

JUNIOR SCHOOL HANDBOOK YEARS 7 - 10 2026



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College Executive



College Principal

Sandra Darley



Assistant Principal Curriculum and Innovation

Jonathan Moyle



Assistant Principal Teaching and Learning

Amber Rebecca



Assistant Principal Student Wellbeing

Jessica Tarbuck



Assistant Principal Staffing

Dearne Bassett



Business Manager

Ian Garland

Year Coordinators and Pastoral Advisors

Year 7 Coordinator	Peter Marrapodi and Hayley Smith
Year 8 Coordinators	Abbey Kennedy
Year 9 Coordinator	Natalie Bakonji
Year 10 Coordinator	Christopher Webster

Staff can be emailed directly using Compass.

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

Directors and Heads of Department

Director of Junior Student Wellbeing	Simon Kelly
Director of Senior Student Wellbeing	Leilah Ayton
Director of Senior Studies	Felicity Duffy
Director of Junior Studies	Ian Stace-Winkler (Acting)
Director of Inclusive Ed	Karen Garrity
Director of Research and Staff Development	Dr Barbara Morris
Head of Humanities – Year 7	Dan Ewin
Head of STEM – Year 7	Samuel Beattie
Design and Technologies	Christopher Beerworth
LMS Coordinator	Gerard Elias
English	Dylan Fox
Enrichment and Acceleration	Sarah Conn and Elizabeth Allsopp
Data Analytics Officer	Tom Klekner
Digital Technologies	Samuel Beattie
Languages	TBA
Learning Commons	Kylie-anne Swan
Literacy	TBA
Liturgy & Spirituality	Meaghan Younger
Mathematics	Aine McAuley
Performing Arts	Hannah Carey
Physical Education and Health	Jamie Reppion-Smith
Religious Education	Ryan Lenarcic
Science	Anna McFarland (Acting)
Social Science	Dmitry Dubovitsky
VET and Careers	Julia Cattanach
Visual Art	Juliet Harris

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SFX Philosophy

St Francis Xavier College (SFX) is an award-winning school recognised for innovation and excellence in teaching and learning. Our strong foundation of innovative teaching practices is complemented by high-quality pastoral care and a clear focus on student wellbeing to support learning success. Our vision is to build a vibrant and inclusive Catholic community where students, staff and families are united in their commitment to excellence, peace, dignity and reconciliation.

Years 7 to 10 are a critical stage in the physical, intellectual and spiritual development of young people. At SFX, students learn in an environment where their individual creative, intellectual and personal identity is honoured and nurtured. We embrace the individuality of each student, encouraging them to strive for their personal best as they prepare for senior school and their future beyond.

Our learning environment nurtures students to be curious and adaptive thinkers who strive to live the truth, lead with courage and learn for life.

Teachers at SFX utilise research-based teaching methodologies and cooperative learning structures to create safe and engaging learning environments. We believe that positive relationships and a growth mindset are integral to each student's success.

Alongside their academic studies, students are encouraged to participate in community service, extra-curricular opportunities, camps and retreats that support reflection and holistic growth. The development of the whole person lies at the heart of the educational experience at St Francis Xavier College.

Students are also supported to develop strong capabilities in digital technologies, integrating technology as a learning tool across teaching and learning programs while providing opportunities for students and teachers to express their talents and creativity.

This handbook provides information to help students navigate their classes, assessment, expectations, and support they have on this journey through Years 7 to 10. It contains information on a range of topics, including:

- Classes
- Technology
- Assessments and Reporting
- Homework
- Research and Referencing
- Our Learning Commons
- Extra-Curricular Activities
- Pastoral Care
- College Expectations

Starting Junior School

In Year 7 classes are organised to make the transition from Primary to Secondary school as easy as possible. Students will learn using an interdisciplinary approach by studying the core subjects of Religious Education, into Humanities and integrating Mathematics, Science, into STEM. Teachers work collaboratively to plan units of work applying high impact teaching strategies and explicit teaching, enriched by an inquiry-based approach to learning. This approach to teaching and learning creates a rich and cohesive learning environment which enables students to understand the connections between subjects and their relevance in the world.

What subjects are studied in Year 7?

Students engage in a suite of Australian Curriculum subjects and Religious Education and experience a broad range of courses in the elective departments which augment their studies and interests.

Year 7 Core subjects

Humanities

- Religious Education
- English
- HaSS

STEM

- Mathematics
- Science

Physical Education and Health

Plus 1 language

Studied over two years: Italian – Spanish – Mandarin – Japanese – French - German

Plus 1 semester of each over both Years 7 and 8

Design and Technologies

Digital Technology

Performing Arts

Visual Arts

How will classes be organised?

