing harm, distress or danger to a member of our school, we may exercise our legal right to impose a temporary or permanent ban from the adult entering the school premises. In an extreme act of violence that causes physical harm, the matter may be reported to the police for investigation.

## SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

We aim for students to:

- Be self-directed and lifelong learners;
- Act responsibly and accept responsibility for their own actions;
- Help each other with a spirit of friendship and cooperation; and
- Develop and use their skills of problem solving and conflict resolution.

At St Anne's College we use a range of different strategies to address these aims. There is an emphasis on positive and preventative strategies, e.g. acknowledging and rewarding good behaviour. There is a clear step-by-step process for dealing with misbehaviour.

We provide a number of passive spaces for quiet play and time to be away from the busyness of the playground. An alternative social skills program is offered during lunch times for those children who need to explore the norms of play in a less confronting manner.

At St Anne's College we believe all people who participate in our community have the right to feel safe and be safe. With that safety comes a sense of belonging, being happy and the opportunities to succeed. It is also our responsibility to make others feel safe.

Our anti-bullying policy provides the structure to explore appropriate school and social behaviours and to address unwanted behaviours as they may arise. The hope is that we can work together using conflict resolution skills to solve any issues that may result from unwanted behaviour.

Should you or your child feel they have been the victim of bullying in any way, we strongly encourage you to speak to someone at St Anne's College about it, whether it be your child's teacher, a member of staff or the Principal.

### The challenges facing schools today

Schools today are facing intense scrutiny and are under tremendous pressure for improvement, compounded by major issues placing significant demands on our schools. Some of these issues include:

- Increasing diversity of student demographics;
- Changing home structures and complex family relationships;
- Decline in students' social skills, coupled with increased social media issues and cyber safety;
- Antisocial behaviour in schools is on the rise and becoming increasingly more complex;
- Increase in mental health and school attendance concerns;
- Students with special needs and/or complex backgrounds coupled with diminished behaviour management skills of staff and subsequent increased stress levels;
- Stringent academic accountability positioned against low or underperforming student academic achievement;
- Inefficient and ineffective school organisational systems and procedures for the management of student behaviour.

### What is School-Wide Positive Behaviour Support (SWPBS)

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills which in turn enhances learning and teaching. Schools have a responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive, preventative school-wide set of behavioural expectations is a necessary first step for enabling schools to achieve their goals and responsibilities.

SWPBS is an organisational framework, and is not a specific "program", "model", "approach", "tool", or "specific curriculum", but a compilation of research-validated and effective practices, interventions, and systems-change strategies.

### SWPBS provides a framework for:

- Improving the social behavioural climate of schools;
- Supporting or enhancing the impact of academic instruction on achievement;
- Increasing proactive, positive, preventive management while decreasing reactive management;
- Integrating academic and behaviour supports;
- Improving services for all students, including students at risk and students with identified disabilities or diverse learning needs.

### What are the Essential Components of SWPBS?

The following eight components are vital for a fully embedded SWPBS implementation, and operate together in an integrated whole-school framework.

The components are:

1. Common Philosophy and Purpose
2. Leadership
3. Clarifying Expected Behaviour
4. Teaching Expected Behaviour
5. Encouraging Expected Behaviour
6. Discouraging Inappropriate Behaviour
7. Ongoing Monitoring
8. Effective Classroom Practices

## CURRICULUM

Catholic Education Sandhurst Ltd. has introduced a new, multi-school approach to our curriculum. Magnify Sandhurst Learning is a new approach to the curriculum which brings together every student, every teacher, every school, every day with a combined approach to learning.

Magnify Sandhurst places teachers at the forefront, emphasising their role in delivering a knowledge-rich curriculum and learner skills. The method focuses on responsive student engagement and guided practice, providing a strong foundation before advancing to complex tasks: it's sophisticated, inclusive and highly interactive.

Neuroscience supports Magnify Sandhurst, highlighting its importance in learning and retaining key skills and knowledge. This includes a low-variance curriculum which provides consistency and clarity. Magnify Sandhurst Learning involves proactive initial interaction followed by immediately responsive teaching to engage students and foster deeper understanding.

