

Student Handbook

NAME:

PASTORAL CARE CLASS:

Contents

Quick Links	1
Prayers	2
About Trinity College.....	5
The Three Marial Virtues – The Three Violets.....	6
College Houses.....	7
Trinity Lion Mascot.....	9
General Rules	10
Uniform Expectations.....	13
Who Can Help Me?	14
What Do You Do...?	17
Bullying	19
Cyber Bullying and Online Harassment	20
School Laptop and Information Technology Use	21
Digital Resources.....	22
Personal Technology and Phone Use Agreement.....	23
Out of Bounds Areas	24
Restorative Teaching Process	25
School Representative Code of Conduct	26
Trinity Code of Behaviour in Sport	27
Growth Goals	29
Out of Class Log	31

Quick Links




Student Portal



Student Email



My Progress Data



Apply for AARA




Assessment Policy



VET Program



Subject Handbooks



Careers

Prayers

Sub Tuum Praesidium

Sub tuum praesidium confugimus, confugimus,

Sancta Dei Genitrix, Sancta Dei Genitrix.

Nostras deprecationes ne despicias, ne despicias

In necessitatibus nostris.

Sed a periculis cunctis libera nos semper,

Virgo gloriosa et benedicta.

Sub tuum praesidium confugimus, confugimus,

Sancta Dei Genitrix, Sancta Dei Genitrix.

Under Your Protection

We turn to you for protection

Holy Mother of God.

Listen to our prayers

And help us in our needs.

Save us from every danger,

Glorious and blessed virgin.

We turn to you for protection

Holy Mother of God.

The prayer that we often call the "Sub Tuum" is one of the Church's most ancient, and certainly the oldest prayer known that invokes Mary. In the University of Manchester there is a papyrus copy of this text in Greek that is dated approximately to the year 250AD and comes from the early Christian community of Egypt.



A Blessing For Our College In The Marist Way

May we place our Trust in God in all we undertake embracing all that life offers, even those things that might limit us, always confident that with God all things are possible.

May each day be an opportunity to deepen our experience of the presence of God in our own lives and in the lives of others by developing a way of being, loving and doing, in the footsteps of St Marcellin Champagnat.

May Jesus, the human face of God, be central to our lives, as we encounter his love for us, and all humanity, at the Crib, at the foot of the Cross and in the Eucharist.

May our relationship with Mary, Our Good Mother, be an ever deepening one as we live always in the way of Mary, humbly, and with great compassion, bringing Christ's life to the world.

May the sense of family spirit always pervade the College community, made real through love and forgiveness, support and help, forgetfulness of self, openness to others, and joy.

May we share in the love of work and the simplicity of spirit that was St Marcellin Champagnat's.

May our lives reveal the values of frugality, service, industriousness, and devotedness and may we be people of integrity- truthful, open-hearted and transparent in our relationships.

Based on the writings found in 'Water from the Rock' pp.26-36



The Angelus

L. The Angel of the Lord declared unto Mary.

R. And she conceived of the Holy Spirit.

Hail Mary, full of grace, The Lord is with you;

Blessed art you among women,

And blessed is the fruit of your womb, Jesus. Holy Mary, Mother of God,

Pray for us sinners,

Now and at the hour of our death. Amen.

L. Behold the handmaid of the Lord.

R. Be it done unto me according to your word.

Hail Mary, etc.

L. And the Word was made Flesh.

R. And dwelt among us.

Hail Mary, etc.

L. Pray for us, O holy Mother of God.

R. That we may be made worthy of the promises of Christ.

L. Let us pray

R. Pour forth, we beseech you, O Lord, your grace into our hearts, that we to whom the Incarnation of Christ your Son was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection. Through the same Christ Our Lord. Amen.

ALL. Glory be to the Father and to the Son and to the Holy Spirit as it was in the beginning is now and ever shall be, world without end. Amen.

St Marcellin Champagnat... Pray for us

St Mary of the Cross... Pray for us

And may we always remember... to pray for one another.

About Trinity College

School Crest

The symbols used in this illustration of the Trinity are the equilateral triangle and the circle. Here, the three triangles are laced into one circle to strengthen the idea of the three persons in the Unity of God.

The cross surmounts the pattern, reminding us of the Trinity story, and giving direction to our prayer. The prayer of the Church is the prayer to the Father, which we make through Jesus Christ, our human brother, through the power of the Spirit.



The Origins of Trinity College

Trinity College opened for its first 100 students in 1982. It was, and still is, under the auspices of the Catholic Education Office of the Brisbane Archdiocese, but it was administered in the early days by the Marist Brothers on the invitation of the Brisbane Director of Catholic Education. The Sisters of St Joseph were also prominent on the staff of the College for the first three years. The charisms of these great Religious Orders are still evident within the College, and the virtues and values of St Marcellin Champagnat and St Mary Mackillop are strongly promulgated.

Vision

Trinity College is a faith-filled Catholic Community committed to inspiring students to be life-long learners who know and love Jesus in the Marist way.

Mission Statement 2021 - 2025

Trinity College, inspired by our motto 'In God we Trust', is a Catholic Learning Community whose Mission is to provide a compassionate, holistic, contemporary learning environment, promoted and nurtured through the Marial Virtues of Humility, Simplicity and Modesty.

The College seeks to do this:

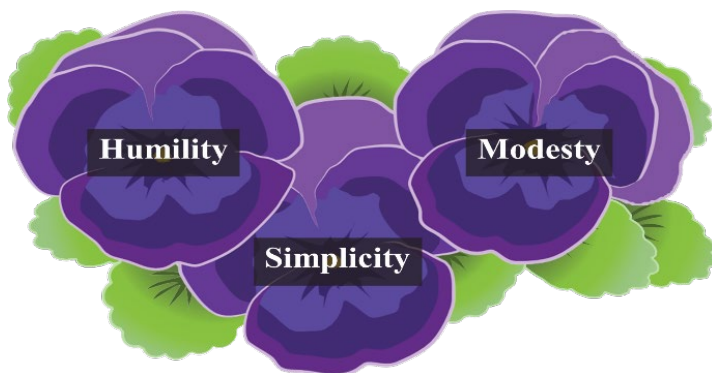
- Through a lived experience of the Presence of God in the Catholic Christian tradition
- By the nurturing Family Spirit of the Marist Charism in catering to the individual and diverse pastoral needs of students
- By engendering a Love of Work, inspiring excellence, creating pathways, and enriching learning through the teaching of 21st century skills, knowledge and attitudes required for successful lifelong learning.

The Three Marial Virtues – The Three Violets

At the core of what it is to be Marist are three spiritual attitudes toward God, often referred to as the three Marial Virtues, i.e. Humility, Simplicity and Modesty. It was these virtues that St Marcellin Champagnat believed should characterise the Marist way.

