

Term Dates - 2025		
Term 1	Tuesday, 28th January	Friday, 4th April
Term 2	Tuesday, 22nd April	Friday, 4th July
Term 3	Monday, 21st July	Friday, 19th September
Term 4	Monday, 6th October	Friday, 19th December

Term Dates - 2026		
Term 1	Wednesday, 28th January	Thursday, 2nd April
Term 2	Monday, 20th April	Friday, 26th June
Term 3	Monday, 13th July	Friday, 18th September
Term 4	Monday, 5th October	Friday, 18th December

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College Office Hours During Term 8.00am – 4.30pm

Executive Principal Mr Matt Carver
Deputy Principals
 Learning & Professional Practice Mrs Bev Thorp
 Student Wellbeing & Development Mr Chris Dainton
 Faith & Charism Miss Michaela Brooks

Advisory Council - Chairperson Mr David Wilkins
Executive Principal's Assistant / Enrolment Officer Mrs Andrea Dobson
Deputy Principal's Assistant Mrs Sandy Kent
Business Manager Mr Liam Bourke
Finance Officer Mrs Teenille Shelton
Mrs Christie Schram
Human Resources Ms Rachael Holt
Student Reception Mrs Shelley Coghlan
College Promotion & Communication Mrs Julie Moore
College Reception Mrs Carmel Payne
E-Communication / Librarian Mrs Kylie Palmer
Learning Support Leader Mrs Amy Tinkler
Wellbeing Team Mrs Illana Ballerini/Mrs Liz Withall/Mrs Sandy Carver/
Mr John Nihill
Careers & Pathways Ms Sherry Atkins/Mrs Kirby Shelton/Mrs Sandy Carver
Year 7 Team Leader Mrs Courtney Cunningham
Year 8 Team Leader Miss Amy Brooks
Year 9 Team Leader Ms Brooke Prust
Year 10 Team Leader Miss Jemma Bell
Senior School Team Leader (Yr 11-12) Mr Heath Plattfuss
VM Team Leader Mrs Melissa Knight
Bus Operations Manager Ms Camille Montgomery 0417 058 818

Welcome from the Executive Principal



Welcome to the community of St Mary of the Angels Secondary College, Nathalia.

St Mary of the Angels Secondary College was established by the Sisters of the Franciscan Missionaries of the Divine Motherhood (FMDM) in 1961. St Mary of the Angels has a strong and rich tradition handed down to us from the Sisters through their Franciscan charism, which focuses strongly on inclusiveness, respect for all of creation, peace and love and most importantly “right relationship”.

Our College is proud to provide students with a varied academic and vocational program with a variety of pathways for students at the senior end of the College. Our College services communities across North Central Victoria and Southern NSW, which is made possible by St Mary of the Angels own bus system.

We are committed to the development and growth of our students in a supportive and challenging environment that encourages them to be the ‘best that they can be’. We have a strong pastoral care program in the form of a home room system, learning advisors and a pastoral wellbeing team. Our religious education program engages students in learning about our Catholic tradition and provides them with opportunities to enact our beliefs through our Social Justice group and our commitment to the Catholic relief organisation ‘Caritas’.

Opportunities exist for students within our extensive extracurricular program to broaden their horizons and participate in the life of the College, in areas such as the musical production, choir, debating, sport, camps and private music tuition.

Matt Carver – Executive Principal

College Leaders



Mr Matt Carver
Executive Principal



Mrs Bev Thorp
Executive Deputy Principal
Learning & Professional
Practice



Mr Chris Dainton
Deputy Principal
Student Wellbeing &
Development



Miss Michaela Brooks
Deputy Principal
Faith & Charism

The Vision of St Mary of the Angels College

Inspired by the spirit of our Catholic tradition and our patron, St Francis of Assisi, we recognise the inherent dignity of each person who is created in the image and likeness of God. The God-given gifts and talents of each student are nurtured through an education that is grounded in the message of Jesus Christ and gives witness to the Good News.

As an educational community in Sandhurst, we provide a 21st Century education that is both relevant and personal. At St Mary of the Angels, we seek to develop the whole person, through a rich and diverse learning environment that tends to each students' spiritual, intellectual, social, emotional and physical needs. Guided by the example of Saint Francis, we journey with hearts and minds open to the loving presence of God, living in right relationship with all of creation.

Our hope is that as students leave their secondary schooling, they depart as active, engaged and socially responsible individuals who are generous contributors to the wellbeing of all. Furthermore, we have faith that they will be visionary thinkers, who will maintain a life-long love of learning and who, through service within their communities, will live life to the full.



ST MARY OF THE ANGELS

VISION STATEMENT

IDENTITY STATEMENT

We are a Franciscan educational community; hope-filled, merciful, and joyous.

VISION STATEMENT

Jesus calls us with joy to be a learning community where;

- We are conscious that all of our actions must be guided by the mercy of God.
- We live in right relationship with the earth and all God's creation.
- Purposeful learning and teaching allows every student to be engaged with intellectual, ethical and spiritual richness.
- We develop leaders who strive to build a just world taking care of the tradition, the spirit and the story of all Australians.
- Each individual is valued and recognised in a safe, accepting and inclusive learning environment.

GRADUATE OUTCOMES

At St Mary of the Angels College we aspire for our students to be;

- Witnesses to the good news of Jesus Christ.
- Active, engaged and socially responsible participants in a diverse and evolving world.
- Visionary thinkers who are passionate about life-long learning.
- On a journey of self-discovery, through service and love of others.



Welcome from our College Student Leaders

Welcome to St Mary of the Angels Secondary College. Our College provides a smooth transition from primary school into secondary education with a broad range of opportunities for all students. During our six years, we have experienced so much and have had such wonderful opportunities. Our Aboriginal Educational Program, outdoor education camps, year level camps and retreats have helped us to build relationships with our peers and teachers and have given us amazing experiences which we will remember forever.

The teachers and staff at St Mary of the Angels are very welcoming in their approach which helps strengthen our teacher-student relationships providing us with a stronger work ethic. This allows students to be able to approach teachers when having difficulties and to achieve learning goals.

We have fantastic facilities at St Mary of the Angels which helps promote a positive learning experience. The facilities made available to students have been upgraded to support contemporary learning and has made the learning environment more comfortable.

Students at St Mary of the Angels take pride in what the College has evolved into because of their input and work. There is a positive feel and a strong sense of community that is reflected through our day to day activities. Our core values are promoted through community time and other school-wide activities.

The College offers leadership opportunities such as social justice, student representative council, house leaders, performing arts, bus captains, all which help provide students with a voice in our College.

St Mary of the Angels is a terrific school for all students and it has provided us with all the skills, knowledge and experiences required for life after school.



Jack Wiles



Lottie Opray



Tariro Kakono



Bavesha Krishnankutty

College Governance

'Governance of a Catholic school includes the legal and moral responsibility for and stewardship of the Catholic tradition, the school's story, traditions and resources. Legal, financial and educational accountability are elements of good school governance.' (Charter of Governance 2012).

Our College follows the Governance structure of Catholic Education Sandhurst Ltd.

College Advisory Council

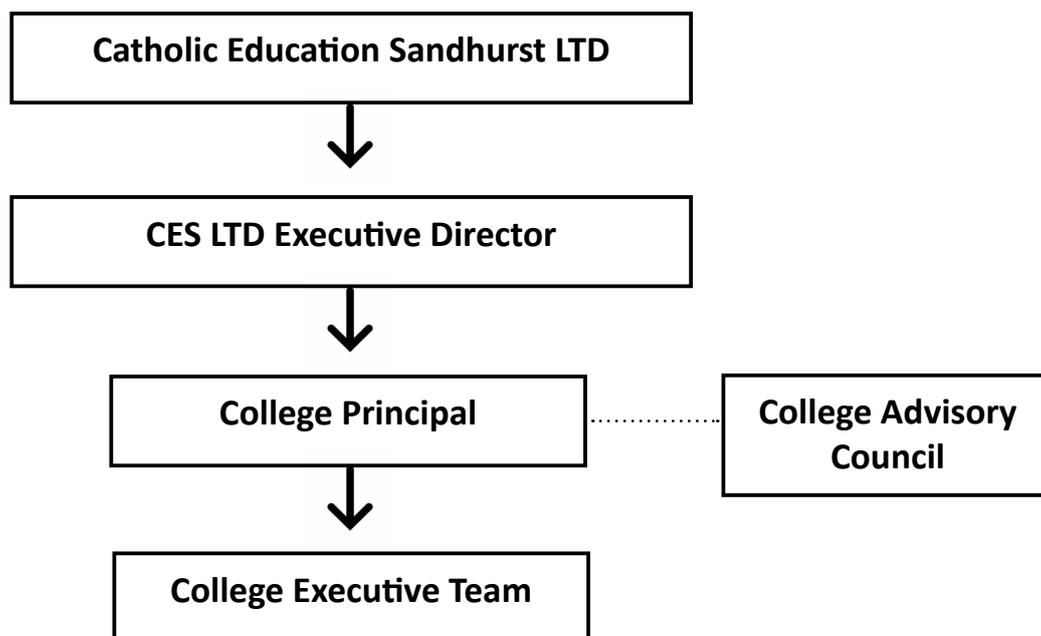
The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- In leadership encompassing vision, innovation and empowerment.