The following learning structure will take place at St Anne's College in 2025 and beyond:

**PRIMARY:** Foundation to Year 6

**SECONDARY:** Year 7 to Year 12

## RELIGIOUS EDUCATION CURRICULUM

As a Catholic school, we also proudly proclaim our Catholic traditions and teach Religious Education using "Source of Life" as our core curriculum.

## SACRAMENTS AND LITURGY

At St Anne's College our preparation for Sacraments, in line with Sandhurst Diocesan policy, is seen as a task that should be the responsibility of parishes and families, while being actively supported and assisted at school.

The Catholic Church believes the primary role of preparing children for sacraments belongs to parents/carers. This has led to a Sandhurst Diocesan Policy called 'Steps in Faith' that has been in operation for several years. The 'Steps in Faith' Policy has meant a shift from school-based sacramental programs to parish-based sacramental programs, with a strong emphasis on parental commitment and involvement. The school will still support the sacramental preparation of the children in its regular Religious Education lessons.

Throughout the year there will be a number of whole school masses and liturgies and other faith building opportunities for students to experience and engage in. These include social justice camps, Project Compassion awareness raising and fundraising, and local community social justice involvement including St Vincent de Paul, Fire Carriers, Caritas and ecological stewardship activities.

## HOME LEARNING

Recent research supports the view that homework is interfering with family life, which is already rushed and pressured. Research also shows that reading regularly at home remains a very important activity; however, there is very little academic value in doing other academic types of homework for primary school aged children.

An expert in the field, Dr. Michael Carr-Gregg, believes time would be better spent on more family-friendly activities.

Students are still required to complete their reading a minimum of four nights per week. In addition to this, other activities would be family and interest based, of a practical or fun nature, that children can do with other family members. Throughout the year the school will provide homework suggestion lists. Lists might include things such as: draw a map to school, visit and borrow a book from the Shepparton Library, make your own school lunch, play a board game together, walk the dog, write or email your cousins or grandparents, etc.

Our home learning expectations are:

### Foundation – Year 4:

- Child reading to an adult / adult reading to the child for approximately 15 minutes, four times a week.
- Reading for approximately 20 minutes, four times per week, with spelling and number fact practice.

### Year 5-6:

- Reading for approximately 30 minutes, four times per week, with spelling, number facts and possible project work.
- Development and use of an online diary and timetable for daily organisation.
- Self-directed goal setting.
- Occasionally asked to complete minor pieces of work

### Year 7-12:

- Reading for approximately 30 minutes daily.
- Development and use of an online diary and timetable for daily organisation.
- Self-directed goal setting.
- Complete tasks as a result of personal goals.
- Revision of learning covered in class.
- Research to further improve and gain new learning.
- Posing questions that will lead to ongoing learning.

## **DIGITAL TECHNOLOGY AND INFORMATION AND COMMUNICATION TECHNOLOGY**

ICT is a fundamental part of St Anne's College. All students have access to digital devices, along with digital cameras and other recording devices.

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

St Anne's College promotes the safe use of ICT. In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

### **LEARNING FEEDBACK: Learning Conversations, Interviews And Reports.**

Throughout the year a variety of opportunities will be offered to support the student learning that will take place. We encourage parents/carers to attend these opportunities as they arise.

Parents/carers can view children's work and have an informal chat to Learning Mentors (teachers) by making an appointment with the Learning Mentor to be held at a convenient time.

Teachers can also request for a student/parent/teacher discussion to talk about the student's learning or behaviour at a convenient time for all.

Learning Conversations will be held in Term 1 and 3. The Learning Conversations are held with the student leading the dialogue. Goals for student progress will be set at this meeting.

At any given time either a teacher or parent is able to request a discussion to be held without the child present.

Learning updates will be available electronically and at the point of learning via the Parent Access Module (PAM) on SIMON.

A summary of learning (reports) will be issued at the end of each semester electronically via PAM. These can be downloaded and printed from PAM if preferred.



## **ST ANNE'S COLLEGE ADVISORY COUNCIL**

The St Anne's College Advisory Council is a team of representatives from the school parent community, St Mel's Parish, Catholic Education Sandhurst, and St Anne's Leadership and Administration faculty, brought together through a vision to support the growth of the school and learning outcomes for all those who attend. They aim to provide a voice for the school community and stakeholders.