For Marists, Mary is our model of the Christian disciple who embraced these virtues in her own life and faith. She was never the focus of attention; she was a facilitator, a mediator. She knew that Jesus, the one she had brought forth, needed to be in the centre: he, not she, was the teacher, the saviour, the way, truth, and life.

When practiced these spiritual attitudes are mirrored in our own lives and relationships with others.



Humility – This spiritual attitude is to be awestruck, indeed humbled, before the immensity and infinity of God. It is to trust in God’s great power and unfathomable mystery and God’s unshakeable mercy and fidelity. An attitude of Humility will see us treat all people with great RESPECT as we are all made in the image and likeness of God.

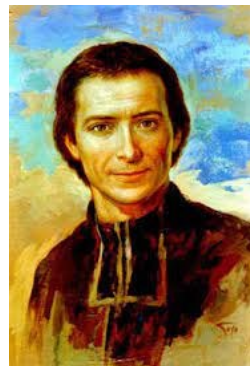
Simplicity – An attitude of simplicity is to be oneself before God. To have an honest and genuine relationship with God. As in any loving relationship, no secrets, no game playing, no hidden agenda. An attitude of Simplicity would have us approach all our relationships with GENUINENESS AND HONESTY.

Modesty – Allowing God to be God and act in our lives. It requires us to work to be alert to God’s presence in our lives and to allow ourselves to be affected and transformed by God. This attitude of Modesty can translate into our lives and is about being secure enough in our own view of self that there is no need to intrude or impose our self on another, not to ‘shout them down’ with our voice or use them to satisfy our own emotional needs or serve our own ends. An attitude of Modesty will see us place the other at the centre – RESPECTFULLY, SELFLESSLY, AND NON-POSSESSIVELY.

College Houses

MARCELLIN (Yellow) CHAMPAGNAT (Blue)

St Marcellin Champagnat founded the worldwide community of Brothers with the fire of a simple Christian faith in his heart and the power of a holy purpose in his will. The son of French peasants, Marcellin was born in the village of Le Rosey near the city of Lyon in 1789. It was the year of the storming of the Bastille at the start of the French Revolution. The religious, political, economic, and social unrest of his time profoundly affected the direction his life took. He was an unschooled youngster when a visiting priest suggested that he might like to train for the Catholic priesthood. He found his studies extremely difficult but through prayer, courage and the constant support of his mother and aunt he was finally ordained a priest in 1816, a year after Napoleon's defeat at Waterloo.



Marcellin and a group of other seminarians had discussed forming a religious order under the patronage of Mary, the mother of Jesus. In the Chapel of Fourvière, above Lyon, the day after their ordination, they dedicated themselves to her as "The Society of Mary", commonly called the Marist Fathers.

One day on his pastoral rounds he found a dying 15 year old boy, Jean-Baptiste Montagne, who had never learned the most basic elements of the Christian faith. (A painting hangs in the College office depicting this scene). As a priest, Father Champagnat's immediate concern was the lad's ignorance of God, but this was linked to his lack of any education. Marcellin decided he must do something and decides to form a community of Brothers to educate children, particularly the poor. His whole life between 1817 and 1840 became a crusade of rescue for poor children. He would go to any lengths and make any efforts to try to improve their situation so that they would be open to the unconditional love of God.



devotion and knowledge

The Marcellin House Icon embodies the vision held by Marcellin after his experience with Jean-Baptiste Montagne. The central shape is the academia shield, which traditionally symbolises tradition and education. The four images highlight the significance of the Three Violets, the place of Mary (White Lily) and the sacred heart, the power that comes from knowledge (books) and the liberation (eagle) that education can provide.



courage and perseverance

The Champagnat House Icon depicts the Memorare in the Snow. When caught in a snowstorm, Marcellin and Br Stanislaus were saved by the light of a farmer's lantern. It encourages to follow the light of Christ. The central shield is directional and is symbolic of the spiritual journey. The Ave Maria Icon pays homage to Mary our good mother. Whilst the Lyon Lion reminds us of the French origin of the Marist Brothers.

College Houses

MACKILLOP (Green)

St Mary MacKillop was born in Fitzroy, Melbourne on 15 January 1842. Mary was the eldest of seven children. While teaching at Portland in 1866, Father Woods invited Mary and her sisters Annie and Lexie to come to Penola (S.A.) and open a Catholic school there. In 1866 a school was opened in a stable. In December 1869 Mary and several other Sisters travelled to Brisbane to establish the Order in Queensland. Pupils were accepted whether their parents could afford the fees or not. Mary was a great teacher and opened many schools in Queensland, New South Wales and South Australia. Mother St Mary MacKillop died on 8 August 1909 and was canonised by Pope Benedict XVI on October 17th 2010.



determination and mercy

The MacKillop House Icon depicts the helping hands of mercy, symbolising the mission we have to be the hands of God. The magpie and wings symbolise the native bird of South Australia, where much of MacKillop's ministry took place. The Southern Cross pays respect to MacKillop as the first Australian Saint.



SCORTECHINI (Red)

On being appointed Pastor of Logan Parish, Father Benedetto Scortechini took up residence at Logan Village, arriving in 1875 and staying for nine years. Among the places under his care were numerous small settlements including Cleveland, Boonah, and the Tweed River. He used to ride by horseback from Logan Village to Yatala and Beenleigh and from there to Coomera, Nerang, Southport and Tallebudgera.

In the same year as his appointment, he acquired the building that was to become his church on the Logan River. The building, although shifted from its original site, still stands as the old church in the grounds of St Joseph's Tobruk Primary School.



resilience and grace

The Scortechini House Icon depicts the wild Brumby who roamed the plains of Logan and Dalby at the time that Scortechini was undertaking his ministry within these areas. In addition to being a priest, Scortechini was also a solicitor and a well-known botanist and conservationist. This is depicted in the fire, commonly used for renewal of the land by First Nation people and the Norfolk Island Pine, whose nomenclature he is credited with. Central to the icon is the protection shield to symbolise Scortechini's drive to protect God's creation.

Trinity Lion Mascot

What is it that our Lion mascot represents?

Lions are courageous animals who thrive living in family groups, called prides, that they are very defensive of. It is these qualities of the Lion that the Trinity Lion represents for our community. It is a symbol of the courageous family spirit as Trinitarians and Marists. That sense of courage and family that has pervaded this College since its earliest days has grown in us as we lived out our life as a Marist community.

We reflect in all we undertake that same courageous spirit that St Marcellin possessed as he formed the first community of Marist Brothers, a religious order that would educate children. Bound as they were by a sense of family spirit where all were welcomed, known and loved, nothing could defeat them. It is their ongoing legacy of courage, determination, and deep sense of family spirit that our Lion mascot represents, whether on the sporting field or in our classrooms.

So, when you see the Trinity Lion remember the courage and determination of St Marcellin and remember that you are supported by your Trinity Family. Know that nothing can defeat you.



