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PRINCIPAL: Mr. Mark Murphy

Personal Details

Student's Name:

Address:

Postcode:

Email:

Year Level: House:

Pastoral Leader:

House Leader:

Student I.D. No.:

2018 Term Dates

Term 1 Thursday 1 February – Thursday 29 March

Term 2 Monday 16 April – Friday 22 June

Term 3 Tuesday 17 July – Friday 21 September

Term 4 Monday 8 October – Thursday 6 December

Key Dates

Year 7 and 12 Commence Thursday 1 February
 Years 8 - 11 Commence Friday 2 February
 Induction and Commissioning Mass Tuesday 13 February
 Inter-House Swimming Carnival Friday 9 March

Champagnat Day Wednesday 6 June
 Inter-House Athletics Carnival Monday 20 August
 Valedictory Mass & Dinner Friday 26 October



Our Vision Statement

Marcellin College is a Catholic Marist boys' school that is the centre of a community of learning, life and faith. In partnership with families, we nurture our students as they grow from boys to fine young men.

We bring the Marist charism to all members of our community through the teachings of Saint Marcellin Champagnat and the Gospel. We are a community where Jesus is known and loved, where each boy belongs and the dignity of all is respected.

We empower young people to embrace all opportunities spiritually, academically, physically, culturally and socially with determination to *strive for the highest with virtue and courage*.

Our Vision for Learning

At Marcellin College we aim to provide a learning and teaching program that fosters the notion of lifelong learning, developing the skills necessary for all members in our community to connect and interact with the real world.

We believe contemporary education in the 21st century provides opportunities for students to engage in authentic learning allowing them to collaborate, communicate, be creative and think critically about their learning in a local and global perspective. The use of digital technologies provides a platform for learning and teaching programs to foster such learning.

Marcellin College is part of the mission of the Catholic Church and is a faith community where learning and teaching seeks the integration of faith, life and culture. This vision strengthens our commitment to educating and supporting the growth of our boys as they *'strive for the highest with virtue and courage'* - Virtute Ad Altissima. We uphold these values as we enrich the appreciation of the story of our Catholic faith and charism of Saint Marcellin Champagnat.

At Marcellin College we seek to foster a faith learning environment that has the Marist characteristics at its centre that:

In the Way of Mary

- Is committed to promoting the work of the Church through the Marist way of making Jesus Christ known and loved.
- Is aspirational in promoting a Marial disposition – simplicity, compassion, openness, confidence and optimism, to make an active difference in the world.

Presence

- Is personalised, rigorous and relevant, allowing all learners access to opportunities to reach their full potential in all aspects of College life.
- Is innovative in its approach to improving student outcomes and addressing the needs of all learners in the 21st century.

Love of Work

- Is committed to providing opportunities for all learners to engage in continuous personal reflection, growth and development.
- Is focused on providing learning opportunities for all learners to collaborate, communicate, be creative, and think critically in local and global perspectives.

Family Spirit

- Is a safe and supportive environment which fosters growth, self-esteem, positive relationships and where all individuals are valued.
- Is informed by research and supported by best practice in a local, national and global context.

Simplicity

- Is focused on teacher methodology and efficacy that makes all learning accessible for learners.
- Is committed to nurturing our students as they grow from boys to fine young men in the footsteps of Saint Marcellin Champagnat.



Positive Relationships

Marcellin College is committed to providing staff and students with a working environment that values diversity and respects differences in its community. All members of the College community have a responsibility to ensure a safe and supportive environment that fosters growth, positive self-esteem and interpersonal relationships. **Bullying, discrimination and harassment** damage relationships in our College community and will be taken seriously.

Every member of this community has both rights and responsibilities.

Rights

It is the right of each student to work in a safe, secure and enjoyable learning environment where:

- All members of a Marist Community feel welcome, valued and safe;
- Access to a wide range of academic, social and co-curricular opportunities is provided;
- The environment is conducive to effective learning and teaching;
- The possessions and the property of the College are respected, and
- Freedoms of thought and belief as well as individual differences are respected.

Responsibilities

It is the responsibility of each student:

- To show consideration for each other and ensuring their words and actions cause no harm to others by maintaining a College environment free of discrimination and harassment.
- To contribute to a secure, clean and pleasant environment by acting in ways which look after their own, other people's and College property.
- To contribute to a conducive and effective learning environment in the classroom by following instructions and adhering to classroom expectations.
- To act in a manner that is not disruptive or unsafe to themselves or others.
- To take pride in their College by wearing the College uniform correctly.
- To attend regularly, be punctual for classes and other College activities and be properly prepared.
- To respect the personal space of others, refraining from any physical activity that may cause harm to self or others.

What is bullying?

Bullying is a form of ongoing and persistent harassment that occurs when any staff or student is exposed to behaviour (physical, verbal or psychological) which is hurtful, threatening or frightening. Such behaviour may intimidate, offend, degrade or humiliate.

What is discrimination?

Discrimination is where one person is treated differently from another. Discrimination occurs in relation to a person's race, gender, age, disability, sexual orientation, physical features, religious belief or family circumstances.

What is harassment?

Harassment is any single incident or persistent pattern of unwelcome and uninvited behaviour, which an individual or witness finds intimidating, offensive or humiliating. Examples include pushing, punching, play-fighting etc. The motive or intention is not relevant. Sexual harassment can involve physical, verbal or nonverbal conduct of a sexual nature which is unwelcome and uninvited and deemed inappropriate at the College.



What can I do and where can I go for help?

All reports about bullying, discrimination or harassment will be regarded seriously, sympathetically and dealt with promptly. Parents, staff and students may take appropriate action by:

- Telling the person who is responsible for the inappropriate behaviour to stop.
- Keeping a written record of events.
- Discussing the situation with someone you trust within the College e.g. Subject teacher, Student Counsellor, Pastoral Leader, House Leader, Head of School or Deputy Principal.
- Accessing online support such as lifeline (www.lifeline.org.au), headspace (www.headspace.org.au), Beyond Blue (www.beyondblue.org.au) or Kids Helpline (www.kidshelp.com.au) to discuss the matter anonymously.
- Don't be afraid to report, retaliation will be regarded very seriously.