CES Limited is the new proprietor (owner and operator) of the existing fifty two schools within the Diocese of Sandhurst which was previously governed under unincorporated governance arrangements. Accordingly, the Board of Directors of CES Limited (the Board) is the governing authority of Sandhurst Catholic Schools as defined under the CES Limited Constitution. CES Limited is committed to working with school leadership and school communities to build thriving Catholic education schools. A key dimension of this collaborative work is the establishment and effective operation of advisory councils to support the work of schools. These advisory councils are not part of the governance structure and as such they sit separately from the delegation and reporting lines to the Board. They are a formation created at a school level to assist the Principal with advisory functions.

Governance Structure



College Expectations in Building our Community

Expectations of all Students

- Students are to attend school regularly, be on time for classes and be properly prepared.
- Students are to contribute to an effective and positive learning environment in the classroom by following instructions and observing classroom rules.
- Students are to contribute to a welcoming, caring and supportive environment by showing consideration for each other and ensuring that their words and actions cause no harm or offence to others.
- Students are expected to strive for personal excellence in all areas of College life. All College staff will do their utmost to foster a learning environment that enables students to actively pursue and achieve excellence.
- Students are to contribute to a safe, orderly environment by moving and acting in a way that is not disruptive or unsafe to themselves or others. The College strictly enforces a “hands off” policy between students in recognition that every student has the right to feel safe at all times within the College.
- Students are to contribute to a secure, clean and pleasant environment by acting in ways which look after their own, other peoples’ and College property. Students are to contribute positively to the health and hygiene of the College and wider surroundings in a manner that is consistent with the importance of preserving and maintaining the natural environment.
- Students are to take pride in themselves by wearing the uniform correctly and acting in a way that reflects well on themselves, their families and their school.

Commitment to Child Safeguarding

St Mary of the Angels Secondary College, staff and community promotes the safety, wellbeing and inclusion of all children.

All students enrolled, 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.

Democratic Principles Statement

St Mary of the Angels Secondary College supports and promotes the principles and practice of Australian democracy, including a commitment to:

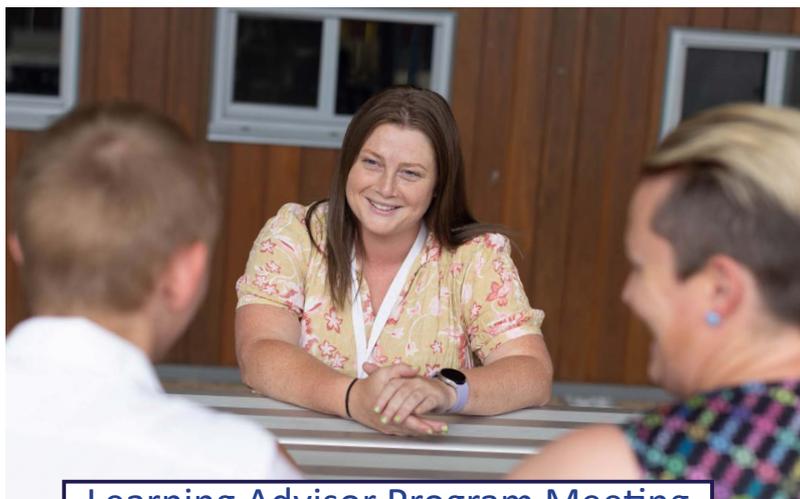
- Elected Government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance
- Pastoral Care

Learning and Teaching

Learning Advisor Program (Years 7 - 9)

The Learning Advisor Program involves regular three-way reporting and communication between students, parents/carers and Learning Advisors. This program will deepen the relationships between the three key stakeholders in education: the students, the parents/carers and the College. It will focus on the academic, extracurricular and social needs of each student.

Parents/carers are invited to contact the Learning Advisor at any time for an interview to discuss your child's progress or any other aspect of College life.



Learning Advisor Program Meeting

Students will be allocated a Learning Advisor at the start of Term 1 and introductory communication will follow soon after.

Senior Students (Years 10 - 12)

Senior students (Years 10 to 12) will experience a wrap-around support model including input from the Homeroom Teacher, Year Level Leader, Subject Teachers, Careers and Pathways Team, Wellbeing Team, and Learning Diversity Team.

Parent/Carer/Student/Teacher conferences in Semester One and Semester Two will be held with the subject teachers that students and their families feel they would benefit from a conversation with. Meeting time can also be arranged for students and their families with the Careers and Pathways Team who specialise in post-secondary school planning in both study and work. The College Wellbeing Team will act as a conduit between students and their teachers when setting up the pre-conditions for learning.

Senior school PSG's will take place outside of the Parent/Carer/Student/Teacher conference time and include support staff to address student needs

Excursions

Excursions are viewed as an important aspect of our curriculum. They are designed to enhance the teaching and learning experiences of the classroom. Excursions undertaken by students include camps, retreats, and visits to educational centres, career centres, environmental walks and sporting events. Parents/carers are notified in advance regarding all excursions and all excursions are appropriately supervised.

Classroom Mastery

What is Classroom Mastery?

Classroom Mastery, developed in collaboration with Dr. Tim McDonald and implemented by Catholic Education Sandhurst Ltd., is a structured approach to fostering high expectations for student behavior.

It emphasises the importance of clear routines, consistent rules, and positive teacher-student relationships built on mutual respect.

Research highlights that high expectations should be actively taught, reinforced daily, and supported through predictability and structure. Teachers play a key role by modeling expected behaviors, providing guidance, and ensuring students have opportunities to practice.

Encouragement and constructive feedback help students meet these expectations, while mistakes are viewed as learning opportunities. This approach not only promotes positive classroom behavior but also supports student growth and confidence.

More details are available on the Australian Education Research Organisation (AERO) website.



Classroom Mastery



Entrance Routine



Instill positive strategies to build belonging, responsibility and generosity

Create calm and ordered classrooms where learning takes priority

Engage students in learning and give them freedom to focus without disruption

Create engaged, positive and productive classrooms

SPARK

What is SPARK?

St Mary of the Angels Secondary College is a Positive Behaviour Support school. This means that St. Mary of the Angels Secondary College recognises the importance of positive relationships among all members of the College community.

The expected behaviours at St Mary of the Angels Secondary College are based on our values: Safe; Purposeful; Accepting; Resilient; Kind (SPARK).

SPARK is a framework that concentrates on establishing and explicitly teaching clear expectations for all students in all settings. Through being proactive in the prevention of problematic behaviours, more time can be spent on fostering positive learning environments to facilitate improved academic and social performance.

 SAFE Be a person that others can trust	I WILL <ul style="list-style-type: none">• Walk inside• Stay in my assigned area• Use equipment appropriately• Keep my hands, feet and objects to myself
 PURPOSEFUL Be relentless in striving to achieve my goals	I WILL <ul style="list-style-type: none">• Use my diary for school tasks• Be organised for class• Stay on task• Seek help
 ACCEPTING Focus on what is good about others	I WILL <ul style="list-style-type: none">• Be mindful of other people's differences• Actively listen to others• Cooperate with others• Celebrate everyone's success
 RESILIENT Think positively and keep trying when times are tough	I WILL <ul style="list-style-type: none">• Do my best• Focus on what I can do• Embrace mistakes• Keep trying
 KIND Do the right thing even when nobody is looking	I WILL <ul style="list-style-type: none">• Use manners• Include others• Be friendly• Support a put-down free zone



Pastoral Wellbeing

Pastoral Wellbeing is putting into practice those aspects of the College Vision Statement that focus on Christian values, beliefs and the Franciscan charism. The Pastoral Wellbeing of students is a key feature of our role as teachers, it provides opportunities for students to be affirmed in their self worth. Pastoral Wellbeing is integral to the whole College community working together to ensure the full growth of each individual member of that community.

Student Wellbeing

Pastoral Care is a key aspect of Wellbeing, dealing more specifically with individuals who are experiencing difficulty in their lives. If members of the College community are seen to be in need of support, the Learning Advisor, should be notified in the first instance. Students who are in need of specialist wellbeing support are usually referred to the College Wellbeing Team by either the Homeroom Teacher, Learning Advisor, Year Level Leader or Deputy Principal. Pastoral Wellbeing refer students/families to organisations/ services when required and/or requested.

Pastoral Wellbeing is an important aspect of our College life and culture. It is designed to support students to make good decisions and is aligned with the philosophy of our SPARK Values that we have high expectations of our students and have the support structures in place to enable them to achieve, both personally and academically.

Homeroom Teacher / Learning Advisor

Each student is under the guidance of a Homeroom Teacher / Learning Advisor whose major role is to ensure that students in his or her group are cared for and that they are an important part of the College community. Where possible the Homeroom Teacher / Learning Advisor will teach their group for one or more subjects. In Year 7 this consistent contact also assists with transition.