We are Trinity.

We are Marist.

Hear us Roar!

Just a little **bit late** doesn't seem much but...

They are only
missing just...

10
minutes
per day

That equals...

50
minutes
per week

Which is...

nearly
1.5
weeks
per year

Over 13 years
of schooling
that's...

nearly
half
a year

20
minutes
per day

1.5
hours
per week

nearly
2.5
weeks
per year

nearly
1
year

30
minutes
per day

half
a day
per week

nearly
4
weeks
per year

nearly
1.5
years

1
hour
per day

1
day
per week

nearly
8
weeks
per year

nearly
2.5
years

General Rules

1. Common rules of courtesy must apply at all times. When addressed by any member of the staff or a visitor, students must respond in a respectful manner. Students should give way to teachers and visitors as they move about the school buildings and grounds.
2. Students are reminded that, to and from school, their conduct should be such that it reflects credit on themselves and on the College community.
3. Students are expected to participate in all facets of school life to the best of their ability, religious, educational, sporting, cultural and social. A friendly, caring atmosphere should pervade in classrooms and within our entire school community.
4. Homework and assignments are integral parts of the learning process and need to be completed on or before the due dates.
5. Possession and use of cigarettes/e-cigarettes/vapes, alcohol and illicit drugs are strictly forbidden at school, at school functions, travelling to or from school or at any time whilst in school uniform.
6. Students are expected to return directly to their homes after school has been dismissed. Students should not loiter at shopping centres in school uniform.
7. The utmost care and respect of all school property is required.
8. On school excursions, camps, retreats, and sport general school rules apply. Quiet and correct conduct is expected as it is when students are at any time in the public eye- at the theatre, on transport, or on the streets. Students should always be good ambassadors for the school.
9. Parents accept responsibility for the transport of their children to and from school. Parents who transport other children to and from school do so at their own risk. Students who drive themselves to school do so at their own risk. The College does not provide on-site parking for students.

Classrooms and Buildings

1. At no time are students to enter classrooms without a supervising teacher.
2. Students are not to be on verandahs before school or during the lunch breaks unless under the direct supervision of a teacher.
3. Food and drink are never taken into learning areas. Water bottles are the exception.
4. Movement between classes is to be brisk and orderly. Students should keep to pathways. On stairways and verandahs students should keep to the left. Classes will assemble in two rows close to the classroom wall to await the direction of the teacher.
5. School bags are to be placed in the lockers provided. Lockers are to be secured with the College provided lock at all times. School bags are not to be carried between classes or at lunch times.
6. Students are encouraged to keep stairwells clear at all times.
7. As a general rule, students are not permitted to enter staff rooms. Staff are readily accessible via Student Reception during break times, except during the daily morning staff meeting (8.15am to 8.30am).

Homework Club

1. Students must always sign in and sign out when entering or leaving Homework Club.
2. Students must follow instructions from the teacher in charge and tutors.
3. Students must be actively working whilst in Homework Club.
4. There is to be no eating in the library during Homework Club.
5. Homework is not a place to hang out. Nearby childcare centres provide before and after school care and families will be advised if their child is not participating and no longer able to attend Homework Club.

Grounds

1. Chewing gum of any kind is not permitted in the school grounds/buildings.
2. No student is to be at the bike racks - except for owners placing bikes in racks before school or removing them after school. Bikes must not be ridden in the school grounds.
3. All litter must be placed in the waste and recycle bins provided.
4. Teachers on playground duty will supervise students in the grounds during lunch and afternoon tea. Supervision in the morning does not commence until 8.15am.
5. Students waiting to be served at the canteen will form a queue. Students are expected to be respectful and courteous to the canteen staff. Students at the canteen are under the direct control of the teacher on duty.
6. After school playground duty ends at 3.20pm. No student is to remain in the school grounds after school unless under supervision by a teacher or with the authority of the Principal.

Vocational Education & Training (VET)

1. Track your competencies! At the end of each term, check with your teacher if you have completed all competencies to date. You record this in the My VET Competencies table at the back of this planner.
2. You MUST wear the required Personal Protective Equipment (PPE) required by your course. Refer to Uniform Expectations.
3. Students must provide the school with their Unique Student Identifier (USI) within two weeks of starting your certificate. If you do not provide this number, you will not receive your certificate. To create an USI, visit www.usi.gov.au.
4. Refer to the VET Student Handbook for guidelines regarding RPL, Complaints and Appeals etc.
5. Assessment at School is your priority. If you have an assessment that falls on the same day as a TAFE/ Work Experience/ SAT, you MUST attend school to complete your assessment. If you it falls on a day that you have a practical assessment at TAFE, you need to see VET & Pathways Leader who will then discuss this with your subject teacher. If you DO NOT inform VET & Pathways Leader, or your subject teacher about a conflict in assessment, you may receive a NR for your school assessment.

Uniform Expectations



Uniform

1. Students will wear full school uniform while in attendance at school, while travelling to and from school, and on special occasions. All items of the uniform should be clearly marked with the owner's name. Neatness, tidiness and cleanliness of uniform are essential, and no variations will be tolerated. T-shirts may be worn under the uniform in colder months as long as it cannot be seen through the shirt. Uniforms can only be purchased from the College Uniform Shop or online via the Parent Portal.
2. Make up, nail polish, fake nails, fake eyelashes, eyelash extensions and jewellery are not part of the school uniform and must not be worn. Students will be asked to remove these immediately. A watch, signet/plain ring and single or one pair (one in each ear) of plain sleepers or studs in the lower earlobe are the only items of jewellery permitted. Studs may not exceed 5mm in diameter and sleepers may not extend more than 5mm below the bottom of the ear lobe and the outer edge of the sleeper. In addition, it is permissible to wear a small, plain, discreet, silver or gold cross or religious icon on a fine chain around the neck. Any other religious jewellery or significant items worn on the body are not to be seen.
3. Observable facial or body piercing is banned. Students are not permitted to cover any pierced objects with band-aids nor are plugs, spacers or retainers acceptable.
4. Tattoos are not to be visible at any time.
5. Hairstyles are to be conservative, corporate and conform to the shape of the head. Excessiveness in style, colour, gel, or cut, which the College deems as extreme, **will not be permitted at school or school events**. This includes but is not limited to:
 - Undercuts
 - All over crew cuts blade 1 and below
 - Shaved tracks
 - Dreadlocks
 - Rat tail (or similar)
 - Mullets
6. Cornrows or braids are permitted when they run uniformly from the front to the back of the head only. Students with shoulder length hair (touching the collar of the uniform) or longer are to have their hair tied back. Hair ties, clip and pins should be in one of the school colours or similar to the student's natural hair colour.
7. Students must be clean shaven at all times.
8. Prescribed footwear must be worn at all times.
9. Practical uniforms are to be worn only as prescribed by their practical subject teachers. On days when students have timetabled practical lessons, they will change into practical uniforms at a break period prior to the practical lesson.
10. The College formal hat is to be worn by all students travelling to and from the College, between classes, and at all times they are outside the classroom.
11. The College cap or bucket hat must be worn for all outdoor activities when wearing the sports uniform. Please note that only the blue College cap or bucket hat may be worn.