Witnesses and Bystanders

If you are a witness to bullying, harassment or discrimination:

- **don't join in** – being witness to, or being part of a group which is behaving inappropriately is equally unacceptable
- **report the bullying, harassment or discrimination** – so that the person being bullied, harassed or discriminated against can get help, as can the person behaving inappropriately
- **try to tell those who are behaving inappropriately to stop**

Further details can be found on the MyMarcellin section of the College Website.



College Commitment to Positive Relationships

Being a part of the Marcellin College family requires all students to act with respect, tolerance and kindness towards all members of the community. As Marcellin students, we are brothers, bound by our commitment to each other and the Marist values we live each day.

I, _____ commit to creating a school environment that is free from discrimination and harassment. It is my responsibility as a member of the Marcellin College family to always treat my brothers with respect, tolerance and kindness and to ensure my words and actions cause no harm.

Signed: _____

Date: _____



Student Management Guidelines

These guidelines help ensure members of the Marcellin College community display consideration, respect and acceptance towards others, as well as personal responsibility.

Levels	Examples Of Unacceptable Behaviours/Actions	Suggested Responses
5	<ul style="list-style-type: none"> A sustained or serious breach of a Student Reinstatement Management Plan Serious criminal offence Trafficking in illicit or illegal substances Major theft or wilful destruction/vandalism Threats or acts of physical violence, racism, discrimination or harassment made to a member of the College/wider community Sustained failure to comply with College Expectations Other 	<ul style="list-style-type: none"> <u>Principal & Deputy Principal</u> Conference with parents External Suspension from the College Contractual reinstatement to the College Negotiated Transfer from the College Referral to Police Expulsion
4	<ul style="list-style-type: none"> Breach of a Student Reinstatement Management Plan Threats or acts of physical violence, racism, discrimination or harassment made to a member of the College/wider community Hurtful, threatening behaviour or inappropriate language directed at a member of the College community Possession and/or distribution of offensive or otherwise inappropriate materials Possession or use of illicit or illegal substances or material Defiant and unruly conduct in the company of others Serious breach of privacy in relation to the Mobile Phone & Electronic Equipment Policy Continual conduct in the public domain that brings the College into disrepute Vandalism or destruction of property Sustained disruption of the learning environment Serious breach of <i>ICT Code of Conduct Policy</i> and guidelines Repeated incidents of smoking in uniform Serious breach of the <i>Student Driver Policy</i> Failure to attend Saturday detention Theft or obtaining property through deception 	<ul style="list-style-type: none"> <u>Heads of School & House Leaders</u> Conference with parents Restorative mediation/circles Banning of use of ICT equipment and facilities Internal Suspension External Suspension from the College Referral to Police Isolation from Class (es) Contractual reinstatement to the College College Service Counselling/Outside agency referral Positive behaviour booklet Written apology
3	<ul style="list-style-type: none"> Sustained failure to comply with reasonable staff direction Conduct in the public domain that brings the College into disrepute Direct involvement in a fight involving low level acts of physical contact Bullying, discrimination or harassment directed at a member of the College community Sustained inappropriate use of computer resources Possession of inappropriate materials Inappropriate challenging of a staff member's authority Offensive language to a member of the College community Absence from College activities without appropriate documentation Truant from classes without permission Participating in threatening group behaviour Sustained intimidation between students Throwing of objects on College grounds and/or wider community Lateness to class or pastoral on more than 6 occasions Three detentions in the term Smoking in uniform Breach of the <i>Student Driver Policy</i> Continued disruption of the learning environment Sustained uniform infringement at the College or in the public domain Graffiti & vandalism Sustained failure to bring notebook computer equipment to class Failure to attend an after school detention Plagiarism and/or breach of examination expectations Theft or obtaining property through deception 	<ul style="list-style-type: none"> <u>Heads of School, Learning Area Coordinators, House Leader & Pastoral Leader:</u> Restorative mediation/circles Removal from transport system Banning of use of ICT equipment and facilities Written apology Counselling/Outside agency referral College Service Conference with parents Extended Detention Saturday Morning Detention Daily contracts for students Positive behaviour booklet Student Progress VCE academic panel Learning Concern letter Referral to HC Internal Suspension
2	<ul style="list-style-type: none"> Lateness to class or pastoral on 3 occasions Continual failure to comply with reasonable staff directions Continual uniform infringement on College grounds Uniform infringement in the public domain Breach of <i>ICT Code of Conduct Policy</i> and guidelines Breach of the <i>Mobile Phone & Electronic Equipment Policy</i> Intimidation between students Failure to attend a lunchtime detention Littering of the classroom/College grounds Leaving College grounds without permission Inappropriate language to a member of the College community In the company of smokers Truant from a class/pastoral Indirect involvement in a fight Being in an out-of-bounds area Sustained failure to complete set tasks Continued disruption of the learning environment Continual failure to bring a notebook computer and relevant equipment to class Spitting on the College grounds 	<ul style="list-style-type: none"> <u>House Leader, Learning Area Coordinator, Pastoral Leader & reporting Staff member:</u> Contact with parents via Student Planner/Phone/Email Temporary relocation to another class Restorative discussion with House Leader and teacher Restorative mediation/circles After School Detention Extended Detention Written apology Incident Report to student file Learning Concern letter Daily contracts for students Counselling Referral to PL and HC <p>Some unacceptable actions may be referred to the relevant Learning Coordinator for appropriate consequences</p>
1	<ul style="list-style-type: none"> Uniform infringement on the College grounds Inappropriate conduct, language or behaviour between students Failure to bring a notebook computer and relevant equipment to class Inappropriate lateness to class and/or pastoral Inappropriate use of computer resources Failure to comply with reasonable staff direction Disruption of the learning environment Failure to complete set tasks Off task behaviour in class Eating in class Littering 	<ul style="list-style-type: none"> <u>Reporting Staff member:</u> Verbal correction or warning Relocation of student to another part of the room or yard Restorative discussion with student at Recess/Lunch Contact with parents via Student Planner/Phone/Email Lunchtime Detention Yard clean up at lunchtime Written apology Referral to relevant PL

Please note: The descriptors are neither exhaustive nor prescriptive but used as a guideline, remembering that individual circumstances must be taken into account when dealing with instances of misconduct. The College can modify the Student Management Guidelines without notice.