Parents/carers who feel their child is experiencing difficulties or issues which are out of the ordinary affecting their child across their subjects should contact their Learning Advisor. Our Year Level Leaders manage the more complex needs at each year level, in conjunction with teachers and parents/carers.

Year Level Team Leaders

The Year Level Team Leaders develop and implement programs and structures that support Student Learning and Student Wellbeing across their assigned Year Level. They support Homeroom Teachers/Learning Advisors in their role and are the next point of contact after your child's Learning Advisor.



Illana Ballerini
Pastoral Wellbeing



Sandy Carver
Pastoral Wellbeing



Liz Withall
Wellbeing
Team Leader



John Nihill
Pastoral Wellbeing



**Courtney
Cunningham**
Year 7 Team
Leader



**Amy
Brooks**
Year 8 Team
Leader



**Brooke
Prust**
Year 9 Team
Leader



**Jemma
Bell**
Year 10 Team
Leader



**Heath
Plattfuss**
Senior School
Team Leader



**Melissa
Knight**
Applied Learning
Team Leader

Parent Support

St Mary of the Angels seeks active parental involvement in the College by parents/carers showing support for:

- The Religious Education and Faith Development Program.
- The College student management policy.
- The Parent/Student/Teacher/Learning Advisor interview process.
- Extra Curricular activities.
- Sports days.
- The operating cost of the College through payment of fees.
- The College Building Fund.
- Fund raising initiatives.
- Attendance at College formal gatherings and social functions.

Wellbeing Support to Students, Parents & Carers

Support at St Mary of the Angels Secondary College

Things You Should Know

The College provides a Wellbeing Support service for its students as part of its pastoral wellbeing service. This is provided via the College Wellbeing Support Team.

Students are encouraged to make use of this service if they need assistance. There are, however, a number of things that students and their parents/carers should know before using the Wellbeing service.

- Records will be made of counselling sessions and because the Wellbeing Team are employees, those records belong to the College, not the wellbeing team members.
- The College is very conscious of the need for confidentiality between Wellbeing team members and the student. However, at times it may be necessary for the Wellbeing team members to divulge the contents of discussions or records to the Executive Principal, Deputy Principal (Student Wellbeing & Development) and/or the student's relevant Year Level Team Leader.
- It is also possible that the Executive Principal, Deputy Principal or relevant Year Level Team Leader may need to disclose aspects of discussions with counsellors to others in order to assist the student.
- Where a disclosure is made it would be limited to those who need to know, unless the student provides consent to some wider disclosure.
- Signed consent may be provided by either Parent, Carer or Student for Wellbeing services to be ongoing.

We emphasise that disclosures (if any) would be very limited; however, if a student does not wish to engage with the College Pastoral Wellbeing Team, if needed the student may be referred to a variety of services from outside the College.

Please Note: A referral to an outside service and transfer of information consent must be signed by a parent or carer only.

Enrolment Procedures and Timelines

Entry to Year 7 in 2026

Enrolment forms are available from the College Office or can be downloaded from the College website, www.smota.vic.edu.au.

An Information Evening for prospective families is held at each of the venues below each year. All evenings will commence at 7.30pm. These evenings are to give parents/carers an introduction to the College, its history and to answer questions about the College.

St Mary of the Angels Secondary College, Nathalia	Monday 5th May 2025	(7.30pm)
St Joseph's Primary School, Cobram	Wednesday 7th May, 2025	(7.30pm)
St Joseph's Primary School, Numurkah	Monday 12th May, 2025	(7.30pm)
Tocumwal Golf Club, Tocumwal	Wednesday 14th May, 2025	(7.30pm)
Informal Weekend Open Day	Sunday 18th May 2025	(11.00am - 12.00noon)
St Mary of the Angels Secondary College, Open Day	Wednesday 21st May, 2025	(Bookings essential)
Year 7 (2026) Information Night - Nathalia	Wednesday 12th November	& Tuesday 18th November 2025
Year 7 (2026) Orientation Day - Nathalia	Tuesday 9th December, 2025	- All Day

Enrolment applications close on **Friday 4th July, 2025**. It is necessary to have a clear indication of Year 7 students for 2026 by this date so that appropriate planning can take place.

A preparation evening for those students enrolled to attend Year 7 in 2026 will be conducted by the Executive Principal and teachers to provide prospective families with valuable insights into the operation of the College and the major issues associated with the transition of students from primary to secondary education. Teachers and students will be available to conduct College tours and to answer questions from parents/carers and students relating to enrolment and all aspects of College life.

Orientation day for 2026 Year 7 students is scheduled to take place on **Tuesday 9th December, 2025**.

Academic Scholarships Offered

Academic Scholarships will be offered to Year 7 students enrolling in 2026 and Year 10 students in 2026. This Scholarship will have a life of 3 years. The scholarships will be offered to students on the condition that academic performance continues to be of a high standard in ensuing years together with a commitment to the College. Scholarships are open to all students who are enrolling in Year 7 or continuing in Year 10.

Scholarship paperwork will be available from Monday 17th March, 2025 from the College Office and at all Information evenings. **Applications close Friday 30th May, 2025. LATE applications CANNOT be accepted.**

Year 8 – 12 Entry

Applications may be lodged with the College at any time in the school year; however, parents/carers should be aware that some classes might be full after the elective selection process is completed. This may result in some limitation to subject selection. Applications lodged by early August should enable students to participate in the full selection process for the following year.



St Mary of the Angels along with fifty-one Catholic Schools in the Sandhurst Diocese, launched the new Learning and Teaching program called 'Magnify' in 2025.

What is Magnify Sandhurst?

Magnify Sandhurst combines evidence-based practices in teaching and learning to support each student's unique needs, strengths, and goals. The Magnify program focuses on strengthening core areas like literacy and numeracy, building supportive classroom environments, and integrating Catholic values in daily learning. We are committed to improving outcomes and providing a program where every student can flourish, inspired by the mantra, "Every Student, Every Teacher, Every School, Every Day!"

Key Features of Magnify Sandhurst

Magnify Sandhurst aims to enhance learning outcomes through several key components:

- **Structured and Evidence-based Learning:** Using the latest neuroscience and a structured, knowledge-rich curriculum, we ensure students build deep understanding. A low-variance curriculum provides students with a consistent learning experience and reduces the amount of preparation and planning required by teachers, allowing teachers to focus on individual student needs.
- **Magnifying Literacy and Numeracy:** Providing targeted support and resources to improve reading, writing, and math skills at all levels. Special focus on Structured Literacy in F-2 and sequential programs from Years 3-10.
- **Instructional Coaching for Teachers:** Each teacher receives a dedicated coach and program to learn and practice the best techniques to meet students' learning needs. We are investing in our teachers to provide the best possible learning outcomes for students in our Catholic schools.
- **Calm Classrooms and Positive Learning Environments:** Promoting calm, supportive, and positive learning environments through common practices, expectations, and social norms, our work includes a new program for student social and behavioural learning. Our classrooms will have a consistent approach throughout each Sandhurst school to support all students to learn in a calm, orderly learning environment.

Key Changes for students

With Magnify Sandhurst, you will see:

- **Expanded Literacy and Numeracy Blocks:** Your child will have more intensively focused time on literacy and numeracy skills, especially in the early years. At older year levels (right up to Year 10), the curriculum will be sequenced to ensure all students continue to cover all components of the Victorian Curriculum. There will be targeted support for reading and mathematics at every level.
- **Streamlined Curriculum:** Teachers will implement a clear and structured curriculum that prioritises essential knowledge and skills to reduce unnecessary complexity.
- **Personalised Learning Support:** Every teacher will work with a coach to apply the latest techniques for meeting individual student needs, helping all students—whether they excel or need additional support.

How families can be involved

Education is a partnership, and we encourage families to stay engaged in their child's journey with us. Here's how:

- **Participate in Learning Conversations:** Look forward to regular updates on their child's learning milestones. We aim to keep you informed and involved every step of the way.
- **Access Your Child's Learning Data:** Throughout the year, you will have opportunities to review their child's progress, including assessment results, so you can stay connected to their academic growth.

Looking Ahead

Magnify Sandhurst will be introduced across 2025 to 2027, with each phase designed to bring measurable improvements in our learning environments. We are committed to making this journey meaningful for every child and every family, ensuring that learning is both challenging and supportive.

Subject Choices

St Mary of the Angels is proud of the strength of its core curriculum and is pleased to be able to offer students a broad range of electives from which to choose. Students increasingly have the responsibility of selecting their course of studies as they move through the College. Such choices are made in consultation with parents/carers, their Learning Advisors, the Executive Deputy Principal - Learning & Professional Practice, the Senior School Leader and the Careers/Pathways Team.

Year 7

Core Subjects: Religious Education, Integrated English/Humanities, Mathematics, Health & Physical Education, Science and Languages - Italian

All Year 7 students participate in the electives listed below:

- **Arts** – Art, Music
- **Technology** – Foods, Agriculture/Textiles, ICT
- **Personal Development** – RRRR (Rights, Responsibilities & Cyber safety)

Year 8

Core Subjects: Religious Education, English, Mathematics, Health & Physical Education, Science, Humanities and Languages - Italian.