1 or 2 days a week doesn't seem like much but...

If your child
misses...

1 DAY
per fortnight

1 DAY
per week

2 DAYS
per week

3 DAYS
per week

That
equals...

20 DAYS
per year

40 DAYS
per year

80 DAYS
per year

120 DAYS
per year

Which
is...

4 WEEKS
per year

8 WEEKS
per year

16 WEEKS
per year

24 WEEKS
per year

and
over 13 years
of schooling
that's...

nearly
1.5 YEARS

nearly
2.5 YEARS

over
5 YEARS

nearly
8 YEARS

Which means your child's learning progress might be



Who Can Help Me?

The quick answer is – *Anyone!*

All of the staff and students at Trinity are expected to assist any other person in need, as best they can. This may involve helping them to find someone who can provide more support. To help make sure that your request, question or concern is heard and actioned by the right people, follow the steps below in order:

Level One

Most requests, questions or concerns can be addressed at Level One.

Student Reception

The Student Reception can help you with first aid, illness, finding staff to assist you further, to call home, check on buses, lost property, finding your way around, lost timetables and many other things.

Pastoral Care Teacher

Your Pastoral Care Teacher sees you every day and is the best person to seek help from first. They can assist with attendance, issues with other students, the daily schedule, timetables and they can help you to get help from someone else, if necessary.

Classroom Teacher

Your Classroom Teacher is your first point of contact about anything related to your studies, assessment, independent learning (homework) and any questions or concerns about what is happening in the classroom.

Trade Training Centre

Anything related to pathways, trades, traineeships and school-based apprenticeships, these are the best people to reach out to.

Student-Athlete and Sports Development Team

The Student-Athlete Team can help with requests, questions or concerns about sport and sporting programs, including the TAP curriculum. This does not include the HPE program at the College. Any member of the team can assist with sports-related inquiries, please make contact via: SBEESAP@bne.catholic.edu.au



Level Two

If your requests, questions or concerns have not been addressed at Level One.

Student Growth and Wellbeing Team

The Student Growth and Wellbeing Team are available to assist all students across the College with request, questions or concerns around student wellbeing behaviour, bullying, RTC, camps, retreats, celebrations and ceremonies, student ideas for improving peer engagement at the College and other areas not related to classroom curriculum. Any member of the team can assist students and their families with wellbeing requests, questions or concerns, please make contact via: SBEEWellbeing@bne.catholic.edu.au

Learning and Teaching Team

The Learning and Teaching Team can help you to keep track of your academic progress, exam schedules, support needed for your learning, English as an additional language support, learning in classrooms and ideas students have for improving learning at the College. Any member of the team can assist students and their families with learning and teaching requests, questions or concerns, please make contact via:

SBEELandT@bne.catholic.edu.au

Curriculum Leaders

The Curriculum Leader oversees the learning and teaching in a particular subject area/s. They can help if you have tried your classroom teacher and still have requests, questions or concerns, if you need an AARA for upcoming assessment or any questions about pathways in the subject.

College Counsellors

The College Counsellors can provide support for students who have more emergent wellbeing needs. They can help students and their families to source additional support for ongoing concerns. Students are typically referred to a counsellor by the Student Growth and Wellbeing Team or the College Leadership Team. They also help students in Years 11 and 12 to apply for AARA.

Level Three

When requests, questions or concerns are escalated from Level Two Support Staff

Assistant Principal – Religious Education

The APRE can assist students and families with any requests, questions or concerns regarding the religious life of the College

Assistant Principal – Middle Years (7-9) and Senior Years (10-12)

Once requests, questions or concerns have been to the Student Growth and Wellbeing Team, Learning and Teaching Team and/or the Curriculum Leader, it may need to be escalated to the relevant Assistant Principal. To ensure that due process is followed and investigation undertaken if required, assistance at Level 1 and/or 2 must be sought first.

Deputy Principal

The Deputy Principal oversees all requests, questions or concerns escalated from the Student-Athlete and Sports Development Team and from the Assistant Principals.

College Principal

The Principal oversees all requests, questions or concerns escalated from the Deputy Principal and/or Assistant Principals when the matter is of a serious or urgent nature.

What Do You Do...?

If you are absent from school...

Parents/Guardians are required to report their child's absence via the Parent Portal. If the College is notified via a phone call, you are required to give your Pastoral Care teacher a note from your parent/ guardian on your return to school.

If you are early to school...

Students who arrive before 8.15am are not supervised. Students who arrive before 8.15am are to wait in the Canteen area until school starts.

If you have to leave school early...

Bring a note or your parent/guardian can log the early departure in the Parent Portal. You are required to complete an early pass form, available from Student Reception. Present the early pass and your note to a member of the Student Growth and Wellbeing Team for signing. When leaving your class present your teacher with your signed early pass and sign out at Student Reception before leaving the school grounds.

If you are late to school...

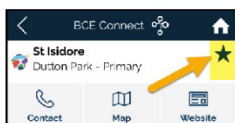
If you arrive late to school, that is you arrive after the first bell for morning Pastoral Care class, you are to report to the Student Reception in the administration building for a late pass, before going to any classes.

A guide to getting started with your BCE Connect and Parent Portal account.

1. Download BCE Connect

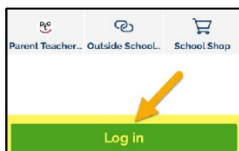


2. Favourite your school



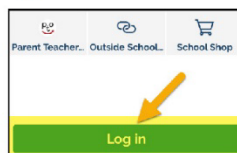
Favouriting your school in BCE Connect enables you to receive Push Notifications from the school and makes it easier to navigate back to the school by adding a shortcut on the home screen of the app.

3. Create an account



Select the first-time logging in option and enter the e-mail address you have supplied the school. A security code will be sent to your email. Return to the page and follow the prompts to **create your password**.

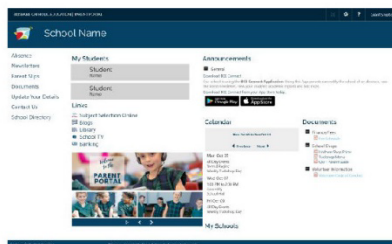
4. Log in



Log in to the BCE Connect App using your email address as your username and enter your newly created password.

Logging in will unlock all the features of BCE Connect. You can also access the Parent Portal from the Parent Portal link on the BCE Connect App.

5. Visit the Parent Portal



The **Parent Portal** offers a more feature rich experience for Parents.