Dress Code

Expectations on Grooming

Students at Marcellin College need to be neat and tidy and should present themselves with **pride**. The Dress Code applies to students on their way to and from the College and when attending excursions, not just when they are on the College grounds.

The following are indicative of the expectations of the College:

- Whenever uniform is worn in public, it must be complete
- During Term 2 and 3, shirts are to be tucked in at all times other than when students are engaged in sporting activities at recess or lunchtime
- Blazers are compulsory during Term 2 and 3
- Ties need to be done up properly. This includes having a top button fastened up
- The spectator beanie is part of the Winter Uniform and can only be worn during Terms 2 and 3
- No caps or beanies are to be worn indoors at any time
- Only the correct black leather school shoes are to be worn with the appropriate College socks
- Only black leather belts are to be worn
- Only the official Marcellin school bag is acceptable for general use
- The College spray jacket may only be worn outside the classroom when it is raining
- Visible tattoos are not permitted

Hair

- Neat haircuts are required, with hair to be clean and well maintained at all times. Regular haircuts are encouraged
- Hair must be off the face and off the collar at all times
- Students are to be clean shaven at all times
- Examples of inappropriate styling include: shaving shorter than no. 2 clipper/combs, undercuts, colouring, tails, mullets, mohawks, dreadlocks, pony tails, buns, lines, and extreme high fade

Jewellery

- With the exception of a watch and/or a non-visible religious medal (cross) on a necklace, jewellery is not to be worn with the College uniform
- Examples of jewellery which is not permitted include: ear, tongue and/or facial rings (even when covered with tape or clear), wrist bands, bracelets or rings

The College reserves the right to determine what is an appropriate application of the dress code.

Sunscreen Protection

The College takes great care to exercise our duty of care to ensure that our students are protected against foreseeable harm and variations to the weather and/or UV. For all major outdoor College activities such as the Inter-House Swimming and Athletics Carnivals and at all Outdoor Education Camps the College make the provision of SPF 30+ broad spectrum sunscreen available to our students. Resource lists for Outdoor Education also require students to supply their own sunscreen.

The College cap is an official part of the Health & Physical Education uniform. The responsibility of wearing the cap rests with the students and should be worn during any outside classes. Students are also encouraged to apply sunscreen prior to outside classes.

Public Transport

While travelling on buses or trains, normal College expectations regarding behaviour apply. Students are expected to be considerate of the rights of other travellers, to follow the driver's instructions at all times and to board and alight from their chosen transport only at designated stops (i.e. bus stop).

Students waiting to board or leaving buses must accept the directions of the teacher on duty.

The Department of Transport sets specific guidelines in relation to eligibility to travel, and behaviour on buses and trains. Behaviours that are a nuisance, offensive, destructive and/or dangerous to a member of the Marcellin community and/or the general public will be treated very seriously, which may result in a consequence that could include permanent removal of their travel privilege and/or police prosecution.



Attendance Policy

Marcellin College is a Catholic school in the Marist tradition that encourages students to strive to live Gospel truths and values. Students are required to attend all key religious celebrations, retreat and seminar programmes organised by the College.

Subject to these guidelines, students are required to attend the College from 8:30am to 3:20pm (*ordinary hours*) on each weekday during each term and all classes and other College activities (*whether during ordinary hours or not*) which are designated as compulsory.

Expectations are placed on student attendance to:

- Help maintain a high standard of education at Marcellin College
- Encourage a responsible attitude to class attendance by students, teachers and parents
- Ensure that students attend class time in order to undertake coursework and complete outcomes and assessment tasks
- Provide opportunities for teachers to observe students at work, and students' work, enabling judgment of authentication to be made

Year 7 to 10

In any one semester, a student may only miss a maximum of **5** days due to Non School Related Absence. A student, who is absent for more than **5** days will receive a letter of concern and may risk not being promoted to the next year level at the conclusion of the academic year.

VCE/VCAL students

In any one unit of work, a student must meet the minimum VCAA attendance requirement of 90% per unit. Any student who falls below this requirement due to Non School Related Absence may receive an 'N' for that unit. The decision to award an **N** is not subject to appeal to the Victorian Curriculum and Assessment Authority by students.

Student Promotion

In order for a student to satisfactorily complete each year level, it is expected that he would have attained the necessary fundamental skills and knowledge in all Learning Areas.

- In order for promotion into Year 8 a student is normally expected to gain a satisfactory overall result in at least 7 subjects per semester, **including English, Mathematics and Religious Education.**
- In order for promotion into Year 9, 10 and 11 a student is normally expected to gain a satisfactory overall result in at least 7 subjects per semester, **including English, Mathematics and Religious Education.**

Please note that in Year 7, 8 & 9 students need to complete the Outdoor Education program and in Year 10 the Work Experience & Community Service programs in order to be promoted.

- In order for a Year 11 student to be promoted to Year 12, it is normally expected that he gain a satisfactory overall result in at least 10 Units, **including 2 Units of English and 2 Units of Religious Education.**
- As well as all VCE & VCAL requirements, **Year 12 students** are required to satisfactorily complete their **Year 12 Community Service, Seminar and Retreat programs if they wish to graduate from the College.**

We encourage students and parents to read the full details regarding the College's **Attendance Policy** and **Student Promotion** expectations via MyMarcellin.



Electronic Device Policy

The term **electronic device** encompasses all devices including smartphones, mobile phones, iPods, iPads and/or any other similar electronic equipment.

- i. Any electronic device brought to College premises is done so with the understanding that it is wholly at the risk of the owner
- ii. During class time, students may only access their electronic device at the discretion of the teacher
- iii. Electronic devices should not be used during breaks, with lunchtime and recess to be an opportunity for engaging with peers. The following activities are not permitted during school hours without teacher:
 - receiving or making telephone calls or text messages
 - accessing social media
 - taking photographs/ filming videos/ clips
 - taking voice recordings
- iv. No mobile phone or other electronic equipment is permitted in any College examination or assessment. Devices brought to an examination or assessment may be confiscated and result in further sanctions.
- v. Parents are requested to refrain from contacting their son during school hours. In the case of an emergency, please contact Student Services for support.