In Year 7, students will have 2 core teachers, one for Humanities and one for STEM. These classes are made up of the same students for both classes. This gives students the opportunity to get to know their classmates well. The remaining classes have individual teachers in each specialist area, with a mix of different students.

When do students participate in courses from elective departments?

At SFX we value students experiencing the full range of electives on offer in future years. During Year 7 and 8 students will participate in courses from elective departments. These will be allocated to students each semester.

Classes in Years 8 to 10

From Year 8 students experience different teachers for each subject, allowing for increased independence and specialisation of content. Additionally, in Term 3 Year 8 students will be able to select electives for Year 9.

What subjects will students be studying in Years 8 to 10?

<i>Years 8 to 10 Core subjects</i>	
Religious Education	
English	
Mathematics	
Science	
HASS (Humanities and Social Sciences)	
Physical Education and Health	
<i>Year 8: Plus 1 language</i>	<i>Years 9 and 10: Plus 2 elective subjects</i>
Continuing language	<p>The Year 9/10 Elective Guide provides information on electives that can be taken during Years 9 and 10.</p> <p>Information Evenings are available in Term 3 each year to provide parents and students with more information.</p>
<i>Plus 1 semester of each over both Years 7 and 8</i>	
Design and Technologies	
Digital Technology	
Performing Arts	
Visual Arts	

Technology and BYOD

In the Junior School there is a [Bring Your Own Device \(BYOD\) system](#) in place. After both students and their parents/carers have completed the **Digital BYOD Agreement**, students will be provided with network logins to access the SFX Student Network, including Wi-Fi and access to CANVAS, Compass, Google Suite and Microsoft 365. Students will be taught how to use these programs and applications in their classes. More information about our BYOD Program is available on our website.

Every student will be able to access their Microsoft 365 account from home. This Microsoft 365 account gives all students access to Microsoft Word, PowerPoint, Excel etc. on any computer. It is important to always have their device charged as students are not able to charge their devices at school.

General ICT use

SFX has a very simple mantra to create a positive environment: **Be Kind, Be Responsible** and **Be Respectful**. This also extends to the use of technology for learning. Teachers will explicitly teach the expectations of technology use in their classes.

Refer to the Student Acceptable Use of Computer Facilities and Networks Policy on our [website](#).

Mobile phones and other equipment

Lockers are available for all junior students. Allocation is arranged by the junior Pastoral Teachers. Bags are not to be taken to Pastoral or timetabled classes.

SFX fosters a positive learning environment and appropriate, real-world relationships free from challenges associated with social media. Students in Years 7-10 may not use or access mobile phones at school, including recess and lunch or during school authorised events. Students are encouraged to leave their phones at home. If phones are brought to school, it is expected that they remain in the student's locker for the duration of the school day. If a parent needs to contact their child during the school day, they can do so by calling Front Reception who will pass on the message.

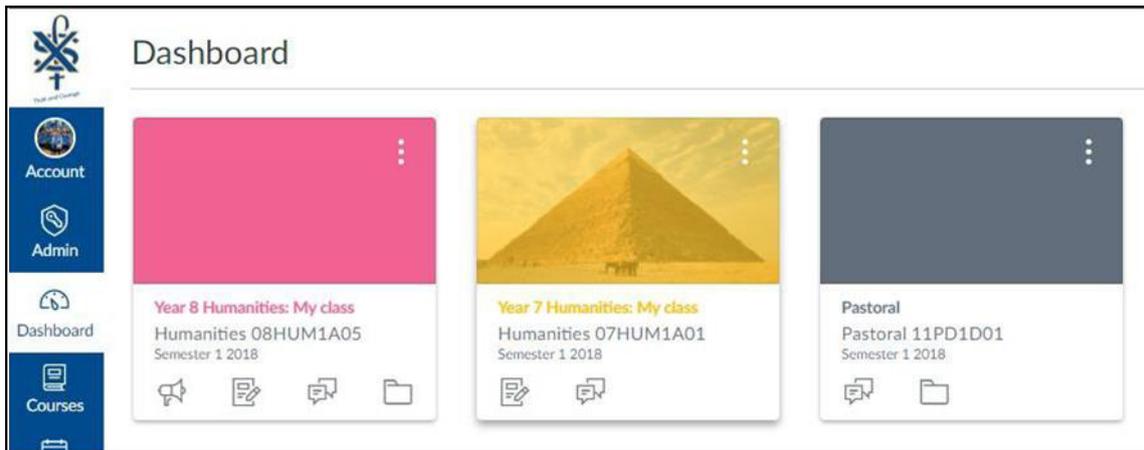
Students do not have permission to record or photograph themselves, other students or staff.