Year 8 students study two Arts and Technology electives each semester from the selected studies list below.

Year 8 Selected Studies – offered in 2025

Foods	Art 2D	Patchwork
Creating with Wood	Art 3D	Fabric & Fashion
Metal	Music	Horticulture & Sustainability
Plastics		Design Create Outdoor Living

Note: Final offerings depend upon student demand. Some classes may be at maximum capacity and therefore unavailable to students enrolling after the start of the year.



David Walker
RE Leader



Zoe Portia
English & Literacy
Leader



Tammi Watkins
Maths & Numeracy
Leader



Andrew Blackbourn
Science Leader



Ross Burgmann
Humanities Leader

Learning and Teaching

Year 9

Core Subjects: Religious Education, English, Mathematics, Science, Humanities and Health & Physical Education

Students in Year 9 will study three electives in each semester from the list below.

Year 9 Selected Studies – offered in 2025

Art 2D	Art 3D	Arts Leadership	Design & Create Outdoor Living
Forensics	Fun Through Fitness	Furniture Making	CAD
Foods	Ag Horticulture	Metal	Music
Get on Your Bike	Patchwork	Preparing for the Workplace	War & Conflict

Note: Final offerings depend upon student demand. Some classes may be at maximum capacity and therefore unavailable to students enrolling after the start of the year.



Liam Evans

Health & PE Leader



Olivia Sorbello

Languages Leader



Jack Tynan

Technology Leader



Kim Carter

Arts Leader



Amy Tinkler

Learning Diversity
Team Coordinator

Learning and Teaching



Music



Metal



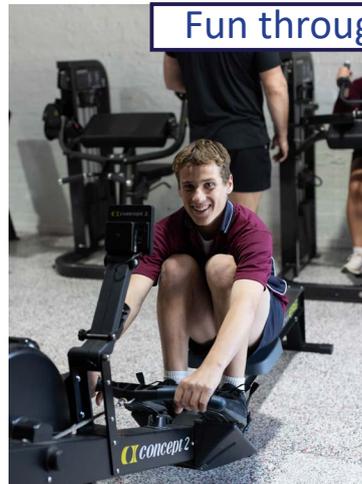
Foods



Technology



Fun through Fitness



Art

Learning and Teaching

Year 10

In Year 10, we offer both the standard Year 10 curriculum, and an Applied Learning option for students. All students, regardless of program, will study English and Mathematics as core subjects.

In the standard Year 10 program, students will also undertake core study in Religious Education, Science and Humanities for both semesters 1 and 2; and will select from three elective studies per semester.

The Applied Learning Pathway is an alternate learning opportunity for students who will spend one day per week in either work placement or completing a Vocational Education Training (VET) study. These students will be supported by the Program Leader and will work closely with our Pathways staff. Applied Learning students will participate in Religious Education studies by engaging in community service, and will undertake Science and Humanities studies through project based learning. They will select from two elective studies per semester.

Students in both the standard Year 10 program and the Applied Learning Pathway may apply to study either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education – Vocational Major (VCE – VM) in Year 11. Careful consideration should always be given to ensure adequate preparation for any future VCE studies.

Students moving into Year 10 are encouraged to consider completing a VCE study or VET course as part of their Year 10 program. Given appropriate advice, these options can cater to students' individual needs. The process for selecting and accessing these options is outlined to students and parents/carers in Term 3.

Careers, pathways, the workplace and work experience are integral elements of study for all Year 10 students throughout the year.

Year 10 Electives offered in 2025

Physical Education & Health Concepts

Agriculture/Horticulture

Applied Learning Program

Art 2D

Art 3D

Design & Build Wood

Foods of the World

Exercise Science & Bio-mechanics

Intro to VCE

 Biology & Chemistry

 Physics & Maths

Journalism

Karts

Metalwork

Money Talks

Music

Photography

Psychology & Mental Health

VCE Subjects (depending on availability)

VET Subjects:

 Building/Construction *

 Electrical *

 Engineering *

 Salon Assistant *

 Hospitality *

 Automotive *

(* will incur additional fees)

Learning and Teaching

VCE Years 11 and 12

A comprehensive range of subjects is offered at VCE level. These include:

Art	Maths Methods
Biology	Media
Business Management	Outdoor & Environmental Studies *
Chemistry	Physical Education
English	Physics
Food Studies	Product Design & Technology
Foundation Maths	Psychology
General Maths	Religion & Society
Geography	Sociology
Health & Human Development	Specialist Maths
History	Systems Engineering
Legal Studies	Vocational Major
Literature	(* will incur additional fees)

VCE classes are offered in conjunction with the Nathalia Secondary College. A small number of select subjects are offered through the Virtual School Victoria. These subjects are studied via correspondence, with a nominated supporting teacher.

Shared Provision

St Mary of the Angels Secondary College has contributed to and benefited from a unique partnership model of education since 1978.

In addition to forging partnerships with a range of community, sporting and cultural groups within the local region and indeed further afield through the College's Year 9 immersion program, St Mary of the Angels is an active participant in a local education network of primary and secondary schools. This network is known as the Nathalia Learning Community.

Most notably, the College's partnership with the Nathalia Secondary College has enabled a broadening of the VCE curriculum both in terms of the range and number of classes it can offer students.

More recently, the opening of the Trade Training Centres has expanded VET options for our students. We currently offer a range of VET (Vocation Education Training) subjects offered across St Mary of the Angels, Nathalia Secondary College and St Augustine's College, Kyabram.

These partnerships have and remain vital for their contribution to the quality and range of education options we can offer students, which are comparable to schools much larger than ourselves.

Vocational Education & Training (VET)

Vocational Education & Training (VET) focuses on providing students with the opportunity to acquire specific workplace training in a hands on based approach to learning. VET subjects are nationally accredited and are therefore recognised across Australia. In order to 'pass' or receive 'competency' in a VET subject, students must complete a series of units or modules to the required standard. All VET subjects have an Occupational Health and Safety component to them. The connection between the skills gained in the work shop or 'prac' situation can be very appealing for some students. A student may complete a VET subject whilst completing their VCE/or VCE Vocational Major.

If 'competency' is achieved, VCE/VET will contribute towards a 'satisfactory' completion of VCE studies. Competency in a VET subject can also lead to further training at TAFE. VCE/VET programs that have Units 3 & 4 can be included in the calculation of the ATAR. To obtain an ATAR score, the VCE/VET subject must be one where a scored assessment is available and an external exam is completed. More information is available from the Careers/Pathways Team.

(VET will incur additional fees)

Australian School-Based Apprenticeships and Traineeships

A School-based Apprenticeship or Traineeship is when you combine paid work, school and training to receive a qualification that is recognised Australia wide. Apprentices and trainees generally learn industry skills by combining on-the-job paid work with training at a TAFE institute or other provider.

The training is for a vocational qualification at Certificate II, III or IV level.

School-based Apprenticeships and Traineeships can count towards completion of student's VCE or VCE Vocational Major. This works in the same way that VCE/VET programs do by giving credit as Units 1-4 or as block credit. School-based Apprenticeship or Traineeship programs usually contribute to the ATAR in the same way that VCE/VET programs do.

Learning and Teaching

VET Studies offered in 2025

Agriculture/Horticulture	Electrical *
Allied Health	Electro-Technology
Animal Studies	Engineering *
Automotive *	Equine Studies
	Furnishing (Cabinet Making)
Beauty Services	Salon Assistant *
Building/Construction *	Horticulture
Business	Hospitality *
Children's Services	Plumbing
Computers: CISCO	Retail
Community Services	Sport & Recreation*
Creative Industries (Media)	Tourism
Design	

(*VET will incur additional fees)

The VET studies in **BOLD** are offered as part of our Trade Training Centre Consortium with Nathalia Secondary College and St Augustine's College, Kyabram. Sport and Recreation, Electrical and Engineering are offered in Kyabram (transport provided), the others are offered in Nathalia. More information is available from the Pathways Team.

Learning and Teaching



VET Hospitality



VET Automotive



VET Building & Construction

Learning and Teaching



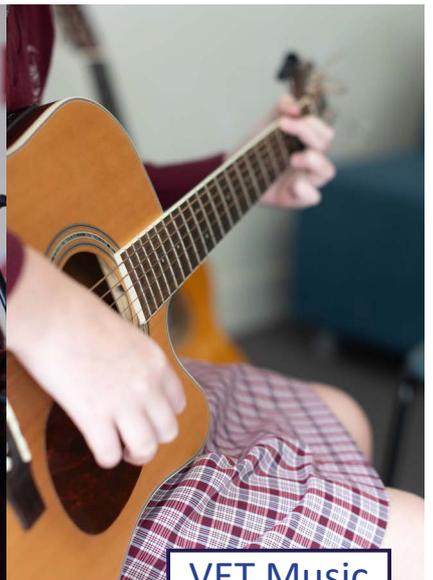
VET Sport & Recreation



VET Engineering



VET Hairdressing



VET Music

VCE Vocational Major

The VCE Vocational Major is an alternative pathway to the VCE at Years 11 and 12. Its focus is on hands-on, experiential and applied learning and is therefore a popular choice for students who enjoy this style of learning. Students who study the VCE Vocational Major are likely to go on to complete further training at a TAFE institute, doing an apprenticeship or traineeship or seeking employment after secondary College. Some universities will consider students who have completed VCE Vocational Major.