Parents and students are advised that inappropriate use of electronic equipment may be a breach of the Privacy Act 1988. The College takes no responsibility for damaged or misplaced electronic devices.

Br. Placidus Resource Centre

Opening times: Monday – Thursday: 8:00am to 4:30pm
Friday: 8:00am to 4:00pm

The Br. Placidus Resource Centre is available for you to borrow fiction, non-fiction, read magazines and study quietly. Additionally, a high-speed, networked photocopier is available for you to use during opening hours.

You are reminded to bring your student card when visiting the Br. Placidus Resource Centre.

The Br Placidus Resource Centre is always available online through MyMarcellin and contains:

- the Resources Catalogue
- Databases
- eBooks
- Periodicals
- Videos
- News

Homework Club

Specialist staff are available to support your learning every Tuesday after school from 3:30pm to 4:30pm. Homework Club is open to all students at every year level throughout the year.



Recreation Area and Out-of Bounds

At lunch & recess students have access to the following areas:

Active areas (*Non-contact ball sports*):

- Under St. Marcellin's Hall and adjoining multi-purpose courts (Terms 2 and 3 only)
- Le Rosey downball courts
- Quadrangle downball courts
- Bray Oval (Terms 1 and 4) and Lyons Oval (Terms 2 and 3)

Passive areas (*No Ball sports*):

- Quadrangle seating
- Le Rosey & Montagne shade & seating areas
- Around Champagnat Chapel
- Area between Br. Placidus Centre & the Fourviere School of Visual Arts
- Br Placidus Resource Centre (*for quiet student work*)

Out of Bounds Areas are as follows (*No student access or thoroughfare*):

- Surrounds of Marist House
- Entire Lyons Oval and Gartner fields, including the two coaches boxes, around Sylvester Drive and College driveway from the staff car park onwards (Term 1 and 4)
- Behind tree line on school boundaries (i.e. students should be visible at all times), including tree line on Bray Oval
- Surrounds of MPAC/Functions Room
- All classrooms and buildings at lunchtime and recess (excluding Hermitage Atrium)
- College Drive, including the bus shelter, Sylvester Drive and all carparks
- The lower carpark and pathway to the bus shelter is a thoroughfare, students are asked not to gather in these spaces

Students are required follow the directions of the supervising teacher. Refusal to accept direction from a member of staff will be referred to the student's Pastoral Leader and House Leader and is likely to result in a serious consequence.

School Bags

Each student is expected to place his school bag in his allocated locker. This means that school bags will not be taken into classrooms and that bags will not be carried during recess and lunch. A student found carrying a bag will receive a consequence. The College does not take responsibility for any misplaced items due to bags not being secured in the student's allocated locker.



Student Services

IT services are only available outside of class time.

Careers Practitioner

The Career Practitioner provides career and course information and is available to advise students on matters associated with subject selection, requirements for apprenticeships, entry to University or TAFE, tertiary courses and employment opportunities. A resourced careers centre provides a comprehensive range of careers and course literature and is located in the Ardmara building.

Communication

As a general guideline for communication with the College, initial contact is to be made with the subject teacher or pastoral leader.

STUDENT LEARNING	STUDENT WELLBEING
SUBJECT TEACHER	PASTORAL LEADER
LEARNING AREA COORDINATOR	HOUSE LEADER
HEAD OF LEARNING (7-9) HEAD OF LEARNING (10-12)	HEAD OF JUNIOR SCHOOL HEAD OF SENIOR SCHOOL
ASSISTANT PRINCIPAL (LEARNING)	DEPUTY PRINCIPAL
DEPUTY PRINCIPAL	

Student Counsellors

To assist the educational, social and emotional needs of students the College provides Student Counsellors. Counsellors offer guidance and assistance to students and as necessary to families and complement the work of Pastoral Leaders and House Leaders. The aim is to foster self-esteem, resilience and confidence in students. Pastoral care for students is given a high priority at Marcellin College. Teachers and especially Pastoral Leaders, House Leaders, the Heads of School and Deputy Principal are also available for consultation.

Student Counsellors can be contacted at counsellors@marcellin.vic.edu.au

College Colours

To apply for College Colours, *Participation* and/or *Achievement Colours*, information and application forms can be found in the *Student Wellbeing* section of the College website.

In order to promote student participation in the life of the College and also to recognise excellence in academic and co-curricular performance, an award system based on Academic, Achievement and Participation has been established.



Student Services (Cont.)

Student Absences

Parents are asked to contact Student Services by phone on **+61 3 9851 1500**, before **9:00am**, when their son is absent from the College.

On return to the College, the student must present a note and/or a medical certificate to their Pastoral Leader. If a student is absent for two or more consecutive days, parents are requested to notify their son's Pastoral Leader and provide a medical certificate.

Families who are planning a holiday or activity which will disrupt their son's education are asked to write to the relevant Head of School seeking permission a term in advance prior to the intended travel.

Punctuality

- All students are required to be on campus no later than 8:35am.
- Any lateness to school without appropriate notification may incur a consequence.
- Repeated lateness without appropriate notification will incur a serious consequence.
- Any student who arrives late to the campus must immediately sign in with Student Services.

Messages to Students

Parents are requested not to seek communication with their son during school hours except in the case of an emergency or a very urgent and important matter. In this instance, contact should be made with Student Services.

Students will only be able to leave during class time with a signed note from their parent/guardian.

Injury or Illness

In the event of injury or illness students should report to Student Services for treatment.

- Students should not remain in Student Services for more than one period.
- Parents are contacted if their son is still unwell and are asked to take him home.
- Students who are sick must seek permission from their teacher to go to Student Services.

Lost Property

- Found items will be brought to Student Services where they may be collected.
- Replacement ID cards can be purchased from Student Services.