Earphones/headphones are not permitted at school. Students should not be wearing ear/headphones during school hours. An exemption is made for students who have a personalised plan indicating they are allowed to use ear/headphones at school. Some students may be permitted to wear loops; these are not connected to music and are used to cancel out noise.

CANVAS

CANVAS is the digital platform used across all subject areas at SFX. It is where students can locate unit outlines, letters and announcements from classroom teachers, resources, assessment, feedback and so much more. Students will be required to upload most assignments to CANVAS via their device. Parents and students will be able to access CANVAS to review assignment and test results, along with comments and grades. Students will be taught how to access and upload to CANVAS, in their classes.

These images are screenshots of a typical student dashboard in Canvas and Subject Homepage.



Assessment and reporting

What is a unit outline and what are they used for?

At the beginning of each semester for each subject, a detailed Unit Outline will be saved into each class on CANVAS. It will include:

- Curriculum information
- Assessment outcomes
- Assessment tasks
- Due dates

Helpful tip: use Microsoft Outlook to keep track of assessment.

Grade allocation and achievement standards

Achievement standards are based on those developed by the Australian Curriculum achievement standards 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
Well above standard	Above standard	At standard	Below standard	Well below standard
5	4	3	2	1

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

When do students receive reports and what will they look like?

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 the above 5-point scale that indicate whether students have achieved above, at or below the standard. Additionally, teachers provide a review of a student's approach to learning (for example: is organised for class, meets deadlines.).

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

Formal reports do not contain comments. Instead, teachers provide ongoing feedback to students and parents through Canvas, for each assignment.

When are parent/teacher interviews?

Parents can book interviews online via a login that will be emailed shortly before the interview dates. Parent/teacher interviews are usually early in Term 2 and late in Term 3. Parents/carers can contact their child's teacher by phone or email at any time if they have questions or concerns. Parents can contact a teacher through Compass or email them using their firstname.lastname@sfx.act.edu.au.

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

- Progress report and term 1
- Start of Term 2: Parent Teacher Interviews
- End of Semester 1: Formal Written Report
- Progress report end of term 3
- End Term 3: Parent/Teacher interviews
- End of Semester 2: Formal Written Report

Attendance

Students are required to attend all their timetabled classes each day as well as days designated for community events such as carnivals, community days or other activities. Regular attendance plays a vital role in a student's learning and success. There are also legal requirements relating to school attendance for all students in the ACT under the age of 17. Students under 17 years must attend school on a full-time basis unless the student has attained an ACT Senior Secondary Certificate or an exemption has been granted by the ACT Education Directorate.

The Education Act 2004 requires compulsory schooling to make sure children and young people are safe and receive a quality education. Students, therefore, are required by law to attend on all school days. All absences must be accounted for with all the required documentation to support the exemption request. Parents of students who cannot attend on a full-time basis due to mental health concerns, medical issues or for other reasons, must seek an exemption from the ACT Education Directorate and provide the College with all the required documentation to support the exemption request.

Student departure during the school day

If a parent needs to collect their child during the school day, such as for an appointment, prior notice should be provided either via email to the student office (studentoffice@sfx.act.edu.au) or via phone. This will allow a note to be sent to the student in class prior to arrival so that the student is ready to be collected at the stated time.

Process when a student is absent

Absence from class should only be for sickness or other serious reasons with appropriate documentation and must be explained promptly. Absences can be explained via the methods below:

1. Compass Parent Portal. Please avoid clicking on 'natural disaster' as the reason for absence as this can only be used if declared by the Federal or Local government. Ensure you choose the correct reason for the absence.
2. Via email to attendance@sfx.act.edu.au. Please state the student's full name, year group, date of absence and reason.
3. Responding to the SMS: Parents/carers who do not notify the school will receive an SMS throughout the day seeking information about the absence. Please ensure your contact information is current.

Short-term Leave/Planned Absences

Should a student need to be absent for 5 or more school days for reasons other than sickness, prior approval must be sought in the first instance from the Assistant Principal Pastoral Care as the delegate of the Principal. Approval must be sought in writing via an email stating the student's name, pastoral class, intended days absent and reason for absence. This includes where a student is absent due to their participation in representative sporting teams and competitions. The request needs to be submitted in sufficient time, at least 10 school days in advance of the absence, so that arrangements regarding missed schoolwork and assessment can be made.