If you are absent from TAFE / Work experience / School-based apprenticeship or Traineeship...

If you are unable to attend your TAFE / Work Experience or SAT due to illness or other urgent matters, ensure you follow the below process:

1. Call your employer to notify that you will not be attending
2. A parent to notify the school using the school absence line or parent portal
3. Email the Trade Training Centre Staff (sbeetradecentre@bne.catholic.edu.au) of your absence so they can arrange a make-up day.

If you become ill at school...

If you become ill or injured during recess or lunch breaks, report to the Student Reception in the administration building. If during class, inform your class teacher who will send you to the office if necessary. If you are seriously injured, have someone contact the office immediately. If you need to go home due to illness, the Office Staff will contact your parent/ guardian.

If you have lost property...

Tell your class teacher and with their permission, retrace your steps and look for the lost item. Inform your PC Teacher. Log the lost item with Student Reception.

If you are being harassed or bullied at school or on your way to/from school...

Report all instances of harassment or bullying to your Pastoral Care teacher or a member of the Student Growth and Wellbeing Team promptly. These are serious offences, and you can be confident that they will be treated seriously.

If you wish to change elective subjects during the school year...

Occasionally a student may need to change an elective subject during the school year. Subject Change forms, detailing the appropriate procedure, are available from Student Reception. Students must follow the appropriate process to have their subject change considered.

If you are out of uniform...

The College expectation is that students wear full uniform every day. In rare circumstances it may be necessary for a student to wear an item that is not uniform. In this case, during morning Pastoral Care Class, the student is obliged to report to their Pastoral Care teacher with a note of explanation. The Pastoral Care teacher will discuss the situation and issue a uniform slip, if appropriate. The uniform slip is to be presented to a member of the Student Growth and Wellbeing Team for signing as soon as appropriate.

If you have to take medication...

Students who require Ventolin or other asthma inhalers should keep them with them at all times. Other medication should be clearly named and left at the office, along with written instructions from your doctor as to its administration. Staff are not permitted to hand out painkillers, e.g. Panadol. No students are to administer medication to other students or to give students medication prescribed for themselves.

If you have valuables at school...

While the College does not encourage students to bring valuable items/large sums of money to school, if this becomes necessary, these items should be taken to the office for safekeeping as soon as you arrive at school.

If you have personal concerns about which you require advice...

Trinity College is a caring community in which each individual's safety and happiness is important. If you have personal concerns, you may speak to your Pastoral Care teacher, a member of the Student Growth and Wellbeing Team, the College Counsellor, any member of the College Leadership Team, or a trusted teacher.

If the lock for your locker is damaged...

If a student's lock is damaged or not working, it should be reported to the Pastoral Care teacher immediately. Replacement locks are available for purchase from the Student Reception.

Bullying

While "rude", "mean" and "bullying" all involve negative behaviour, they differ in terms of intensity, intention, and duration, none of which are tolerated at Trinity College and are dealt with once the College is made aware. It is important to have a clear understanding of what is and is not bullying. Here's a breakdown of the distinctions:

Being Mean:

Intensity: Mean behaviour is generally less severe than bullying. It may involve unkind or hurtful actions, but it doesn't necessarily escalate to a sustained pattern of intentional harm.

Intention: Being mean may not always involve a deliberate intent to hurt someone; it could be a thoughtless or insensitive action.

Duration: Mean behaviour might be a one-time occurrence or occasional, without a consistent pattern.

Being Rude:

Intensity: Rudeness is typically characterised by impolite or discourteous behaviour. It may be disrespectful, but it often lacks the repetitive and harmful nature of bullying.

Intention: Rudeness may stem from a lack of awareness or consideration rather than a purposeful desire to harm.

Duration: Like mean behaviour, rudeness can be situational and may not necessarily involve an ongoing pattern.

Bullying:

Intensity: Bullying involves repetitive, intentional, and aggressive behaviour aimed at causing harm to another person. It is more severe and harmful than being mean or rude.

Intention: Bullying is characterised by a deliberate and conscious effort to hurt, threaten, or intimidate someone.

Duration: Unlike isolated incidents of meanness or rudeness, bullying involves a sustained pattern of behaviour over time.

If you or someone you know is being bullied at school, report it to your Pastoral Care teacher, a member of the Student Growth and Wellbeing Team straight away by emailing SBEEWellbeing@bne.catholic.edu.au, or using the Bullying Report in the Student Portal (QR Code). Instances of bullying are serious offences and you can be confident that they will be treated seriously.

Report bullying



SCAN ME



Cyber Bullying and Online Harassment

Online bullying and harassment refer to the use of digital platforms and communication tools to intentionally harm, threaten, or intimidate individuals. It involves the use of electronic devices, such as computers, smartphones, or tablets, and can take various forms. Here are some common examples:

Cyberbullying: This includes sending hurtful or threatening messages, spreading rumours, or posting offensive content online with the intention of causing emotional distress to the target.

Trolling: Trolls deliberately provoke and upset others by posting inflammatory or offensive comments.

Harassment: Continuous unwanted online behaviour, such as stalking, repeatedly sending offensive messages, or creating fake profiles to impersonate and defame someone, constitutes online harassment.

Doxxing: Revealing and publicising private or personal information about an individual without their consent, such as addresses, phone numbers, or financial details, is a form of online harassment known as doxxing.

Flaming: Engaging in online arguments, often with hostile and aggressive language, to provoke and upset others is referred to as flaming.

It is crucial to know how to handle online bullying as it can have severe consequences on the mental and emotional well-being of the targeted individuals. Here's a simple guide:

SAVE – retain evidence for the eSafety Commissioner or Police report.

REPORT – to the social media platform, to the eSafety Commissioner or to Police if there are threats to your safety or are of a sexual nature.

BLOCK – the user and all accounts that they may create. Consider blocking any mutual friends.

If you're facing bullying online, you can report any online bullying or harassment directly to the eSafety Commissioner at: <https://www.esafety.gov.au/report>.



The eSafety Commissioner can use their powers to stop bullying with the help of online companies. You should also report directly to the online platform where you are experiencing the bullying and the police if you have been threatened or the offending content is of a sexual nature.



Report to eSafety

School Laptop and Information Technology Use

Students are reminded of their agreement upon enrolment that they will adhere to the following guidelines for the use of the Network and Internet at the College:

- It is to be used for educational purposes.
- Students are not to look for anything that is illegal, dangerous or offensive.
- If such material is found accidentally that is illegal, dangerous or offensive, students must:
 - a) Clear any offensive pictures or information from the screen; and
 - b) immediately and quietly inform the teacher in person or via email.
- Students are not to reveal home addresses, phone numbers or passwords – their own or anyone else's.
- Students are not to use the Internet to annoy or offend anyone else.
- Students are not to 'hot spot' or circumvent the use of the Trinity College Network whilst using a school-issued device at school.
- Students are not to download games from the Internet or store any programs (executable files) on any part of the Trinity College Network.