Information Technology

IT staff are located in Marist House and can assist with:

- Broken or damaged laptops
- Internet and server issues
- Software problems



Annual Confirmation of Enrollment 2018

Upon entering the College every year, students and their families, in good faith, endorse our philosophy and fundamental College policies and expectations. This document should be read in conjunction with the Condition of Enrolment agreement that is signed upon accepting a position at Marcellin College

1. I confirm and accept the aims of the College as a Catholic School, which has been founded on the traditions of Marist Education and will support all its religious practices and programs.
2. I agree it is of the utmost importance that I respect the dignity of all members of the community. I understand that acts or threats of discrimination, harassment, uncivil language and unruliness are unacceptable behaviours. My conduct will, at all times, be marked by politeness, common sense and respect for others. This includes my conduct in the public domain, travelling to and from the College.
3. I agree to assume responsibility, with the support of my teachers, for my work ethic, completion of coursework and study for the submission of assessment tasks (essays, projects etc.) and other learning requirements.
4. I agree to abide by the expectations which forbid the use and possession of prohibited items (tobacco, alcohol, illicit drugs, etc.) at the College or in transit to and from the College, on excursions, retreats, social events or any College based activity.
5. I understand my obligation to attend compulsory College activities such as Champagnat Day, Community Service, Retreats, Seminar Days, Outdoor Education camps, Athletics and Swimming Carnivals, excursions and AGSV/VSRU Sports. I acknowledge that if I am unable to attend these events, a medical certificate must be provided upon my return to the school.
6. I agree to respect College property and the property of others and I will be responsible for the recompense of any damage caused.
7. I understand that my locker is the property of the College and agree to the College administration having access to it at any time.
8. I agree to wear the full College uniform with pride. I recognise the extremes of hairstyles – cut and/or colour are not acceptable in the College and that emphasis be placed on neatness and good grooming. I accept the College's decision on what is reasonable.
9. I agree not to bring objects which might endanger others (including weapons, flares, flammable devices etc.) onto the College property.
10. I will adhere to College's electronic device policy.
11. I agree to use information and communication technology provided by the College in line with College policies and guidelines; as set out in the College Student Organiser, the College website and other public College documents.
12. I agree and accept regular attendance at the College and punctuality at all pastoral periods and classes is mandatory. Poor attendance may affect my promotion from year to year.

I, _____ commit to creating a school environment that is free from discrimination and harassment. It is my responsibility as a member of the Marcellin College family to always treat my brothers with respect, tolerance and kindness and to ensure my words and actions cause no harm.

Signed: _____

Date: _____

Child Protection Policy

All schools are required to implement Mandatory Reporting guidelines from the Victorian Government's amendment to the *Children and Young Person's Act 1989*. This legislation is to protect children. Marcellin College supports this legislation to protect children, believing all young people have the right to be protected from all forms of abuse and neglect. As a Marist School Australia – governed school, Marcellin College is also required to adhere to the Marist *Child Protection Policy: Keeping Children Safe 2014*.

The College's current *Child Protection Policy and Mandatory Reporting* processes can be viewed on the College website under *Student Wellbeing>Child Protection Policy*.

Parent Signature: _____ Student Signature: _____



Prayers/Songs

The Prayer of St. Marcellin Champagnat

Mary, my Good Mother, I am called here to do good:
 I can achieve nothing without the assistance of your divine son,
 and yours as well.
 This is why I ask you to help me.
 I ask you to be with me, directing my hands, my words,
 my heart, my whole person.
 And when I am faced with some difficulties,
 Good Mother, I will entrust them to you
 though I myself will do all that depends on me.
 I offer and commend to you, all that will be entrusted to me.
 Amen.

The Prayer of Marist Youth

God, you gave us Marcellin Champagnat as a fine example
 of how ordinary people can do extraordinary things
 when they make use of the gifts they have been given.
 In the same way, you expect us to use the gifts
 that you have given us so that we can make
 you present to the world.
 Help us to invite you into our lives
 and to allow you to work through us
 to touch the lives of the people we meet and serve.
 Amen

Mary

Mary our good Mother,
 Mother of Jesus and Mother of the Church
 walk with us now,
 sharing our joys and sorrows,
 our successes and our failures.
 In our daily living
 show us your Son who lives within us.
 Help us to listen to Him,
 to act on His Word and to do our part
 in building the Kingdom of justice and peace.
 May we be all united
 in the fullness of his Kingdom forever. Amen.

SUB TUUM PRAESIDIUM (*Sung in Latin*)

Refrain:	
Sub tuum praesidium	<i>We flee to your loving</i>
Confugimus confugimus	<i>protection,</i>
Sancta Dei genetrix.	<i>Holy Mother of God.</i>
Sancta Dei genetrix.	<i>Holy Mother of God.</i>
Nostras deprecationes	<i>Do not turn away</i>
Ne despicias, ne despicias	<i>from our calls for help</i>
in necessitatibus nostris	<i>in times of need.</i>

Refrain

Sed a periculis cunctis	<i>But constantly free us</i>
Libera nos semper,	<i>from every danger</i>
Virgo gloriosa et benedicta.	<i>glorious and Blessed Virgin.</i>

Refrain

The Power of Your Love

Lord I come to You,
 Let my heart be changed, renewed.
 Flowing from the grace that I've found in You.
 And Lord I've come to know, the weaknesses I see in me
 Will be stripped away, by the power of Your love.
 Hold me close, let Your love surround me
 Bring me near, draw me to Your side.
 And as I wait, I'll rise up like the eagle,
 And I will soar with You, Your Spirit leads me on,
 In the power of Your love.
 Lord unveil my eyes, let me see You face to face.
 The knowledge of Your love, as You live in me.
 Lord renew my mind, as Your will unfolds in my life.
 In living every day, in the power of your love.



Prayers

OUR FATHER

Our Father who art in Heaven
Hallow be thy name
Thy kingdom come
Thy will be done
on earth as it is in Heaven
Give us this day
our daily bread
and forgives us our trespasses
as we forgive those who trespass against us
and lead us not into temptation
but deliver us from evil. Amen.

HAIL MARY

Hail Mary full of grace
the Lord is with you
Blessed art thou amongst women
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.

MORNING OFFERING

Father, thank you for a night of rest and for the gift of this new day. We thank you for being with us to give meaning to what we do. Thank you for loving us and for giving us the courage to share your love with those we meet today. Amen.