Leave applications, once acknowledged in writing by the College, do not form a justification for extensions of assessment items. Any tasks due during a leave period must be submitted beforehand. If this is not feasible due to extenuating circumstances, alternative assessment arrangements must be coordinated with the Director of Junior Studies (Years 7 – 10). Alternative work cannot be provided for students on leave. Canvas is the source of learning materials at the College, and students should be proactive in their engagement with their Course pages to ensure continuity of learning.

College Timetable

Below are key times throughout each day at SFX. Timetables are distributed to each student at the start of the year with classes to attend during these times.

DAILY SCHEDULE



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 achieved in Years 9 and 10.

High schools in the ACT use a system of continuous assessment over a semester. Every assessment item in Years 9 and 10 contributes 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. Year 9 and 10 students are required to submit all assessments, 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.

If a student leaves the College 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 year study period.



HOMework AND ASSIGNMENTS

Homework and assignments

What is homework?

Homework is an essential part of learning at SFX. It provides the opportunity for students to revise and review material to consolidate new learning into long-term memory and apply their understanding. Homework could include working on assignments, reading a novel, completing class work that they did not have time to finish at school, organising notes, revising class work or studying for a test. All students are expected to complete homework and assessment in all classes. All students are also encouraged to regularly read.

Study skills: How can a student stay on top of their homework?

- Start early and avoid late night sessions.
- Be sure students know what they have to do before they leave school. If there is uncertainty, a student can talk to their teacher.
- Complete the work that the student least likes first to get it out of the way.
- Make sure work for the next day is complete.
- Plan how to use the set time: do not give too much time to any one subject. Make sure to leave time for long projects.
- Aim to finish extended assignments well within the set deadlines in order to have time to cover unexpected difficulties.

Assessment tasks

Each class will have assessment items that all students are required to submit. Students are expected to submit all assessment tasks by their due dates. Students who need extra support to complete assessment tasks should speak to their classroom teacher or the appropriate Head of Department before the due date. The College has several support systems in place to help guide students and parents. The College also provides after school homework support in the Learning Commons and many departments offer after school and lunchtime support for students, to assist them when they are finding their course work challenging.

Assessment calendars

All information on assignments can be found on Canvas and on the relevant year group assessment calendar. 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.

Handing in Assignments

Assignments will mostly be submitted online, on Canvas, though some tasks will be created and submitted in hardcopy. The assignment itself (available on Canvas) will state how students need to submit their work. Each time an assignment is started, the classroom teacher will explicitly work through it with the class and will explain how the task will be submitted/ published. If students are ever feeling unsure, their teacher can answer questions regarding assignment submission.

Adjustments to assessment

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

Drafts

Students are encouraged to submit a draft to their classroom teacher for feedback on their progress. These are normally required to be submitted 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 by the classroom teacher or Head of

Department.

What happens if a student is absent on the due date?

If a student is absent when an assignment is due, an appropriate reason needs to be provided and they need to hand their assignment to their teacher the first lesson after they return to school, if the assignment is required to be submitted in hardcopy. Most assignments will be submitted digitally, so unless a student has an extension, it will still need to be uploaded/ submitted to CANVAS by the due date.

What will happen if an assignment is handed in late?

If a student is struggling to complete an assignment or homework on time due to illness or other circumstances, they can ask their teacher for an extension, with parental approval and before the due date. Students will then discuss this request with the Head of Department.

There are no grade penalties for work submitted late in Year 7, however, the teacher will contact a student's parents and arrange for the task to be completed at home with a new due date. A teacher may ask for a student to work at lunch to support them in getting their task completed.

If an assessment task is not submitted in Years 8 to 10 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 be 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 the subject.

Communication is a vital part of helping students be successful in their learning. Students and parents are encouraged to communicate with class teachers, Heads of Department and their Year Coordinator if there are issues pertaining to student wellbeing that impact their learning or successful completion of assessment. Teachers will endeavour to provide flexibility, support and opportunities for completing assignments. However, in the event that a student fails to submit tasks on time, parents will be notified by phone or email.

How do students know what grade was achieved for an assignment?

Teachers will mark and return work as promptly as they can, usually within a two-week period. All assignments will be available to parents and students on Canvas. Each assignment has an assessment rubric. This is used to explicitly explain to students what outcomes and criteria on which they are being marked. Comments and/or teacher's annotations on student work can 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 about what they did well and what they still need to be working on.