The VCE Vocational Major gives students:

- practical work-related experience
- employability skills
- literacy and numeracy skills
- personal skills that are important to life and work.

The VCE Vocational Major program at St Mary of the Angels incorporates community partnerships as a requirement of the students' Personal Development component. The initiation and development of strong links with organisations includes such as Nathalia RSL, Nathalia Mens Shed, St Francis and Nathalia PS, Nathalia Hospital and the GRAIN Store. These organisations provide great opportunities for St Mary of the Angels VCE Vocational Major students to experience real life hands-on learning applications.

Students also participate in gaining accreditation in Community Service, Barista and Food Handling Certificates, Responsible Serving of Alcohol and First Aid. This will enable the VCE Vocational Major students to be work ready for either part time or future full time employment. VCE Vocational Major is an excellent pathway for students who learn in a hands on environment.



Learning and Teaching



Vocational
Major
Community
Partnerships



Extracurricular Activities

Student Leadership

The College provides opportunities for student leadership throughout all year levels. These leadership opportunities include College Leaders, Student Representative Council (S.R.C), Bus Captains, House Leaders, Social Justice Leaders, FIRE Carriers and Arts Leaders.

The development of leadership skills is emphasised through leadership excursions and organisational planning. These leaders are the voice of our students and play a vital role in the life of the College. They should always show pride and respect for the College and its community through modelling Gospel values.

Social Justice Group

“Justice Matters” is the name of the St Mary of the Angels Social Justice Group. The name represents our acknowledgment of the importance of social justice and highlights our purpose – to inform, discuss and act on social justice issues and matters. Through meetings and activities we raise awareness for ourselves and the College Community of social injustice issues and, where appropriate, raise money to help organisations project compassion, such as Caritas, in their work for a more just world.

Academic Competitions and Activities

Students have the opportunity to participate in national English, Maths, Science, Humanities and Information Technology competitions as an extension of the work they undertake at St Mary of the Angels.

Physical Education and Sport

Sporting activities are conducted both within the College and on an interschool basis.

The College competes against other secondary schools in swimming, cross-country, athletics summer and winter sports. It also has teams that compete in various netball, football and athletic carnivals. Extended state-wide competitions and carnivals are made available for students. Team based and recreational sports, individual and group physical activities are incorporated into the regular Physical Education programs.

Public Speaking and Debating

We provide a range of extracurricular opportunities across all year levels for students to be involved in public speaking and debating at St Mary of the Angels. These include: Lions Youth of the Year and the Legacy Junior Speaking Award.

Music

Classroom music is part of the core curriculum for students at Year 7 and an elective at Years 8 – 10, depending on student classes. The College organises private tuition for students – single or combined sessions for guitar, drums, keyboard, saxophone and vocals. Students who undertake these activities are withdrawn from classes on a rotational basis. The College has a choir and band. All students are welcome and encouraged to participate.

Extracurricular Activities

Dance and Drama

The College provides the opportunity for students to perform in drama and dance activities. The current focus is on a College production each year. These performances bring the whole College community together and involve all students who wish to participate.

Last year's College Drama Production was "Big Fish", where students from across the year levels have an opportunity to participate either on stage or behind the scenes.



Dance and Drama



Extracurricular Activities

Franciscan Student Leadership Secondary Program

As a Franciscan school, St Mary of the Angels College embraces the teachings and charism of St Francis of Assisi.

St Francis was a leader of his time and the example of his servant leadership endures today. In Mark's Gospel, Jesus said "whoever wishes to be the greatest among you must be the least" (Mk 10:43) and "I came not to be served, but to serve." (Mk 10:45) St. Francis showed this servant attitude of Christ in his own life, advocating for others in a spirit of care and compassion. Both Jesus and Francis show us that leaders are to be servants to those they lead, putting what is good for others ahead of themselves as they strive for the Common Good. Being a leader is not easy, and even Francis had to learn some skills to help him become an effective leader of his group of friars.

What will the program provide?

The Franciscan Student Leadership Program is an opportunity for students in Years 10 and 11 at St Mary of the Angels to strengthen their leadership skills and seek to build on their leadership potential with the opportunity to make a tangible difference to our College and the local community, just as St Francis did.

Students will be exposed to different ways of leading, they will have an opportunity for self-reflection, they will learn about more formal aspects of leadership such as meeting processes and protocols, all whilst building their capacity to be leaders in a variety of settings. Participants will also have the opportunity to learn from other dedicated leaders, both from inside and outside the College, in order to further embrace the positives as well as the challenges faced with leadership.

During the program, students will be encouraged to step outside their comfort zones and become involved in new and different experiences, including public speaking, running meetings and learning how to be a good ambassador. Their journey will provide them with a strong insight, not only into the College and the wider community, but also themselves, through personal reflection.



**Pictured, 2024 Students undertaking the Franciscan Student Leadership Program;
(Back) Blue Sergi, Arthur Smith, Matilda Altoft, Bavesha Krishnankutty, Chloe Verlin
(Front) Jack Dobson, Adeline Hutchinson, Jack Wiles, Tariro Kakono, Carmen Cole
(Absent; Keith Manicdao)**

Support Services



Homework Policy

Why?

Homework is an integral part of each subject's curriculum providing continuity between school and home. It allows a student to become an active participant in their own learning outside of the College environment and promotes the learning process as a means of enjoyment and self-fulfilment. Homework provides students with the opportunity to use initiative and be responsible for their own education. Homework is usually completed on weeknights. As students progress to higher year levels there may also be a necessity to complete homework tasks on the weekend. In doing homework students learn positive study and revision habits.

Types of Homework

- Consolidation of work completed during the day
- Extending a student's knowledge about what has been learned
- Assignments and research work
- Completing tasks not completed by the student at school
- Reading, note taking, summarising
- Completing practice questions or drafts

Homework Times

Homework is a necessary part of secondary school. As the student progresses through their secondary education the amount of time required to complete homework tasks should increase.

The time students could reasonably expect to spend on homework are:

Year Level	Homework Recommendation
7	Semester 1: English and Maths: 15 mins per night / 1 hour per week Semester 2: English and Maths: 15 mins per night / 1 hour per week Other subjects: ½ hour per subject every 2-3 weeks.
8	½ to 1 hr per day / ½ hour per subject per week
9	1 – 2 hrs per day / 1 hour per subject per week
10	1 – 2 hrs per day / 2 hours per subject per week
11	2 – 3 hrs per day / 3 hours per subject per week
12	2 – 3 hrs per day / 4 hours per subject per week

Homework Policy

Teachers give adequate time for research and preparation for particular assignments. We encourage the student to learn how to manage their available time, i.e. not wait until the night before to begin, and not to spend hours on unnecessary detail and decorations.

On occasions when a student has no set homework to complete they are encouraged to revise or do wider reading.

Parents/carers who are concerned about their child's homework are advised to contact the Homeroom teacher or Learning Advisor.

Homework Club

Every Wednesday after school from 3.30 pm until 5.30 pm Term 1 and 3.30 pm until 5.00 pm Terms 2, 3 and 4, we operate a supervised Homework Club. It's an opportunity for students to work together on their homework in familiar surroundings and students often find this particularly helpful. Homework Club is not additional tuition, simply a supervised means of working together.

St Mary of the Angels also provides a late bus service (bookings essential) to assist with returning home after Homework Club. See the Late Bus section of the Handbook.

School Times

Note: Thursday has an allowance for "Community Time"

So that you will be familiar with the pattern of a school day, a regular week's timetable is shown below:

Monday, Tuesday, Wednesday, Friday		Thursday	
Home Room	8.45 - 9:00am	Home Room	8.45 - 9:00am
Period 1	9.00 - 9.50 am	Period 1	9.00 - 9.45 am
Period 2	9.50 - 10.40 am	Period 2	9.45 - 10.30 am
Recess	10.40 - 11.10 am	Recess	10.30 - 10.55 am
Period 3	11.10 - 12.00 noon	Period 3	10.55 - 11.40am
Period 4	12.00 - 12.50 pm	Period 4	11.40 - 12.25 pm
		<i>Community Time</i>	12.25 - 1.05 pm
Lunch	12.50 - 1.40 pm	Lunch	1.05 - 1.50 pm
Period 5	1.40 - 2.30 pm	Period 5	1.50 - 2.35 pm
Period 6	2.30 - 3.20 pm	Period 6	2.35 - 3.20 pm
Homeroom Dismissal	3.20 - 3.25 pm	Dismissal	3.20 - 3.25 pm

Uniform

The College has a distinctive uniform for both our male and female students who are encouraged to take pride in wearing it neatly. Should a student be unable to be in correct uniform, they are requested to present a signed and dated note from a parent/carer, to their homeroom teacher during Homeroom. The note should explain why they are not in school uniform and the steps being taken by parents/carer/student to rectify the situation. A student consistently out of uniform without sufficient reason may enter the 'Student Management' framework. All uniform articles must be clearly marked with the student's name. It is the student's responsibility to wear the uniform neatly at school and while travelling to and from school. Make-up and jewellery are not part of the school uniform. Sleepers, studs and watches may be worn under the conditions outlined below. Normally there are transition periods between summer and winter uniform in the first weeks of Terms 2 and 4.