THANKSGIVING

Many times it's easy to say thanks, Lord. Perhaps I should just sit back and rattle off my gratitude. You're used to this approach; I've done it many times before. But let me try to thank you in my own way. (Pause for a quiet prayer.)

SORROW

Lord, we are sorry for the things we do without really thinking, and for our stupid mistakes. We know we aren't perfect, but may there be Christian love among us.

LIFE

Lord,
help us not to worry about tomorrow or what next week will bring for there are more things in life than such worrying. Amen.

PEACE

God, our Father,
in this world of trouble and war, peace is needed.
In the hearts of the wicked and cruel, love is needed. But here in our hearts, help is wanted. Through your goodness, give us help so that we can live life to the fullest. Amen.

WORLD

O God, my Father, thank you for the world in which I live. Thank you for all the beautiful things in it; For all the interesting things in it; For all the useful things in it. Thank you for the life which you have given me. Amen.

HOLY SPIRIT

Let me act as a channel through which you can reach others.
Give your strength to those who do your work.

FAMILY

Father, thank you for giving me a special way to love and to grow by being part of my family. Sometimes I don't like to admit that I need them, but I know deep down they are a gift from you to me. Forgive us for the days when we grate on each other. Fill those hard empty times.

THANKS FOR LIFE

O God, thank you for making me as I am. Thank you for health and strength; For eyes to see; For ears to hear; For hands to work; For feet to walk and run; For a mind to think; For a memory to remember; For a heart to love. Thank you for Parents who are kind to me; Friends who are true to me; Teachers who are patient with me. Thank you for this wonderful life. Help me to try to deserve all your gifts a little more. This I ask for Jesus' sake. Amen.

FOR GENEROSITY

God my Father, often I do things to help others and make them happy. At other times I can hurt by wanting only my own way and not caring for others. Help me to understand that being Christian means to act like your Son, Jesus Christ, who gave his entire life for the good of his people. Help me to be more generous, not to complain the "it isn't fair", and help others at home at school. In this way I can work with your Son in spreading the kingdom he came to set up. Amen.

MY FRIENDS

Father, you have been good to give me some good friends. Thank you for their help and kindness. We have happy times together. May I always be true and fair to them. There are other boys who might not have friends and so must feel left out and alone. With your strength I can be kind to these as well and help them to share friends and be happier. I believe this is what Christ would do to help the unhappy. May I act like him. Amen.

HELP

Help me, O God, not to waste my time and energy on useless things. Help me Not to envy others their gifts, But to make the best of the gifts I have; Never to wish that I was someone else or somewhere else, But to do the best I can as I am, and where I am. Never to be jealous of anyone else, But to be glad when others do well. Not to worry about things, But to take them as they come; Never to be lost in dreams and schemes and plans Without doing anything to make them come true. Help me to use my strength and my time wisely, bravely and unselfishly, so that I will make the best of life for myself and for others; through Jesus Christ my Lord. Amen.

FOR CONCENTRATION

O God, your word tells me that, whatever my hands find to do, I must do it with all my might. Help me today to concentrate my whole attention on whatever I am doing, and keep my thoughts from wandering any my mind from straying. When I am studying, help me to study with my whole mind. When I am playing, help me to play with my whole heart. Help me to do one thing at a time and do it well. This I ask for Jesus's sake. Amen.



Contemporary Prayers

PRAYER FOR UNITY

Almighty and eternal God,
you gather the scattered sheep
and watch over those you have gathered.
Look kindly on all who follow Jesus, your Son.
You have marked them with the seal of one baptism,
now make them one in the fullness of faith
and unite them in the bond of love,
We ask this through Christ our Lord.
Amen.

MEMORARE

Remember, most loving Virgin Mary,
never was it heard
that anyone who turned to you for help
was left unaided.
Inspired by this confidence,
though burdened by my sins,
I run to your protection
for you are my mother.
Mother of the Word of God,
do not despise my words of pleading
but be merciful and hear my prayer.
Amen.

SALVE, REGINA

Hail, Holy Queen, Mother of mercy,
hail, our life, our sweetness, and our hope.
To you we cry, the children of Eve;
to you we send up our sighs,
mourning and weeping in this land of exile.
Turn, then, most gracious advocate,
your eyes of mercy towards us;
lead us home at last
and show us the blessed fruit of your womb,
Jesus:
O clement, O loving, O sweet Virgin Mary.

REGINA CA ELI

Queen of heaven, rejoice, alleluia.
For Christ, your Son and Son of God,
has risen as he said, alleluia.
Pray to God for us, alleluia.
Rejoice and be glad, O Virgin Mary,
alleluia
For the Lord has truly risen, alleluia.
Let us pray.
God of life,
you have given joy to the world
by the resurrection of your Son, our Lord Jesus Christ.
Through the prayers of his mother, the Virgin Mary,
bring us to the happiness of eternal life.
We ask this through Christ our Lord.
Amen.

THE ANGELUS

The angel spoke God's message to Mary,
and she conceived of the Holy Spirit.
Hail, Mary.
"I am the lowly servant of the Lord:
let it be done to me according to your
word."
Hail, Mary.
And the Word became flesh
and lived among us.
Hail, Mary.
Pray for us, holy Mother of God,
that we may become worthy of the
promises of Christ.
Let us pray.
Lord,
fill our hearts with your grace:
once, through the message of an angel
you revealed to us the incarnation of your Son;
now, through his suffering and death
lead us to the glory of his resurrection.
We ask this through Christ our Lord.
Amen.

COME HOLY SPIRIT

Come, Holy Spirit, fill the hearts of your
faithful.
And kindle in them the fire of your love.
Send forth your Spirit and they shall be
created.
And you will renew the face of the earth.
Let us pray.
Lord,
by the light of the Holy Spirit
you have taught the hearts of your faithful.
In the same Spirit
help us to relish what is right
and always rejoice in your consolation.
We ask this through Christ our Lord.
Amen.