What do students do if they do not agree with a mark or grade?

If a student thinks that a mark or grade given by a teacher for a piece of work or a complete semester's work is inaccurate they should take the following steps:

1. Approach the teacher concerned and enquire why the grade has been received.
2. After speaking to the classroom teacher, if the student still feels that the result is inaccurate, the student should speak to the Head of Department 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 Head of Department 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 lodgment 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.

Referencing research

What is plagiarism?

- Plagiarism means to pretend that ideas or language of other people are the own ideas or language of a student. Plagiarism is stealing and is a very serious offence. In order to avoid plagiarism, students need to reference their sources carefully.
- Students must reference when:
 - Quoting the exact words of another writer.
 - Paraphrasing - putting the work of another writer into the student's own words.
 - Summarising - using ideas or material directly based on the work of another writer.

Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with or without that person's knowledge.
- submitting all or part of a paper from a source text (e.g. a book, the Internet, a newspaper article) without proper acknowledgement.
- copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks.
- submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement.
- using computer programs such as Quillbot to modify work.
- Using any form of artificial intelligence to create, edit or modify work.

What will happen if a student has plagiarized a task?

The consequences for failing to follow the plagiarism policy will be decided by the classroom teacher for minor offences. Serious offences will be discussed with the Heads of Department. Therefore, depending on the seriousness of the plagiarism, consequences could consist of:

- a warning
- lunch detention
- resubmission of the task
- counselling from staff in the Learning Commons on correct referencing
- receiving an E grade for the task.

How can a student avoid plagiarism?

Students should reference all of the sources used for research in a bibliography. Students are encouraged to use the Online Referencing Generator when compiling their bibliography. They will learn how to write a bibliography during lessons.

SFX has taken a measured and strategic approach to the use of Generative Ai, ensuring students learn to engage with this technology safely, ethically and effectively. Each assessment task clearly outlines whether, and in what ways, Generative Ai may be used, ensuring transparency and consistency for all students.

Generative AI Assessment Scale



1) No GenAI	You cannot use GenAI for any part of this assessment.
2) GenAI Planning	You can use GenAI only for defined aspects of this assessment such as assisting in the development and brainstorming of your ideas, or as outlined in the task instructions. You must submit evidence of how you developed and refined your ideas.
3) GenAI Collaboration	You can use GenAI to assist with specific tasks such as providing feedback, refining or evaluating <u>your work</u> , or as outlined in the task instructions. You must submit evidence of how you directed GenAI to help achieve your goals while demonstrating your critical thinking.
4) Full GenAI	You can use GenAI for this assessment for any aspect of the task. You must submit evidence of how you directed GenAI to help achieve your goals while demonstrating your critical thinking.



Bibliographies

How should a bibliography be set out?

When students 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 students are working on their laptop, they can even bookmark websites or make copies of the website URLs, pasting them into a document for later. The Learning Commons page on Canvas has a number of helpful options which can support students as they create bibliographies. This includes the Referencing Generator, which students will be shown in a Learning Commons lesson, and can save a shortcut on their laptop. A bibliography should be located at the end of assignments and should look like the relevant parts of this example:

BOOKS	
	Brown, K. (ed) 2004. <i>The World at Work</i> , Oxford University Press, London. Reynolds, H. 2000. <i>Black Pioneers</i> , Penguin, Victoria.
	Woodford, J. (1996). 'The Meaning of Science', in Morris, P(ed) 1999 <i>Science for Beginners</i> , Pitman
ARTICLES	
	Belgium, <i>The World Book Encyclopedia</i> 1992 vol.4, World Book Inc, Chicago.
	Oaten, C 2006, 'Open Your House to the Sun', <i>Herald Sun</i> , 6 September, p. 31.
AUDIO VISUAL	
	<i>Great Singers</i> , 2005, CD, SBS Marketing, Sydney.
	<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.

SFX uses APA version 7 as the bibliographic style for work in Years 7 – 12.

Learning Commons

What can students use the Learning Commons for?

The Teacher Librarians will run Orientation Sessions to help students learn the location of all the resources and equipment that are for their schoolwork.

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 Learning Commons 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 silently, outside of class hours.

The Learning Commons 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 Learning Commons Student Assistant job that sees them volunteer their lunchtime once a fortnight.

When can students use it?

The Learning Commons is open to all students at the following times:

- 8.10am to 8.30am daily.
- 1.25pm to 1.50pm daily.
- 2.55pm to 4.00pm Monday to Thursday.