Advisory Council members volunteer their time to meet formally twice each term with the view to discuss the issues that shape the vision and strategic direction of the college and to support the work of the Principal. The Council also comes together outside of these times where the need arises.

Members come from a range of backgrounds and are guided by the college's Catholic principles.

The Council cannot make operational changes to the school - their consultation is sought in the view to provide support and advise in areas of strategic planning and school improvement.

Advisory Council members are elected for a three-year term and are governed by the Terms of Reference. A member of the parent community resides in both the Chairperson and Deputy Chairperson role.

## **ST ANNE'S SPORTS ASSOCIATION**

St Anne's Sports Association (SASA) is an independent incorporated organisation that brings together a committee of motivated community members. SASA regularly shares information about sporting opportunities available to students, along with photos, news and updates about our SASA teams and activities. This information is published in the College Newsletter.

## **EXCURSIONS, INCURSIONS AND CAMPS**

Excursions, incursions and camps are an integral part of the curriculum. They are a way to extend each child's understanding and knowledge of the wider world, and at the same time to introduce, consolidate and enrich particular areas across the curriculum. Students who miss camps and excursions are placing themselves at a disadvantage, both academically and socially. Camps are quite expensive to run; therefore we require all families to pay the camp levy (no child will be prevented from attending any excursion or camp due to an inability to pay). Excursions, incursions and camps are a compulsory part of the curriculum.

Legally St Anne's College requires a separate consent form to be completed for each excursion in which a student participates. Consent forms are given ahead of time through PAM, along with detailed information about the proposed excursion. Regrettably, any student whose form is not returned will not be allowed to participate in the excursion.

## **COLLEGE NEWS**

The College newsletter is published fortnightly and emailed to all families and community members.

Items for inclusion should be emailed to [newsletter@sackialla.catholic.edu.au](mailto:newsletter@sackialla.catholic.edu.au), no later than 12noon on the day prior to publishing.

All notices will be available on PAM, SIMON everywhere (APP). St Anne's College also utilises social media to celebrate the great things happening at the college, student achievements, events and much more. You can keep up to date on our social media by adding us on Facebook, Instagram and LinkedIn.

We suggest that you also regularly ask your student of any important information that you should be aware of.

## **ASSEMBLY**

Each school gathers throughout the school year at certain times for assemblies. The schools come together to pray together, share pride in the special achievements of students, celebrate milestones and listen to general announcements. Parents and visitors are always welcome at assemblies. Assembly dates and times will be included in the PAM calendar.

## THE COLLEGE COMPOSITE FEE

St Anne's College charges a Composite Fee which comprises a College, Capital and Curriculum Fee, Camps, Sports and Excursion Levy and Technology Levy. The College Composite Fee is an all inclusive fee for Years Foundation through to Year 9. As Years 10 to 12 become more subject and pathway specific, booklist and stationery requirements are additional along with some additional charges applicable to certain subjects or VCE pathways. Additional reimbursement costs are also charged for lost or damaged resources, and bus travel (if applicable).

### Fees consist of:

- Annual College fees based on the year of education the student is completing are charged in February. Discounts are provided for families with multiple children enrolled.
- Subject Specific charges for VCE/VET classes enrolled with including GoTafe, Outdoor Education, iVet, Educlick and Biology. These will be noted on the annual Fees letter.
- Tech repairs and replacements as they occur.
- Lost Library books as they occur.
- Country Bus charges every term.

Every effort is made to keep fee rises affordable while providing the resources needed to ensure the quality educational programs offered by St Anne's College are ongoing.

As part of our commitment to providing a learning experience that is at the very forefront of education in this technological society, we will endeavour to access the majority of our learning resources online or via computer programs. The cost of the online programs used within Numeracy, Literacy and Languages are included in the tuition fees.

All students will have individual access to a digital device. If a student leaves St Anne's College during the year, there will be no refund of the ICT levy, and the iPad must be returned to St Anne's.

You can access the Camps, Sport and Excursions Fund (CSEF) if you have a Family Health Care Card or pension card. Visit <https://drive.google.com/file/d/1ntNmZPu9K9g9MI5yfFXIOZTtpE2k-b7w/view?usp=sharing> to access the form.