Violation of these regulations is unethical and may constitute a criminal offence for which the student is responsible. Violation of these regulations may result in network access privileges being revoked, and College disciplinary action may be taken.

To receive IT Support for your school device, please log a ticket for service by emailing trinityitsupport@bne.catholic.edu.au



Digital Resources

At Trinity College, you will use a number of digital resources across many platforms. These often have different usernames. Use this space to keep track of your digital resources and access. **Do not write your passwords in your handbook or give these to anyone.**

For example:

Resource name: Education Perfect
Username: johnnytest23@mybce.catholic.edu.au

Resource name: _____

Username: _____

Resource name: _____

Username: _____

Resource name: _____

Username: _____

Resource name: _____

Username: _____

Resource name: _____

Username: _____

Resource name: _____

Username: _____

Resource name: _____

Username: _____

Personal Technology and Phone Use Agreement

All students are provided with the necessary technology to complete their studies. **Trinity College does not encourage students to bring personal devices or technology to school.** Any breaches of this agreement will be dealt with under the Student Behaviour Support Policy and the College IT Policies. This may result in sanctions, suspension or exclusion from the College.

Students who wish to carry personal technology (e.g., mobile phone, smartwatch, wearable tech, headphones) to school must abide by the following conditions:

1. In line with the Information Privacy Act 2009 and Privacy Act 1988, there is strictly no filming, photography, recording or voice recording to be undertaken by students on a personal device within the school grounds or out of school grounds in the College uniform. This is a serious breach that will result in an automatic RTC and possibly suspension or exclusion. When students are filming a project, this is only after *prior negotiation with the classroom teacher* and under strict supervision.
2. Students will not use personal technology in any way during class time (including moving around the school during class time) unless *negotiated appropriately with the classroom teacher prior to use*. This includes text messages and accessing voicemail messages. The classroom teacher reserves the right to deny requests.
3. Phones are not to be sighted during class time unless *negotiated with the classroom teacher prior to use*. Some classes may use technology for projects. However, the same functions can be carried out by the school-provided laptop, and a personal device or phone is not a necessity for learning.
4. If a student's phone is sighted during class time *without prior negotiation with the classroom teacher*, the staff will commence the RTP process. This includes when moving around the College during class time.
5. Phones, smart watches and all other wearable technology are not permitted in the room for examinations or during supervised assessment.
6. Students are to make contact with home regarding school matters via Student Reception. Parents who receive messages of concern from their child/ren are asked to contact the Student Growth and Wellbeing Team at the College. A member of the team will attend to the matter as soon as possible. Please do not come into the office prior to making contact. Many concerns can be resolved over the phone.
7. In line with student and employee protection requirements, students are not to post, share or distribute any information or images pertaining to:
 - a. Images of themselves in College uniform/s, on school grounds and/or whilst undertaking school activities (including sport) off-site or on school grounds.
 - b. Other students
 - c. College employees and contractors (including teachers, support staff, relief teachers, admin and facilities staff)
 - d. School property.
8. Students will be totally responsible for the safety and security of their phone and personal devices.



Digital Badging and Microcredentials

Unlock your potential and make your resumes and job applications shine with **Digital badges** and **Micro-credentials**.

A digital badge is a virtual representation of your achievements or skills, while micro-credentials are specialized certificates for in-depth and industry skills. Both are much like an online trophy or certificate that you show online and keep forever. You can show them off in multiple places including, social media (e.g., LinkedIn, Facebook), emails, job applications, or online resumes. They showcase your skills and passions, making you stand out to universities and employers.

Your future is influenced by your choices, so take this opportunity to **scan the QR code for further details** on all the different badges that you can earn. Embrace the power of digital badges and micro-credentials today!



Out of Bounds Areas

- All car parking areas and delivery points. Including behind Ludovic, The Hermitage Design Hub, Scott Street Admin Carpark and the Health Hub.
- Students should avoid being upstairs on balconies during breaks, before and after school. Students needing to access lockers need to do so quickly and then move downstairs.
- Staff work areas, including ML1 and the maintenance sheds.
- Near the water tanks beside Montagne and Ludovic.
- Around the Trade Centre during breaks and on Yalburu Street side of Montagne.
- In front of the Admin Office along Scott Street.
- The areas that are out of bounds are shaded red on the map below:



Restorative Teaching Process

Students who attend Trinity College have the right to learn. To make each day a positive experience for everyone in our community, we ask our students and staff to ensure that they are:

in the *Right Place*
at the *Right Time*
with the *Right Equipment and Uniform*
and with the *Right Attitude* for learning.

The Restorative Teaching Process (RTP) is a means of ensuring that our learning environments remain a positive place for those who want to learn. Some students, however, engage in disruptive or offensive behaviour, which may prevent other students from learning or being safe in the school environment. The Restorative Teaching Classroom (RTC) is the alternative chosen by such students as a place to go to in order to begin restorative practices to address their behaviour and repair their relationship/s with the College community. The RTC operates throughout the day and at lunchtimes for those students who, by their actions, choose to attend.

The RTC is not a negative place. Many students self-refer to RTC when they are having a bad day and perhaps they are worried that they may do or say something they might not otherwise. Also, you may be asked to go to RTC to help out others by completing an Incident Report if you witnessed bullying or any other concern. RTC is not detention and it does not mean that you are “in trouble”.

Parents:

Please **do not collect your child from school** if they choose to attend RTC or are required to complete an incident form. The RTC process will be followed upon their return to the College. Students who attempt to avoid the RTC process by going home, may face increased measures, including suspension.

Automatic Referrals

A student can be automatically referred to the Responsible Thinking Classroom when their behaviour is considered:

- a. Dangerous
- b. A serious breach of the Student Behaviour Support Policy;
- c. When the student's phone or personal technology is sighted by the teacher; or
- d. Chewing gum on the school grounds.

School Representative Code of Conduct

Education of the whole person implies physical development in harmony with other aspects of the educational process. Trinity College, therefore, includes a well-developed sports, eSports, Literary and Performing Arts program. In addition to strengthening the mind and body, these programs help young people learn to accept both success and failure graciously. They become aware of the need to cooperate with others, using the best qualities of each to contribute to the greater advantage of the whole group.

General Principles

1. We strongly encourage all members of the Trinity College community to become involved in the co-curricular program offered by the College.
2. Once a commitment to a sport or activity is made, it must be honoured throughout the season. Only in exceptional circumstances may a student change their chosen sport/activity mid-season.
3. Students with exceptional talent in a sport or activity that the College offers are expected to participate in the College sport/team. Students will not be permitted to participate in school representative teams without committing to the Trinity College team.

The reputation of Trinity College Beenleigh and our students, families and College community must be positively reflected and maintained at all times. Games played, position, choreography, scripting, composition and team selection are at the coach's discretion and are overseen by the College Principal. The conditions outlined below are in addition to those that apply to each game and requirements.