College expectations apply in the Learning Commons as they do in the rest of the school. We also ask that students leave food and drink outside the area to help preserve our resources. There is an expectation that school computers are used for school-based work and that games are not played on them.

The Learning Commons is a fun place to be if students treat people and resources responsibly, respectfully and safely.

Homework Help is run from Learning Commons Monday to Thursday, 3pm-4pm. Any student can drop in to receive assistance from a CSA with any homework or assessment task.

Extra-curricular activities

At SFX there are many different activities students are welcome to become involved in. These will be advertised through Pastoral notices and displayed on boards and screens around the College. These include Maker Space in the Learning Commons, Games Club, Green Team (Sustainability, gardening etc), various sporting teams and much more.

Careers – Year 10

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, and
- work experience.

Work experience

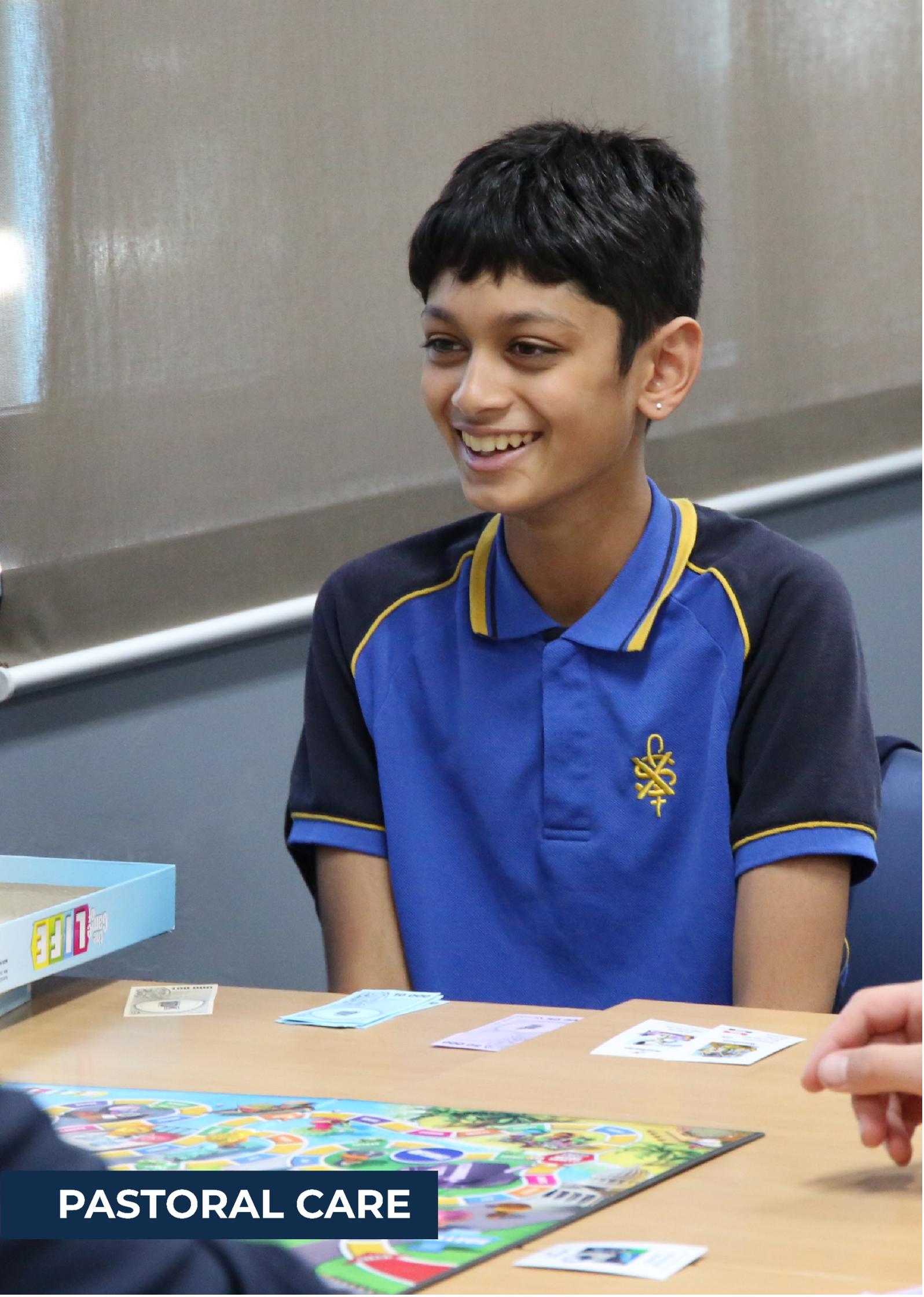
The central purpose of Work Experience is to provide opportunities for students to investigate first-hand the careers in which they have developed some genuine interest. Students in Year 10 may participate in work experience, where a student is placed in a work environment for one week. Students do not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