At St Anne's College no child will be excluded from school if families have a genuine financial difficulty. Families experiencing financial difficulties need to contact the Principal or the Business Manager so that alternative arrangements can be made. Such arrangements are strictly confidential.

### Fee Payment Methods and Due Dates

The College's preferred method of payment for fees is via Direct Debit which we process from our systems. These can be processed on a weekly, fortnightly, monthly, quarterly or annual basis which is based on the Direct Debit form completed by you.

The College can also process automatic credit card payments however these are only processed monthly. There is an option to use Centrepay if you are receiving Centrelink benefits. To set up this process, contact the College's Finance Team..

### Withdrawal of Students from the College

The College must be informed in writing/email the name of the student withdrawing their enrolment and what is their last day of attendance. The student must either be enrolled in another school or gainfully employed for the withdrawal to be accepted.

The student must return all the tech items to the College at the end of their last day. If items are not returned the College will charge for their replacement.

As per the College fees agreement, the student is charged for the whole term in which they depart. There will be a pro-rata rebate of fees for the terms the student will not be enrolled for.

If there are library books these will be charged to the student.

Once all the above is completed then if there remains a balance in the Debtor account this will be paid via the terms of the Direct Debit in place. If there happens to be a credit balance, this will be refunded accordingly.

### Fee difficulties

If you are expecting to experience difficulties paying the tuition fees, please contact the College Principal or Business Manager.

Apart from these fees and levies we ask for no other financial contribution apart from any fundraising or social justice donations e.g. Caritas Australia's Project Compassion.



**DAYS MISSED = YEARS LOST**

# EVERY DAY counts

A day here and there doesn't seem like much, but ...

When your child misses just...

they miss weeks per year

and years over their school life

**1** day per fortnight  
 = **4** weeks  = over **1** year missed

**1** day per week  
 = **8** weeks  = over **2.5** years missed

**2** days per week  
 = **16** weeks  = over **5** years missed

**3** days per week  
 = **24** weeks  = over **8** years missed

*Please*  
**NOTIFY US**  
IF YOUR CHILD WILL BE ABSENT FROM SCHOOL



LET US KNOW ON THE APP



CALL US ON 4812 2993



LET US KNOW IN PERSON



## ATTENDANCE

Students are marked on a daily roll, which is maintained electronically in the administration office. Such rolls are mandated by Government authorities and are considered legal documents. It is expected students attend the College daily unless they are sick or have legitimate reasons e.g. family reasons, to attend funerals or other significant events.

### Absences

It is expected parents/carers of absent students contact the college no later than 9:30am on the day of the absence.

If a child is going to be away for an extended period of time, parents must inform St Anne's College in writing prior to the period of absence, rather than wait until the child resumes.

### Appointments / absences during class hours

Students are permitted to leave St Anne's College during learning time if they bring a written note to their teacher (if more than one child is involved, each teacher must receive a note).

Students need to be picked up from the administration office, not classrooms, when leaving during learning hours. Teachers will send children to the office if they have been informed of such departures, otherwise they can be called to the office. The adult collecting the student will also need to sign the student out (at the school office) before leaving St Anne's College grounds.

### Leave Pass Protocol

Please note, if your child must leave the college at any time throughout the school day, parents/carers must provide a note to the front office, at the start of the school day, stating the following:

- Student Name
- Date of leave required
- The time the student must present to reception to take their leave
- If they will return to the college the same day, and if so what time they will return
- The reason for the leave being requested
- The parent/carer's name and signature

Please note, students will only be permitted to be collected by their parent/carer unexpectedly and without a note if it is an emergency.

## VISITORS

All visitors must report to St Anne's College administration office. If the visitors are staying for more than 15 minutes they must sign in using Passtab. Upon sign-in you will be required to complete a visitor's check, including Working With Children Check, Child Safe code of conduct and/or volunteers agreement, dependent on the nature of the visit.

## WORKING WITH CHILDREN CHECK

The Working With Children Check (WWCC) assists in protecting children from sexual or physical harm by ensuring people who work with or care for them are subject to a screening process. If you are doing or intending to do child-related work and do not qualify for an exemption, you need a WWCC.

The WWCC is just one of St Anne's College's responsibilities in creating and maintaining a child-safe environment.

It screens a person's criminal records and any reports about professional conduct.