VIRTUTE AD ALTISSIMA

Teach me O lord to aim high
and not to be content with mediocrity;
to set my sights on noble goals;
to have a brave heart, a clear vision;
to prize the things that are worthwhile;
to always have courage to choose the right,
to despise what is petty, to shun all selfishness,
to have a heart that is strong and brave,
pure and happy, docile yet courageous,
so that under your guidance and with your grace
I may at all times and in all things have as my motto:
Virtute ad Altissima



My Learning Goals – Semester One

It is important at the beginning of the year to reflect upon your strengths and areas you would like to improve throughout the year. Think carefully about things you can do to make yourself a better learner and which will assist you to achieve success in your studies this year. The top section of this page is to be completed at the commencement of the 2018 academic school year.

MY GOALS: *(Be specific Write 1-2 brief statements of what exactly it is you wish to achieve in each area)*

Academic:

Social:

Organisational:

Start date of Action Plan:

Date I anticipate *My Goals* will be achieved:

Benefits I expect to receive when I achieve *My Goals*:

How will I achieve *My Goals*:

My Learning Goals – Term Two

Think about the term of work you have just completed and your Term 1 Parent Teacher Interview feedback and Interim Report. Highlight areas that may need improvement and the action required for the remainder of Term 2 and the rest of 2018. What do you need to change or improve?

MY GOALS: *(Be specific Write 1-2 brief statements of what exactly it is you wish to achieve in each area)*

Academic:

Social:

Organisational:

Start date of Action Plan:

Date I anticipate *My Goals* will be achieved:

Benefits I expect to receive when I achieve *My Goals*:

How will I achieve *My Goals*:



Reviewing My Learning Goals – Semester Two

Based on your Semester One results reassess the goals you set at the beginning of the year. The top section of this page is to be completed at the commencement of Semester Two.

REVIEWING MY GOALS: *(Have you achieved your academic, social & organisational goals? Are there new goals you need to set, based upon your results for the first half of the year?)*

Academic:

Social:

Organisational:

Start date of Action Plan:

Date I anticipate *My Goals* will be achieved:

Benefits I expect to receive when I achieve *My Goals*:

How will I achieve *My Goals*:

Reviewing My Learning Goals – Term Four

Think about the term of work you have just completed and your Term 3 Parent Teacher Interview feedback and Interim Report. Highlight areas that may need improvement and the action required for the remainder of Term 4. Answers should be personal and relate to your individual progress and learning goals set throughout the year.

Academic:

Social:

Organisational:

Start date of Action Plan:

Date I anticipate *My Goals* will be achieved:

Benefits I expect to receive when I achieve *My Goals*:

How will I achieve *My Goals*:



Subject Goals – Term One

Subject Learning Goals – TERM ONE			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			

Parent/Guardian Signature: _____ Date: _____

Pastoral Leader Signature: _____ Date: _____



Subject Goals – Term Two

Subject Learning Goals – TERM TWO			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			

Parent/Guardian Signature: _____ Date: _____

Pastoral Leader Signature: _____ Date: _____



Subject Goals – Term Three

Subject Learning Goals – TERM THREE			
Subject	Goal		Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			



Subject Goals – Term Three

Subject Learning Goals – TERM THREE			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			

Parent/Guardian Signature: _____ Date: _____

Pastoral Leader Signature: _____ Date: _____



Subject Goals – Term Four

Subject Learning Goals – TERM FOUR			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			

Parent/Guardian Signature: _____ Date: _____

Pastoral Leader Signature: _____ Date: _____



Subject Goals – Headstart

Subject Learning Goals – TERM TWO			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			
Subject	Goal	My plan for achieving my goal and the support required	Teacher Sign.
Reflection <i>Did you achieve your goal and how did it impact your learning?</i>			



Key Words and Terms

Do you ever have to do assignments where the topics have words that can be confusing?

To help you, here are some easy-to-understand explanations of some of the terms you may encounter this year:

DESCRIBE/EXPLAIN: These two words require different thinking approaches. If you are asked to **describe** a character or scene from a novel in English, or to **describe** the features of a landscape for Geography, you are mainly summarising the most important features. For example, you might provide some information on what the character looks like including age and unique features (such as a scar or lopsided grin), personality and mannerisms (e.g. a limp). For a landscape in Geography, a description would probably include details about its main physical features, location, climate, towns, railways and any other important landmarks for the area. To **explain** something means to go further than just describing or summarising. Your writing should demonstrate the significance of something by answering the **WHY?** (Why is that character a victim? Why is that an important region?). A simple way of remembering the difference in meaning is to remind yourself: **to describe is to tell; to explain is to show!**

COMPARE/CONTRAST: If you are asked to contrast things or people, you are looking at **differences**. If you are asked to compare, you need to explore both **similarities** and **differences**.

PLOT/THEME/STORYLINE: You will see these words frequently when studying novels, plays and short stories. They are connected but have different roles in the text. Think of a writer as being like a designer of a building. He or she may have an important message or viewpoint on a subject such as friendship, war, love or families. The writer designs or works out a plan of a story to explore these issues or **themes**. This plan or summary of the story is called a **plot**. The writer then uses this to write the main **storyline**. To give an example, you might be asked to write a story about the **theme of jealousy**. You plan out a **plot of two brothers** who constantly compete against each other. You decide to plan this plot to show the harmful impact of jealousy by having one brother scheme against the other brother, through a series of actions. Once you decide on what the actions are, you then move on to write the story or **storyline**.

SUMMARY: To summarise information, you are expected to provide just an outline of the main ideas of a topic or piece of writing. There is no need to provide a lot of detail or description. Aim to be concise.

CHARACTER TERMS: When you study a novel, play, film or story in class, you will often hear terms such as *antagonist* and *protagonist*. They are easy to remember. The **protagonist** is usually the 'good guy' or hero, while the **antagonist** is the villain. A good way to avoid confusing these terms is to remind yourself that the antagonist is 'anti' or against good – hence the 'bad guy'. Some topics may ask you to talk about the **role** of a character or person. You are expected to go beyond just describing the character, you need to *explain* (remember the difference between explain and describe) the purpose of that character in the story. Is that person created by the writer to be a victim or a villain, or is he or she being used to develop one of the themes? Remember – ask yourself, *why* is that character there?

ANALYSE: Often the word 'analyse' appears in topics in many subjects. Your approach here is similar to that of a detective. If you are expected to analyse something, whether it is a type of plant in Science or the role of a character in a novel, you should examine the details or features (a kind of pulling apart or breaking up of something into parts) and then discuss the significance of these. Once again, you need to *explain rather than describe*, and draw some conclusions.