Pastoral Care

Our school's approach to pastoral care focuses on emotional safety, relationship-building, strength development, academic care and resilience, we create an environment where every student can thrive, regardless of their background or past experiences. Our commitment to trauma-sensitive, strength-based pastoral care ensures that we not only meet the emotional and psychological needs of our students but also empower them to reach their full potential.

The following are available at school to support each student:

Pastoral Classes

Each student belongs to a Pastoral Group, led by a Pastoral Teacher, which meets daily for general administration, roll call and prayer. The weekly Pastoral Care lesson may consist of a College assembly or College activity (Community Day, SFX Day, Athletics Carnival, Cross Country). There are also extended sessions conducted under the leadership of the Pastoral Teacher, focusing on the pastoral care themes for that year's group. These sessions may consist of input from a guest speaker, a video with follow-up discussion, a theatre performance or presentation, or a small group discussion within the Pastoral Group on issues of relevance.

Pastoral Teacher

A Pastoral Teacher is a student's mentor. Each Pastoral Teacher follows their year group as they progress through Year 7 to Year 12. This structure enables sustained connection and support throughout a student's time at SFX.

The role of the Pastoral Teacher is to:

- Monitor attendance, behaviour, appearance, assessment and progress
- Support students regarding elective or subject choices, progress and general wellbeing
- If necessary, consult subject teachers on individual student progress, behaviour and wellbeing
- Communicate with home regarding student programs, performance, welfare, problems, etc
- Advise Year Coordinator regarding concerns and special circumstances with respect to individual students.

Year Coordinator

The role of the Year Coordinator at SFX is pivotal in providing leadership in Pastoral Care and student wellbeing, ensuring the growth and development of students across Years 7-12. The Year Coordinator plays a crucial part in delivering best practices grounded in current research and evidence. They work collaboratively with the Pastoral team and Curriculum team to align with the College's vision and mission. Students are encouraged to seek support from the Year Coordinator.

Directors of Student Wellbeing

The Directors of Student Wellbeing at SFX play a pivotal role in supporting the overall wellbeing of students across Years 7-12. The Ds of SW lead the development, implementation, and monitoring of student wellbeing initiatives in line with best practice, current research and the College's vision and mission. The Ds of SW work to ensure the College provides a supportive, safe, and engaging environment for all students.

Assistant Principal Pastoral Care

The Assistant Principal for Pastoral Care is responsible for all student Pastoral Care and Behaviour Management in the school. It is the role of the Assistant Principal to ensure that students are following the expectations of the College and are well-supported in their learning and development. Students are welcome to see the Assistant Principal outside of class time or with the permission of their class teacher.

Counsellors

The counsellors provide a confidential counselling service to all students in the school. Year Coordinators, DSW and AP Student Wellbeing can make referrals for students seeking counselling support. Students can also self-refer by making an appointment with the counsellor or by having their parent/carer making an appointment for them.

Subject teachers

Subject teachers are always willing to give extra help with any aspect of what is being covered in class. If students are having trouble understanding the concepts, tackling assignments, meeting deadlines, issues with other students or needing an extra challenge, they can speak to teachers to receive help. It is important to ask for help as soon as it is needed, rather than waiting until a student feels overwhelmed or begins to fall behind.

Inclusive Education

The Inclusive Education department has teachers and learning support assistants that will be able to help students if they are having trouble keeping up with the academic demands of school. Often it is just a matter of getting a student started on an assignment or helping to revise for a test. Through Homework Help. Students with diagnosed or imputed disability will have a personalised plan that classroom teachers follow to ensure the correct supports are implemented for students to achieve their very best.

Visit the team in the Inclusive Education staffroom if a student needs extra assistance.

Heads of Department

Each subject has a Head of Department who is responsible for the curriculum and wellbeing of students in their subject area. Students are always welcome to approach a Head of Department if they have concerns about a subject. Issues such as extensions for assignments or assessment are just a couple of the things that they may be able to help with. Heads of Department are located in staffrooms across the school.

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.