Blazers & Backpacks

All pieces of the St Marys uniform are supplied by 'Worklocker' in Cobram, with the exception of the College blazer and backpack which are sold directly from the College. The College blazers are to be worn to and from school during Terms 2 and 3. New blazers cost approximately \$160.00. The College back pack cost is \$75.00.

Hats

Students must wear a hat outdoors during Terms 1 and 4. The wearing of a College hat is compulsory. Students may only wear the hats approved as part of the uniform. The College hats are available from Worklocker Cobram or the College Office for \$18.50.

General Appearance

Students are expected to wear clothing that is clean and tidy. Hair must be clean and tidy and shoes should be polished regularly. Boys are expected to be clean-shaven; beards or moustaches are not permitted. Ties are to be worn correctly and shirt tails are to be tucked in (winter uniform) unless the shirt is a square-bottomed shirt (summer). The College Blazer is to be worn to and from school and other times as required during Terms 2 and 3. It is to be worn on special occasions and **as the alternative to the jumper, if for some reason the jumper cannot be worn** during Terms 1 and 4.

- A mix of school uniform and sports uniform (eg; sneakers with school uniform) is not permitted.
- The acceptable College dress and skirt length is at or below the knee.
- Jewellery is not permitted with school uniform. One pair of either sleepers or studs (not both) may be worn, (sleepers no more than 1 cm diameter, studs no larger than 4mm), but only one in each earlobe and they must be plain silver or gold. Spacers are not allowed. No rings are allowed. No bracelets are allowed. No necklaces are allowed other than a small plain silver or gold crucifix.
- No visible body piercing or tattoos– piercings must be either clear (must not be noticeable), taped or removed. All body piercings are to be removed for PE or other activities.
- College supplied scarves are only to be worn.
- Combs, hair bands and ribbons are to be in College colours (white, navy blue or maroon) and plain.
- No coloured nail polish or make-up of any kind.
- No extreme unnatural hair colours.
- Traditional black leather polishable shoes with no logos (Skate shoes/Vans/Cons etc are not acceptable).
- No coloured T-shirts or long sleeve shirts under any uniform. Plain white singlets or T-shirts only.
- As an Occupational Health and Safety issue, shoes must be fastened at all times, while coming and going, and while at school.

Uniform

FEMALES	Approx. Cost 2024*subject to change	MALES	Approx. Cost 2024*subject to change
SUMMER		SUMMER	
Checked School Dress (cost depends on size)	\$94 - \$102		
White Short Sleeve Shirt	\$40 - \$45	White Short Sleeve Shirt – square bottom	\$42.50
Maroon V-neck jumper (Yr 7 – 10) or	\$116.50 - \$143.50	Maroon V-neck jumper (Yr 7 – 10) or	\$116.50 - \$143.50
Navy V-neck jumper (Yr 11 – 12)	\$116.50 - \$143.50	Navy V-neck jumper (Yr 11 – 12)	\$116.50 - \$143.50
Navy Shorts	\$54 - \$57	Navy Shorts	\$38 - \$45.50
Hat	\$18.50	Hat	\$18.50
White socks		White/Grey Socks	
Traditional Black Polishable Leather School Shoes		Traditional Black Polishable Leather School Shoes	
WINTER		WINTER	
College Skirt (checked) or	\$134.50	Grey School Trousers - Kids 10-18	\$62.50
College Slacks (grey)	\$105	- Men's 3-12	\$68.50
*College Blazer (Year 7 – 12)	\$160	*College Blazer (Year 7 - 12)	\$160
Maroon / Navy V-neck jumper	\$116.50 - \$143.50	Maroon / Navy V-neck jumper	\$116.50 - \$143.50
White long-sleeved shirt	\$36	White Long Sleeve Shirt	\$36
Navy College tie	\$26.50	Navy College Tie	\$26.50
Navy stockings (or white socks with skirt)		Grey Socks	
Grey or White socks with slacks		Traditional Black Polishable Leather School Shoes	
Traditional Black Polishable Leather School Shoes		Black Belt	
Physical Education		Physical Education	
Maroon College Polo Shirt	\$43	Maroon College Polo Shirt	\$43
Navy Sports shorts	\$24	Navy Sports shorts	\$24
PE Tracksuit Tops	\$70	PE Tracksuit Tops	\$70
Pants	\$47.50	Pants	\$47.50
White Sports Socks		White Sports Socks	
Swimming		Swimming	
One-piece swimsuit or Long Swim Top (not Bikini)		Board Shorts above the knee	

All uniform available from Worklocker Cobram except *College Blazer & College Backpack available from College only.

Worklocker Cobram
8 Main Street, Cobram Vic 3644 | Ph: 03 5872 1221

SMOTA Correct Uniform Policy

SUMMER



College Blazer
Year 7 - 12

White short sleeve Shirt
Year 7 - 12

College V-Neck Knit Jumper
Navy - Yr 11 - 12
Maroon Year 7 - 10



College Hat
Year 7 - 12



Navy Shorts
Year 7 - 12



College Dress
Year 7 - 12



**PE Tracksuit; Top & Shorts
College Polo Shirt & College Hat**
Year 7 - 12



Socks Grey or White
Year 7 - 12

Stockings Navy
Year 7 - 12



School Shoes Traditional Black Polishable Leather
Year 7 - 12

PLEASE NOTE

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***T-shirts ARE NOT PERMITTED
*** Logos/printing other than the College Logo are not permitted

Uniform items available at:
WORKLOCKER COBRAM
8 Main Street Cobram VIC 3644
Phone: (03) 5872 1221
Email: cobram@worklocker.com.au



SMOTA Correct Uniform Policy

WINTER



White long sleeve Shirt
Year 7 - 12



College Skirt
Year 7 - 12

Grey Slacks
Year 7 - 12

Socks
Grey or White
Year 7 - 12



Stockings Navy
Year 7 - 12



School Shoes
Traditional Black
Polishable Leather
Year 7 - 12



College V-Neck Knit Jumper
Navy - Yr 11 - 12
Maroon Year 7 - 10



College Blazer
Year 7 - 12

College Tie
Year 7 - 12



PE Tracksuit; Top & Pants
College Polo Shirt
Year 7 - 12



PLEASE NOTE

The College has a distinctive uniform for both our male and female students who are encouraged to take pride in wearing it neatly. Should a student be unable to be in correct uniform, they are requested to present a signed and dated note from a parent/carer, to their homeroom teacher during Homeroom. The note should explain why they are not in school uniform and the steps being taken by parents/carer/student to rectify the situation.

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Uniform items available at:
WORKLOCKER COBRAM
8 Main Street Cobram VIC 3644
Phone: (03) 5872 1221
Email: cobram@worklocker.com.au



Tuition Fees

St Mary of the Angels is a not for profit Catholic Secondary College, which receives funding from both the Commonwealth and State Governments; however, this funding falls short of the actual running cost of the College and it is expected as in all Catholic schools that 'Tuition Fees' will provide the balance of the funds necessary to ensure excellent educational outcomes.

College fees at St Mary of the Angels are crucial to the ongoing operations budget of the College. The ability of the College to educate your child to their maximum depends upon the collection of fees. The College also recognises the financial impact of fees on parents/carers, so we endeavour to keep increases to a minimum. For families with more than one student attending the College in the same year, a family discount applies calculated as 10% of the second students Tuition Fees. Where there are more than two students from the same family attending the College in the same year, the fee will be capped at the rate for two students.

Reductions in school fees available to families holding health care cards and who complete a CSEF (Camps, Sports And Excursions) application.

Fees for a forthcoming year are calculated in late December of the current year.

Subject Levies

St Mary of the Angels understands that parents/carers need to be aware of the total cost of their child's education, so we have calculated the annual amount required for all subject levies, excursions, performances, camps and other activities associated with educational programs of the College. This allows us to advise parents/carers of the true cost of their child's education, with very few 'hidden' extras.

The only additional costs occur when a student enrolls in specific programs, some of which carry additional costs such as Outdoor Education. Subjects or electives that use the services of an external training body for courses such as VET Courses including VET Hospitality, Hairdressing, Building and Construction, will occur an additional cost for materials and/or equipment.

Where a specific subject involves additional costs, parents/carers will be advised as early as possible to ensure that they can make informed decisions.

College Fees continued...