The WWCC does not assess a person's suitability to work with or care for children in a particular role. It is the responsibility of organisations to assess if a person is suitable to work with children and to continue monitoring their workers' behaviour around children.

St Anne's College is always vigilant by doing thorough reference checks and establishing sound, ongoing supervision practices so children are safe from harm.

## HEALTH

### Illness

It is St Anne's College's expectation students should be kept home if they are ill. Resting promotes recovery and prevents diseases from spreading. If your child has an infectious disease we ask they be excluded from school until advised otherwise and you inform the school of their condition.

### **Please do not send your child if he/she has:**

- **A fever** – a child with a fever of more than 38°C must be kept at home (or will be sent home). Seek medical advice, give child plenty of fluids. The child can return to school once the fever has been controlled without medication for at least 24 hours.
- **Been prescribed antibiotics for an acute illness** – a child who has been prescribed an antibiotic for an acute illness should be kept home for at least 24 hours.
- **Diarrhoea** – a child who has a watery stool should not return until he/she has been free of the diarrhoea for 24 hours, or for 48 hours after the vomiting has stopped if there is a gastro outbreak.
- **Vomiting** – a child who is vomiting should be kept home until 24 hours after the vomiting has stopped, or for 48 hours after the vomiting has stopped if there is a gastro outbreak.

To make sure we can always phone parents/carers or another emergency person, please ensure you immediately notify us if there are any changes in address or telephone numbers (work, home or mobile). Unlisted numbers will be respected.

It is essential that you inform us about any potentially serious medical conditions and/or children's medication. This information is confidential.

Students who become ill or injured at school are sent to Student Services for medical attention. Every effort by staff is made to aid and encourage recovery, however, when medical care is beyond the capacity of our staff, parents/carers or emergency contacts will be notified and asked to collect the child.

In the case of a more serious incident, staff will not hesitate to contact an ambulance to assist a child when necessary. We strongly encourage all parents/carers to have ambulance cover for this reason.

### Allergies

Students with an allergy are required to provide the school with an ASCIA Action Plan for Allergic Reactions, which should be issued during the enrolment process. This form is supplied by your child's doctor and must be updated to ensure correct methods are put into play in the case of an emergency. If any medication is to be administered to your child, having an Action Plan on file gives the school authority to do so. It is the responsibility of the parent to inform the school if any conditions change.

Although St Anne's College has not enforced the 'no nut' policy, we do encourage students to avoid bringing any product to school that contains nuts (peanut butter, muesli bars, Nutella etc.). The promotion of a 'nut free' environment is more practical than the total exclusion of these foods, and is put into place to protect the safety of the students who suffer from severe allergies. We urge you to remind your children to not share their food with other students.

### Anaphylaxis

Parents with anaphylactic students are required to supply the school with an updated ASCIA Individual Anaphylaxis Plan prior to the commencement of school. Epipens or any other form of medication needed must also be provided. Individual Epipens as well as school backups are easily accessible in Student Services. The school needs to be informed if the student is required to personally carry their Epipen.

All staff undergo training every six months to ensure they are adequately fit to assist a student experiencing an anaphylactic reaction.

## Asthma

Students who suffer from asthma are strongly advised to provide the school with an Asthma Action Plan during the enrolment process. If a student suffers from an asthmatic attack while at school and has no Action Plan on file, the College will follow the Asthma Foundation Policy for Schools.

If no specific and signed instructions are available, the instructions are unclear, or the person does not have an Asthma Action/Care Plan, staff are authorised to begin first aid procedures immediately based on the Asthma Foundation.

## Immunisations

A copy of each student's immunisation status is required during the enrolment process and must be issued before attending school. In the case where a child has not received immunisations, the school requires a copy of an approved letter from the child's doctor stating the reasons why.

The Greater Shepparton City Council provides a free school-based immunisation program for all Year 7-10 students. All immunisations offered are in accordance with the National Immunisation Program.

## Medication

Any medication required by a student needs to be handed in to Student Services for storage. This will ensure correct handling and administration of the medication, including time and dosage.

It is the responsibility of the parent/carer to clearly label the medicine with the child's name, dosage requirement and frequency of administration. A Medical Authorisation Form can be obtained from Student Services or the college newsletter, and needs to be completed and returned to the College with the medication.