Talk to Kids Helpline - teens

1800 551 800 or kidshelpline.com.au/kids/get-help/webchat-counselling

Talk to Lifeline: 131 114

Substance abuse - alcohol and drugs

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

Anxiety and depression

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

Physical health

www.headspace.org.au/young-people

Report cyberbullying

www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying

Shared something online you regret

www.thinkuknow.org.au/need-advice

Get help with image-based abuse

www.esafety.gov.au/image-based-abuse

Work and study

www.headspace.org.au/young-people

Helpline supports

Lifeline: 13 11 14, Lifeline crisis chat (available 12pm-2am) <https://www.lifeline.org.au/crisis-chat/>, Lifeline crisis text line, <https://www.lifeline.org.au/crisis-text/> (available 12pm-2am)

Kids Helpline 1800 55 1800, webchat <https://kidshelpline.com.au/get-help/webchat-counselling>

Eheadspace 1800 650 890, or www.eheadspace.org.au for online chat support

Suicide call back service: 1300 659 467

Beyond Blue: 1300 224 636

ACT Drug and Alcohol 24-hour helpline: (02) 5124 9977

Crisis contacts

In event of immediate life threatening situations, call 000

The Mental Health Access Team 1800 629 354 (24 hr line) or 62051065

See GP and/or have family take you to Hospital Emergency



beyondblue
Depression, Anxiety.



headspace

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 Learning Commons, Hub or you could ask your teacher if you could use the printer in the Middle School building. Students can print from their devices, in black and white. Colour printing must be sent to a teacher for printing.

I get hurt or become unwell throughout the day?

Sick Bay is located in the Student Office.

I forget to bring my lunch?

Talk to your Pastoral Teacher or Year Coordinator.

I have a question about my subjects or electives?

Talk to your teacher first and they will refer you to the Heads of Department or Assistant Principal Teaching and Learning.

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 Pastoral Minister or Religious Education Coordinator if you wish to use the chapel. Mass is celebrated in the chapel at lunchtime several times a year. We also have quiet rooms that can be accessed by first talking with a Year Coordinator.

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 a menu that changes daily. Students can use their compass cards, EFTPOS or cash to purchase food, though Compass cards are the preferred payment method. Lunch can be ordered ahead of time on Compass as well.

I see someone going through a tough time?

When your peers are experiencing tough times like serious illness, death of a loved one, abuse, being bullied, self-harm, risky behaviours or problems at home, talk to the person you're concerned about as well as a trusted adult. Keeping a secret won't help your friend and you cannot bear the responsibility if something bad happens.

I am having a tough time?

Years 7, 8, 9 and 10 can be exciting, but challenges will also arise. Look after yourself by doing the basics: getting good sleep, eating nutritious foods and participating in regular physical activity. These will help give you a resilient foundation to take on challenges. If you're going through a particularly difficult time, you can use the supports on Page 24 and talk to your Pastoral Teacher or Year Coordinator.

If I have a useful suggestion?

If you have a suggestion that you think will benefit the school community you could see your Year Representative, a member of the Year 7-12 Student Council, or a member of the Year 12 Senior Leadership Team.

Expectations

At SFX, students are expected to demonstrate commitment to the College's vision: *Living the truth, Leading with courage, and Learning for life*. Our behavioural expectations are aligned with our core values of kindness, responsibility, and respect. These expectations are co-constructed with students to ensure their voice is valued and to promote shared ownership of our school culture.

Be Kind

Be Responsible

Be Respectful

The following list outlines the key roles and responsibilities expected of students, reflecting their responsibility towards themselves, their peers, staff, and the broader school community:

1. Show courtesy and respect for others
2. Contribute to a safe and supportive environment
3. Engage in the school's programs
4. Show care for health and personal appearance
5. Respect safety, health, environment, and property
6. Follow school rules and policies
7. Engage fully in learning activities
8. Participate in college events, cocurricular activities and volunteering
9. Participate in religious education and spiritual activities
10. Foster personal growth and development

SFX is committed to fostering a safe, supportive and inclusive environment that promotes the wellbeing and learning of every student. The College seeks to affirm students whose conduct is responsible and redirect those whose behaviour is inappropriate. Our behaviour management and expectations are grounded in the principles of the Berry Street Education Model, Positive Psychology, and trauma-sensitive practices. These frameworks guide our approach to developing resilient, respectful and engaged learners who thrive in their academic pursuits to reach their full potential.

Uniforms

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 our *College Guide* pg8-11 or website for more details on the uniform for Years 7 to 10.



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