Conditions of Participation

All participants must balance sports, academics and school activities correctly. Sports are a part of the College co-curricular program and are always considered an addition to our students' academic pursuits. Academics must always come first. To qualify as a player, train and compete, a student must:

- Keep a minimum of sound achievement or have consistently demonstrated to be working to the best of their ability in all subjects;
- Keep the effort and application grades in all subjects at a satisfactory standard or better;
- Ensure no assessment in any class is outstanding;
- Ensure behaviour at school, during events, and when travelling is maintained at an acceptable standard;
- Hold governing body qualifications where required, e.g. NRL League Safe;
- Hold a Level 1 Sports Integrity (WADA) Anti-Doping Accreditation (from 15 years and over) and
- Adhere to all other relevant school policies and procedures. Including but not limited to – the ICT Acceptable Use Policy, Assessment and Curriculum Guidelines, Workplace Health and Safety policies, Student Code of Conduct and Student Protection.

Trinity Code of Behaviour in Sport

Trinity College Beenleigh has produced the following guidelines to assist teachers, coaches, students and parents. Sports, Competitions and Games in our schools are an essential part of a fully balanced education for our students. As a College, we aim to preserve sound educational and social practices in the many inter-school games played and ask for the cooperation of our school community to ensure that these aims are realised.

Care is taken to exclude from our school practices that place the pursuit of victory above those aspects of sport concerned with enjoyment, balanced development and good sportsmanship. In other words, the spirit of the amateur, in its best sense, should remain the ideal that guides these aspects of school sports.

More specifically, the following points are made:

Players:

1. Play may be challenging and vigorous, but deliberate violence should never be used towards opponents.
2. Verbal provocation of any sort is unacceptable, as is intended intimidation of other players, coaches and referees.
3. Players should not react with violence to any physical or verbal provocation.
4. Use of inappropriate or foul language, whether directed at an umpire/referee, another player or oneself, is unacceptable.
5. Players should never argue with an umpire/referee (whether student or adult) or contest a decision. Any negative response towards an umpire's ruling is unacceptable. (Only the Team Captain may ask a referee to clarify a ruling in the event of uncertainty).
6. Immodest behaviour in victory or success and manifestation of self-disgust at an error or failure is poor sportsmanship. Humility and modesty are essential in player conduct, whatever the result of the game.
7. Unfair or illegal tactics to gain an advantage should never be used.
8. Excessive or inappropriate talk should not be used on the field of play. Players are encouraged to play in a positive and sportsman-like manner and to extend every courtesy to the opposing team. This should include pre-match courtesies, recognition of good play on the part of the opposition and extending thanks to the umpire/referee and the opposition after the match.

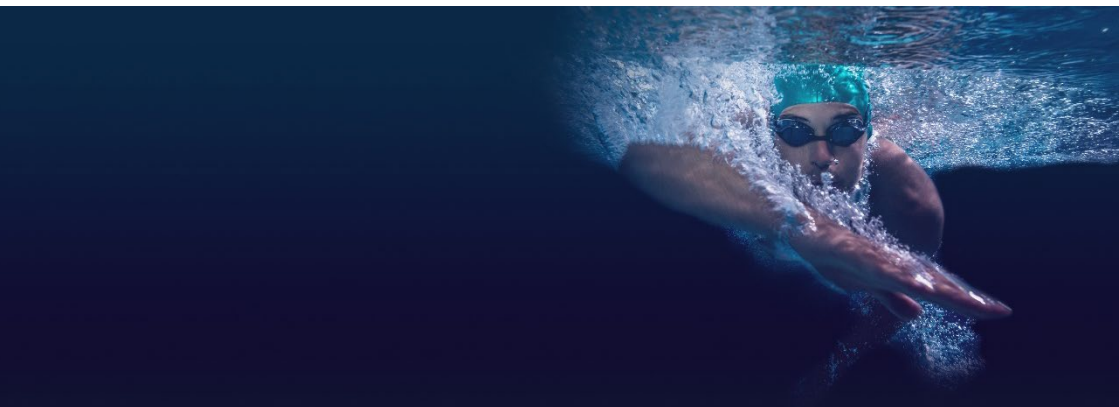
Coaches:

1. All coaches (particularly those not on the teaching staff) should ensure that they are fully aware of the expectations and practices of the school for the particular sport that they are coaching. Coaches should remember that school sport plays a vital role in a student's education and is for the benefit of students rather than adults.
2. Coaches should teach sound sportsmanship and game skills; exemplary conduct is an important element of school sports.
3. Coaches are asked to remember that even senior school students need guidance, clearly indicating the school's expectations regarding courtesies, punctuality, behaviour and dress. Coaches and Sports Leaders will monitor adherence to the Trinity Sports Player Code of Conduct.
4. Leadership and responsibility on the part of the captain should be encouraged. Coaches should refrain from running every detail or interjecting from the sidelines. (It is acknowledged that traditions and practices differ between, say, Basketball on the one hand and, on the other, Cricket and Rugby).
5. Coaches should not engage in excessive and ritual "psyching up" of a team.

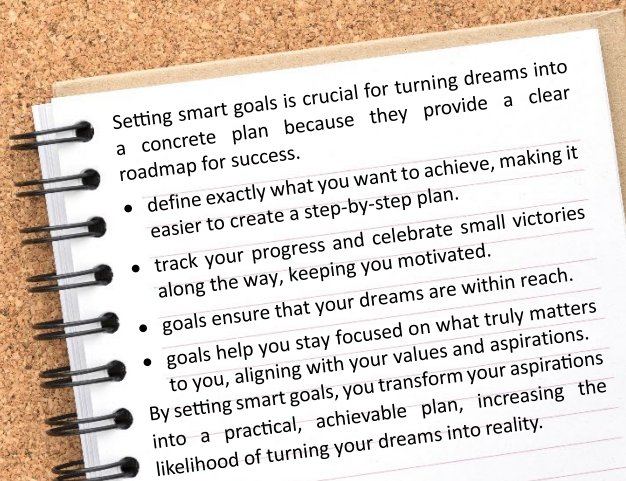
6. If a match is lost, coaches should avoid giving the impression that it could have been won if the team had played with more determination. (The opposition is sometimes just too skilful!) Similarly, coaches should avoid stating or giving the impression to players that bad refereeing decisions cost them the game.
7. Coaches should avoid any hint of criticism of the umpiring or refereeing of a match, particularly in front of students or parents. Coaches should shake hands and thank the referee after the game.
8. A coach's aim should always be to coach in such a way that students can learn for themselves.
9. Coaches are encouraged to establish and regularly renew cordial relations with the coaches of opposing teams and to shake hands with the opposing coach at the game's completion.
10. Coaches are to provide appropriate training sessions at all times.
11. Coaches are responsible for ensuring any risk of harm to students or staff is minimised to the lowest practical level.