The Tuition fees for St Mary of the Angels Secondary College for 2025:

Year Level	First Student	Second Student	Additional
Year 7-8	\$4,050.00	\$3,645	No additional Tuition Fees
Year 9-12	\$4,170.00	\$3,753	No additional Tuition Fees

*** Please note an applicable bus fee will apply for those students travelling on a St Mary of the Angels Secondary College Bus.**

Bus Fees

Due to differences in Victoria and NSW governments conveyancing and school travel subsidies, our College Bus fees are charged depending on your State of residence.

VIC Bus Fees

The table below outlines the Bus Fee for each Victorian student traveling on a St Mary of the Angels Bus for 2025. Please note this charge considers the Conveyance Allowance from the Victorian Government.

Location	First Student	Each Additional Student
Victoria	\$575.00	\$575.00

NSW Bus Fees

The table below outlines the Bus Fee for students traveling on a St Mary of the Angels Bus for 2025 from NSW locations. Please note Transport NSW manage the School Drive Subsidy which is paid directly to the nominated parent/guardian account. Additional information regarding the School Drive Subsidy can be found on the Transport NSW website (<https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>)

Location	First Student	Each Additional Student
Barooga	\$3,060.00	\$770.00
Tocumwal	\$3,290.00	\$830.00
Finley	\$4,310.00	\$1,080.00

Payment of College Fees

The payment of fees is essential to the running of the College and the provision of a quality education for all of our students.

We offer a Direct Debit system for fee payment. Parents/carers may indicate the amount and frequency of regular payments from your account. As the entries are initiated by the College, there is little or no cost to parents/carers.

Accounts for annual fees will be sent out early in Term 1, and it is expected that payment in full will be made prior to the end of Term 2, unless arrangement has been made with the College. The College is prepared to accept a wide variety of payment methods and timetables. For further information regarding fees, please contact the Business Manager.

Hardship Provisions

In genuine cases of hardship, the College will work with parents/carers to ensure that no student is denied access to courses of study due to financial difficulties. All discussions and decisions are treated in strict confidence. For further information, please contact the Business Manager.

Refunds – Tuition Fees

It is College policy not to give refunds for non-attendance by students at individual activities or for extended periods. All activities are financed on the basis of full attendance by all students.

When students transfer to another College, or gain employment during the year, the College may make a credit adjustment, based on an approximate pro-rata method.

Building Fund

The construction of new buildings, maintenance and upkeep of existing buildings and new capital items are funded from direct donations to the College Building and Maintenance Fund. The Building and Maintenance Fund is an accredited Deductible Gift Recipient account, and donations are fully tax deductible.

Donations to the Building Fund may be made by contacting the Business Manager.

College Buses

The majority of our students travel to and from school on St Mary of the Angels fleet of College buses. It is, therefore, very important that the following points are studied carefully by you and we strongly request that you discuss these points with your child/children.

All students need to remember that they are representatives of the College as they travel to and from school. They should be careful that their behaviour reflects high personal standards that should be typical of St Mary's students. As well as obeying any laws which are applicable, students should also remember to observe traditional rules of politeness. Students are expected to wear the uniform correctly and to avoid misconduct.



As it is clearly impossible to supervise students travelling to and from school under all circumstances, we cannot accept responsibility for misconduct. The College, however, will take whatever steps it can to insist upon appropriate standards. If a student's conduct affects the safety of other passengers, the driver will notify the College and appropriate follow-up will take place.

Safety Rules on Buses

To safeguard your child and all others conveyed on buses, it is vital that all students obey the following safety rules:

- Students must leave the bus in an orderly fashion and **WAIT ON THE SIDE OF THE ROAD UNTIL THE BUS HAS MOVED AWAY ALLOWING A CLEAR VIEW OF THE ROAD IN EACH DIRECTION**. They are not to cross in front of or behind the bus.
- Students should wait at the pickup point in an orderly fashion. They are not to play on the road or attempt to approach or board the bus until it has stopped.
- For the safety of all bus travellers **students must wear their seat belts** and remain seated for the whole journey. Bus captains, in consultation with the bus driver, are responsible for assigning students to a particular seat at the beginning of the year. Therefore, they will be responsible for any damage associated with that seat. There should be no calling out to passing traffic. No part of the body or arms should protrude out of the bus windows and nothing is to be thrown from the bus.
- Buses must be left clean and tidy. All College Buses have a **No Eating or Drinking policy** (water is permitted). This is for your safety and for the safety of others (due to the risk of spilling and the increasing number of Foods Standards in regards to food allergies)
- Students are not permitted to use their Devices whilst on the bus.
- Captains are vested with authority from the College to supervise the students on the bus. At all times, students must follow directions of the driver or bus captain.
- Due to College Buses running at capacity it is not possible to change buses. Students are allotted **One seat on One Bus only**.
- Failure to adhere to these rules may result in the loss of an allocated seat.

The College operates its own private bus system to transport students outside the Nathalia pick up area. If you require more information on any bussing issues please contact Camille Montgomery, Bus Operations Manager. The College private bus system picks up students from Finley, Tocumwal, Barooga, Cobram, Katamatite, Yarroweyah, Stathmerton, Numurkah, Tallygaroopna, Katandra West and surrounding areas.

Bus routes are reviewed annually with a view to student demographics, accessible sealed roads and cost effectiveness. Bus routes and bus stops may change each year for a variety of reasons, including those mentioned above. The changes will be at the sole discretion of the Bus Operations Manager.

Disruption to College Bus Services

Flood, fire or other identified risks

Important Information

In recent years, there have been occasions when the College bus service and the Government bus service have been disrupted due to either bushfire danger or flood danger.

There have been instances when the entire College has been closed down due to flood danger.

Following is information about the process of communication in the event of disruption to bus service or College closure due to natural disaster or other identified risk. The safety of human life takes priority at all times, when determining transport arrangements for school students.

CODE RED DAYS – A Code Red day is the highest Fire Danger Rating in Victoria. Code Red Days are declared by the Bureau of Meteorology.

Schools in fire prone areas or at risk areas, may receive forty eight hours (48) notice (or less) of an impending Code Red Day. On Code Red days, some schools will be required to close. St Mary's has not been identified as being in a high risk area; however, our buses will **NOT** be allowed to travel through high risk areas, which effectively means that **ALL** buses will be cancelled on Code Red days at relatively short notice.

In the event of a Code Red Day disrupting the bus service offered by St Mary of the Angels, the following will occur:

- a. An SMS message will be sent home to those families affected by the closure or disruption to a particular bus run. This will occur preferably with 24 hours notice to families.
- b. The CES Ltd will be informed of the closure of/disruption to particular bus runs.
- c. A Public announcement will be made to students the day prior to the closure of/disruption to a particular bus run.
- d. Information about the closure of/disruption to a particular bus run will be placed on the College's web site, www.smota.vic.edu.au.
- e. Information will also be placed on the official College Facebook page as it becomes available.

Students affected whilst at school

In the event that a bus service will be affected by a 'rapid onset emergency' (i.e. happens during the school day whilst the students are at school), the Executive Principal (or representative) will liaise with the CES and appropriate local authorities (SES, CFA, Moira Shire, Police) to ascertain which bus runs will be closed. "All services on affected bus routes and those that may potentially be affected will be cancelled in full. Buses with students on board may not leave the school without the approval of the Executive Principal or his or her delegate. All students on affected services will be held at the school until the all clear is given." (DEECD, Feb.2014 'School Bus Program Emergency Management, Operational Guidelines)

College Late Bus

During the Year the College late bus will run on a Wednesday afternoon, it will be a streamlined service. The bus will leave from outside the College office at 5.30pm. In order to **register** for the late bus, students must complete a registration form (available as a download from our website), have it signed by a parent/ carer and hand it to Student Reception on a Monday. Registrations will be accepted until 3.00pm on a Monday; registrations will NOT be accepted after Monday for travel on that week's bus.

The bus stops and times are as follows:

St Mary of the Angels Secondary College	Departure point	5.30pm
St Joseph's Primary School, Numurkah	Estimated arrival	5.50pm
Katunga V-Line	Estimated arrival	5.55pm
Stathmerton V-Line	Estimated arrival	6.00pm
Cobram V-Line	Estimated arrival	6.15pm

Only students who have submitted a signed registration form and who are attending an approved College related activity will be allowed to travel on the late bus. The bus is not open to members of the public or students who are not attending an approved College related activity. The College regulations for bus travel also apply to our late bus travellers. These College bus travel regulations can be found in the College Buses section of this Handbook.

It is essential that parents/carers are prompt when collecting children from the designated 'late bus' drop off points as bus drivers will not be able to wait for parents/carers who arrive late. A prompt pick up is critical for the safety of our students.

Should you have any queries about the late bus please contact the College Office or speak directly with the Bus Operations Manager.



Code of Conduct

Introduction

At St Mary of the Angels we are committed to nurturing respectful relationships and active partnerships with you as parents/carers. We believe that our students' learning journeys are enriched through positive and reciprocal home and College 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 College community and its culture of respectful relationships within a Catholic faith tradition.

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

This Code of Conduct is to be read in conjunction with the below College policies which can be found on the College website:

- Occupational Health and Safety Policy
- Complaints Policy and procedure
- Child Safeguarding Policies

Raising Concerns & Resolving Conflict

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

- Listen to your child, but remember that different 'reality' may exist elsewhere;
- Observe the College'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 College to discuss 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 College.