## Head lice

Head lice are almost inevitable in schools and can cause frustration for families. It is important you regularly check your child for head lice to prevent attraction and spreading. If live head lice are found while at school, the child will be sent home. All children with head lice are not permitted to attend school until treatment has been completed.

## INFECTIOUS DISEASES REGULATIONS

If the student has been diagnosed with any of the below, please ensure you await the corresponding time frame to return to school:

**Chicken Pox:** Until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children.

**Conjunctivitis (Acute Infectious):** Until discharge from eyes has ceased.

**Cold Sores (Herpes Simplex Vesicles):** Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.

**Diarrhoea:** In an outbreak of gastroenteritis, exclude until there has not been vomiting or a loose bowel motion for 48 hours, and for all other diarrhoeal illnesses exclude until there has not been vomiting or a loose bowel motion for 24 hours.

**Head Lice (Pediculosis):** Until appropriate treatment has been completed.

**Hepatitis B:** Until recovery from acute attack.

**Measles:** Until at least five days from the appearance of the rash or until a medical certificate of recovery is produced.

**Mumps:** Until fully recovered.

**Meningococcal Infection:** Until receipt of medical certificate of recovery from infection.

**Ringworm:** Until a medical certificate is produced stating that the child is receiving appropriate treatment.

**Rubella:** Until fully recovered or at least five days from the onset of the rash.

**School Sores (Impetigo):** Until sores have fully healed. The child may be allowed to return provided appropriate treatment has commenced and sores are kept covered.

**Streptococcal Infection:** Until a medical certificate of recovery has been provided.

**Whooping Cough:** For two weeks or until a medical certificate of recovery has been produced.

## **STUDENT SUPERVISION**

A teacher is on supervision duty each morning from 8.30am. Students are also fully supervised by teachers during recess and lunchtime.

### **Extreme Weather Days**

On wet days and extreme temperature days, children are supervised indoors. Children are encouraged to play quiet games, read, or complete tasks.

### **After-School Supervision**

A teacher supervises bus travellers until they board their bus.

Children waiting for parents must wait at the main entrance where a teacher supervises them until they are picked up.

For Foundation students, we recommend a parent/carer, sibling or family friend be available for 'drop off' and 'pick up' during the first few days of school to assist in your child's transition.

**If, for any reason, you are unable to pick up your child on time after school, please notify the school.**

Please also advise if you are making any unusual arrangements such as allowing the child to go home with another child or if someone who doesn't normally pick up the child.

## **OUTSIDE SCHOOL HOURS CARE**

Outside School Hours Care (OSHC) is provided by St Mel's OSHC. The local bus will transport students to St Mel's Primary School. This bus stops directly at the school. Parents/carers can collect their child from the service at 35 Hamilton Street, Shepparton.

St Mel's OSHC is committed to providing quality care for all school-age children in a safe, supportive, nurturing environment. They aim to create an environment where individuality, diversity and growth of children is actively encouraged and celebrated. We are a flexible, child-oriented service that encourages free choice and constructive play, while providing encouragement, stimulation and support during middle childhood.

For more information call **0438 213 163**.

## **AFTER HOURS USE OF ST ANNE'S COLLEGE GROUNDS**

As a general rule, a responsible adult should always accompany children when playing or using facilities. We encourage community use of the sporting fields and facilities. We expect all users to respect our space, look after equipment and to not litter. If you see any evidence of inappropriate behaviour outside of school hours, please do not intervene personally, but contact the police as soon as possible.

## **BRINGING TOYS**

We certainly do not object to children bringing appropriate toys to 'show and tell' or to share with other children. However, such toys are clearly the responsibility of the child and St Anne's College does not take responsibility for their loss or damage.

Toy guns, including water pistols, or any other toy which is deemed to be part of a culture promoting violence or aggression, should not be brought to St Anne's College.

## **MOBILE PHONES**

Schools will address Personal Digital Device (PDD) misuse through a progressive and balanced approach that promotes fairness, accountability, and consistent outcomes for all students. The implementation of this approach is outlined in detail within the accompanying Procedures document.