Parents and Spectators:

1. Parents are asked to make their presence and support as positive as possible.
2. If our school is the host, parents are asked to assume some responsibility for making visiting parents feel welcome.
3. Parents should never seek, during or immediately after a match, to give advice to coaches, umpires, referees or players.
4. Barracking may be enthusiastic, should be positive, and avoid excessive attention to the individual. A good example should be set by applauding skilful performance and play regardless of school.
5. While competing, parents are encouraged to support players in a positive and constructive manner.
6. Parents can assist their child's holistic education by being sensible about the number and length of their sporting commitments. While these are regulated within the school context, parents should see that other outside sporting involvement does not interfere unduly with academic study, religious activities, cultural and social life, as well as time spent with the family.
7. Coaches are to provide appropriate First Aid measures for their particular sport. Parents need to allow for this to happen.
8. Support your child when they experience the disappointment of non-selection or limited game time. This may include looking at alternative teams to trial for or reminding their child that there will be chances to be selected for other teams in the future with further practice and development.
9. As with any school-related concerns, parents need to follow due process if a significant issue arises. This involves approaching the coach who is in charge of a team. Please ensure that such conversations are dealt with in a constructive and respectful manner. Our coaches (including teachers) sacrifice much of their own time to take sports teams. Parents may seek further advice/clarification from the Sports Program Leader if the issue is not resolved. Following this, a parent may discuss a significant issue (excluding selection concerns) with a College Leadership team member.



GOAL SETTING



Growth Goals

Access your Progress Data via the Student Portal. Discuss with your teachers your academic progress and personal growth goals.

Start of Term One

Personal Development Goal

Academic Progress Goal

Term One Goal Achievement

Personal Development Goal

☐ Achieved ☐ In Progress ☐ Not Started ☐ Other: _____

Academic Progress Goal

☐ Achieved ☐ In Progress ☐ Not Started ☐ Other: _____

Start of Term Two

Personal Development Goal

Academic Progress Goal

Term Two Goal Achievement

Personal Development Goal

☐ Achieved ☐ In Progress ☐ Not Started ☐ Other:

Academic Progress Goal

☐ Achieved ☐ In Progress ☐ Not Started ☐ Other:

Start of Term Three

Personal Development Goal

Academic Progress Goal

Term Three Goal Achievement

Personal Development Goal

☐ Achieved ☐ In Progress ☐ Not Started ☐ Other:

Academic Progress Goal

☐ Achieved ☐ In Progress ☐ Not Started ☐ Other:

Out of Class Log

[illegible]

Out of Class Log

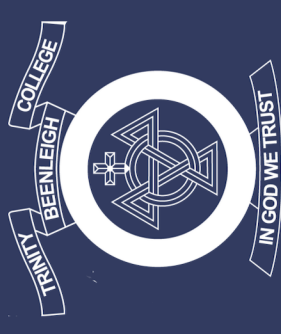
[illegible]

Place your printed timetable here

Place your printed timetable here

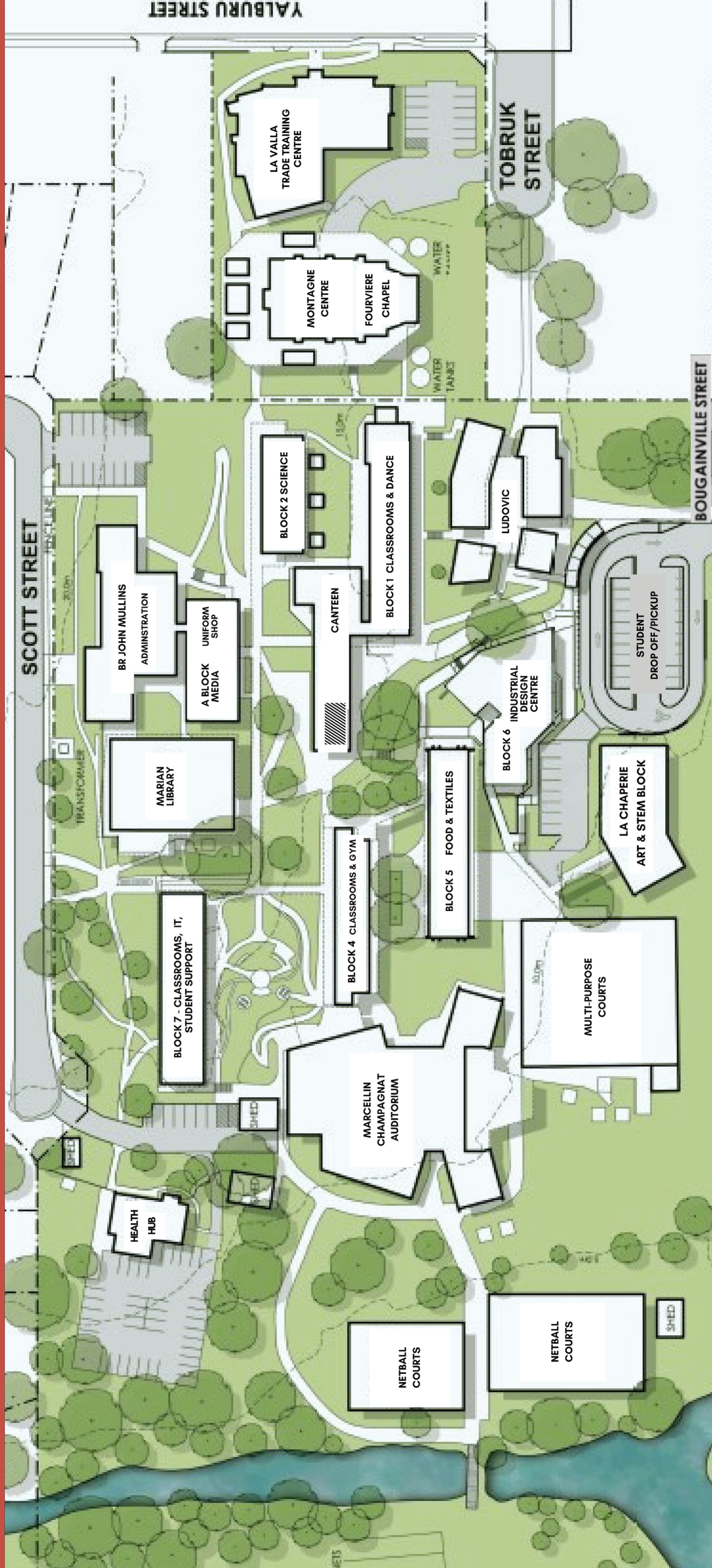
Trinity College

BEEENLEIGH



P: 07 3442 5222

E: sbeenleigh@bne.catholic.edu.au



Enriching... Inspiring... Creating...