Appendix 2 - Code of Conduct

Safety & Wellbeing

The College 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 College community. These behaviours include, but are not limited to:

- Shouting or swearing, either in person or by other means;
- Physical or verbal intimidation and/or threats;
- Aggressive hand gestures;
- Writing rude, defamatory, aggressive or abusive comments to/about a member of the College community (emails/social media);
- Racist, sexist or other denigrating comments or images;
- Acts of violence; or
- Damage or violation of possessions/property.

When an adult behaves in such unacceptable ways, the Executive Principal or Executive Principal's nominee will seek to resolve the situation in one or more of the following ways:

1. Repair relationships through discussion and/or mediation.
2. Exercise our legal right to impose a temporary restriction or permanent ban from the College premises.
3. Report the incident to the police.

Appendix 3 - Student Use of Personal Digital Devices Policy

Student Use of Personal Digital Devices Policy

Rationale

Catholic Education Sandhurst Limited (CES Ltd) is committed to ensuring that all members of the school community have access to and actively participate in a safe, inclusive and supportive learning environment. This commitment extends to the use of Personal Digital Devices (PDDs), guided by the expectation that all members of the school community will engage in safe and responsible behaviour

Scope

This policy applies to all students within the CES Ltd system and governs the use of PDDs during school hours and school-related activities.

Policy Statement

In accordance with the Ministerial policy issued under Section 5.2.1(2)(b) of the Education and Training Reform Act 2006 (Vic), students are prohibited from using or accessing PDDs during school hours for any purpose, unless a specific exception has been granted.

Appendix 3 - Student Use of Personal Digital Devices Policy

This policy aims to:

- Foster a secure, focused and distraction-free environment for learning and teaching by minimising disruptions caused by PDDs and preventing inappropriate use, including cyberbullying
- Encourage increased opportunities for social interaction and physical activity during recess and lunch breaks
- Establish clear communication protocols between the school, students and parent/carers.

Personal Digital Device Use by Students

In compliance with the policy, the use of PDDs is prohibited at schools during school hours, including lunchtime and recess, unless a specific exception has been authorised by the Executive Principal or delegated staff member.

If an exception is granted, the student must adhere strictly to the conditions specified and use the PDDs in a safe and responsible manner.

- PDDs must be turned off and securely stored during school hours or school-related activities as per the school's established procedures.
- PDDs brought to school are at the owner's risk, and the school accepts no liability for loss, theft, or damage.
- Staff are required to report and document all incidents of PDD misuse in accordance with their school's Learning Management System protocols.

Exceptions

A comprehensive list of exceptions is outlined in the Student Use of Personal Digital Devices Procedure. Exceptions may be granted by the Executive Principal or delegated staff member when specific conditions are met and appropriately documented including:

- Health and Wellbeing: Supporting medical needs.
- Individual Learning Program Requirements: Addressing specific educational accommodations or learning plans.
- Risk Management: Ensuring safety for students during offsite activities.

In specific circumstances, students may be permitted to access PDDs within the school environment, provided they adhere to expectations for acceptable and appropriate use.

Camps and Excursions

The use of PDDs is not allowed at camps, excursions, events, or activities unless they are necessary for a specific purpose or to manage risk. If PDD use is permitted, the rationale for the exception must be documented and approved by the Executive Principal or delegated staff member.

Appendix 3 - Student Use of Personal Digital Devices Policy

Secure Storage

Schools will establish measures to securely store Personal Digital Devices (PDDs) in a way that aligns with the available on-site resources and capacity. Specific storage arrangements will be determined by the Executive Principal, considering the context of the school environment.

School Level Response

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.

Definition

Parents/Carers – The natural parents, caregivers or legal guardians of a student currently enrolled.

Personal Digital Devices (PDD) – Electronic devices that enable communication, data access or media interaction through mobile telecommunications services or internet connectivity. This includes but is not limited to mobile phones, smartphones, headphones, smartwatches, portable gaming devices, and other emerging technologies such as wearable devices or voice-activated assistants capable of accessing wireless networks or cellular devices.

Staff – Teachers, support staff and contractors, whether employed directly, seconded or engaged by schools within the CES Ltd network

Students – Students enrolled in schools within the CES Ltd network

Legislation

This policy is mandated and supported by the following legislation:

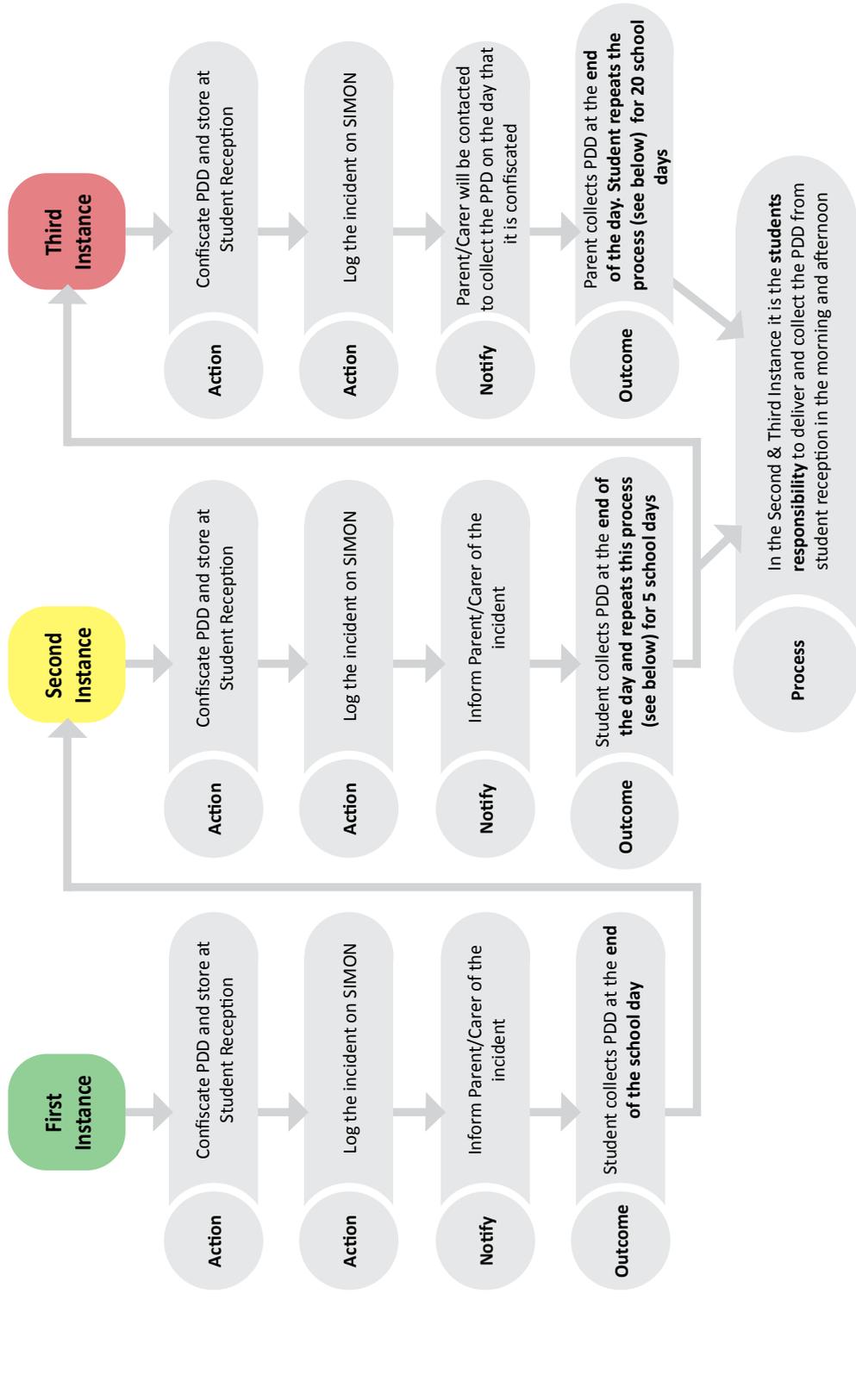
- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007 Education and Training Reform Amendment 2010
- Education Training and Reform Act – Child Safe Standards – Managing the Risk of Child Abuse in Schools, Ministerial Order No 1359 Australian Education Act 2013
- Australian Education Regulation 2013
- Crimes Amendment (Bullying) Act 2011 ‘Brodie’s’ Law’ The Copywrite Act 1968
- Information Privacy Act 2000

Duty of Care & Minimum Standards

CES Ltd is deeply committed to the safety and well-being of all children and young people within its care. This commitment is articulated through the comprehensive Duty of Care and Child Safety Framework that guides the all operations of all Sandhurst Catholic Schools.

CES Ltd monitors its compliance with minimum standards in line with Ministerial Order No 1359 of the Education Training and Reform Act – Child Safe Standards – Managing the Risk of Child Abuse in schools.

Student Mobile & Electronic Device Procedure





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