In the first instance, the device is confiscated and returned at the end of the school day, with parents/carers notified. For a second breach, the PDD is confiscated and handed in each morning for five days. A third breach extends this requirement to twenty days, and the parent/carer will need to collect the PDD from school on the day the device was first confiscated.

Further violations are treated as sustained non-compliance, requiring a parent/carer meeting to determine additional consequences and strategies for improvement.

## **SCHOOL BUS ARRANGEMENTS**

Children who live further than 4.8 kilometres from St Anne's College qualify for a conveyance allowance from the State Government, if they are attending their nearest Catholic school to their place of residence. Application forms are available at the office.

You may check with Dyson's Bus Services regarding the nearest bus pick-up point for your child on 5831 2150.

Behaviour on the bus must always be appropriate. If it is not, the bus company has the right to refuse to carry children.

## **PARENT BORROWING OF LIBRARY BOOKS**

Our library has a big range of books that may be useful for adults. Should you wish to borrow books please see a staff member.

## ROAD SAFETY

Keeping our students safe as they get to and from school is everyone's responsibility. As students come to and from school it's important for drivers, pedestrians and cyclists to be aware and take extra care during these busy times. Even a small reduction in speed could save a child's life.

To help keep our students safe, it's important for drivers to:

- Slow-down in school speed zones during school times
- be extra cautious around schools
- be aware young children can be unpredictable and difficult to see

Students can stay safe by:

- learning about road safety
- practising crossing the road with parents

If you are parking near St Anne's College or in the carpark, please follow the parking restriction signs. These are designed to improve safety for everyone, especially our students.

Parents/carers are asked for the sake of our students, please model good road user behaviour, especially around the school.

Parents/carers who provide guidance and support to children and teenagers, and who model safe road use behaviour, make a significant contribution to the safety of young people in and around traffic. For this reason, it is imperative there is collaboration between parents, children and young people and the local community in supporting road safety education. Children and young people will copy the example you set.

## BICYCLE SAFETY

Children who ride their bicycles to St Anne's College are expected to abide by all laws governing the use of bicycles. We recommend children do not ride their bicycles unattended by an adult until they are at least 10 years. They must wear approved safety helmets and bikes must be locked up in the area reserved for bicycles. Riding of bicycles in the college grounds is not allowed. St Anne's College will not be responsible for damaged, lost or stolen bicycles. **Students are not permitted to ride ebikes and scooters to school.**

## DRESS CODE

We all need to belong and belonging enables us to be identified with a certain group. A dress code, and in particular a uniform, provides identity and enables us to be identified as members of St Anne's College.

**St Anne's College dress code expectations regarding student appearance:**

- Applies during school hours;
- While travelling to and from school;
- When students are engaged in school activities out of school hours;
- Defines standards for the general presentation of students;
- Sets out broad guidelines about student appearance;
- Requires students to wear a school uniform;
- Defines specifications for garment design and colour.

### Guidelines for implementation

- All members of St Anne's College will present themselves in clean, well-kept clothes
- Wearing a uniform will aid acceptable dress and is required at all times
- Those who attend St Anne's College without the correct uniform need to bring a note explaining why they are not in correct dress code
- Clothes must be clearly and permanently marked with the child's name
- Jewellery is not permitted, except for studs or sleepers in the case of students with pierced ears - one per ear only
- If students have long hair it must be fastened tidily, using ties in College colours
- Hair must be the student's natural colour and of an acceptable style
- Facial hair must be neat and trimmed
- Makeup, if needed, must be neutral and minimal
- Nail polish, if needed is to be neutral or clear
- Tattoos must be covered
- Students must not wear long-sleeved shirts and leggings or tights under the summer dress or short sleeved tops. Students who require modesty must wear the College's winter uniform items – the long-sleeved shirt and long skirt, with navy leggings/tights underneath. These items can be worn all year.

## ST ANNE'S COLLEGE UNIFORM

The St Anne's Student Uniform Guide contains details on:

- Primary (Foundation – Year 6)
- Secondary (Year 7 – Year 12)
- Accessories & Guidelines
- Size Guide & How-to-order

Please find the [Student Uniform Guide](#) here.

**SCHOOL APPS**

- SIMON everywhere (school communications)
- QKR (lunch orders)
- CDF Pay (all other payments)



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- Special Events
- Ordering



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**WITH US**