EVIDENCE: This means that you are expected to provide some form of proof. This could take the form of facts, interviews, case studies or showing an obvious pattern (such as a plant growing faster where there are longer daylight hours). It is not always possible to have only facts, and your ability to analyse something to show a pattern or direction can be a very useful tool.

AFFECT/EFFECT: So many people get these two words confused. Both words mean to have some kind of influence, but affect is the verb, and effect is used mainly as a noun – e.g. the effect of a drought; the drought affects everyone.

SYMBOL: A symbol is a thing that represents something. For example, the dove is viewed as a symbol of peace and in Science you will learn letters that are symbols or signs for chemical elements. We use symbols in all areas of our lives. For example, can you list all the ideas represented by the symbol of the cross?



Glossary of Key Words

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Anthology	A choice or collection of pieces e.g. poems, short stories.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Context	The circumstances on which an event is based.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation).
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria: determine the value of.
Evidence	Facts, statements, proofs or signs to support a view.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Exposition	An explanation or commentary on something.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Fiction	Narrative or literature that is based mainly on imagination rather than on fact.
Form (noun)	The arrangement or shape of parts. The style or genre in a literary piece.
Identify	Recognise and name.
Idiom	Words or language characteristics unique to a country or group.
Image	Metaphor, simile or a mental representation of an idea or object.
Impact (noun)	The influence or effect of something.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Narrative	A tale or story; a first-person narrated composition.
Outline	Sketch in general terms; indicate the main features of.
Poetry	Ideas or thoughts on a subject using words in a rhythmical or metrical pattern.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Prose	Written or oral language that does not rhyme, or is formed on a metrical pattern.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Significant	Of considerable importance.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.
Viewpoint	An opinion or stance on an issue.



GLANCE

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1 Mon New Year's Day	1 Thu	1 Thu	1 Sun	1 Tue	1 Fri
2 Tue	2 Fri	2 Fri	2 Mon Easter Monday	2 Wed	2 Sat
3 Wed	3 Sat	3 Sat	3 Tue	3 Thu	3 Sun
4 Thu	4 Sun	4 Sun	4 Wed	4 Fri	4 Mon
5 Fri	5 Mon	5 Mon	5 Thu	5 Sat	5 Tue
6 Sat	6 Tue	6 Tue	6 Fri	6 Sun	6 Wed
7 Sun	7 Wed	7 Wed	7 Sat	7 Mon	7 Thu
8 Mon	8 Thu	8 Thu	8 Sun	8 Tue	8 Fri
9 Tue	9 Fri	9 Fri	9 Mon	9 Wed	9 Sat
10 Wed	10 Sat	10 Sat	10 Tue	10 Thu	10 Sun
11 Thu	11 Sun	11 Sun	11 Wed	11 Fri	11 Mon Queen's Birthday
12 Fri	12 Mon	12 Mon Labour Day	12 Thu	12 Sat	12 Tue
13 Sat	13 Tue	13 Tue	13 Fri	13 Sun	13 Wed
14 Sun	14 Wed	14 Wed	14 Sat	14 Mon	14 Thu
15 Mon	15 Thu	15 Thu	15 Sun	15 Tue	15 Fri
16 Tue	16 Fri	16 Fri	16 Mon	16 Wed	16 Sat
17 Wed	17 Sat	17 Sat	17 Tue	17 Thu	17 Sun
18 Thu	18 Sun	18 Sun	18 Wed	18 Fri	18 Mon
19 Fri	19 Mon	19 Mon	19 Thu	19 Sat	19 Tue
20 Sat	20 Tue	20 Tue	20 Fri	20 Sun	20 Wed
21 Sun	21 Wed	21 Wed	21 Sat	21 Mon	21 Thu
22 Mon	22 Thu	22 Thu	22 Sun	22 Tue	22 Fri
23 Tue	23 Fri	23 Fri	23 Mon	23 Wed	23 Sat
24 Wed	24 Sat	24 Sat	24 Tue	24 Thu	24 Sun
25 Thu	25 Sun	25 Sun	25 Wed ANZAC Day	25 Fri	25 Mon
26 Fri Australia Day	26 Mon	26 Mon	26 Thu	26 Sat	26 Tue
27 Sat	27 Tue	27 Tue	27 Fri	27 Sun	27 Wed
28 Sun	28 Wed	28 Wed	28 Sat	28 Mon	28 Thu
29 Mon		29 Thu	29 Sun	29 Tue	29 Fri
30 Tue		30 Fri Good Friday	30 Mon	30 Wed	30 Sat
31 Wed		31 Sat Easter Saturday		31 Thu	



PLANNER 2018

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 Sun	1 Wed	1 Sat	1 Mon	1 Thu	1 Sat
2 Mon	2 Thu	2 Sun	2 Tue	2 Fri	2 Sun
3 Tue	3 Fri	3 Mon	3 Wed	3 Sat	3 Mon
4 Wed	4 Sat	4 Tue	4 Thu	4 Sun	4 Tue
5 Thu	5 Sun	5 Wed	5 Fri	5 Mon	5 Wed
6 Fri	6 Mon	6 Thu	6 Sat	6 Tue <small>Melbourne Cup Day</small>	6 Thu
7 Sat	7 Tue	7 Fri	7 Sun	7 Wed	7 Fri
8 Sun	8 Wed	8 Sat	8 Mon	8 Thu	8 Sat
9 Mon	9 Thu	9 Sun	9 Tue	9 Fri	9 Sun
10 Tue	10 Fri	10 Mon	10 Wed	10 Sat	10 Mon
11 Wed	11 Sat	11 Tue	11 Thu	11 Sun	11 Tue
12 Thu	12 Sun	12 Wed	12 Fri	12 Mon	12 Wed
13 Fri	13 Mon	13 Thu	13 Sat	13 Tue	13 Thu
14 Sat	14 Tue	14 Fri	14 Sun	14 Wed	14 Fri
15 Sun	15 Wed	15 Sat	15 Mon	15 Thu	15 Sat
16 Mon	16 Thu	16 Sun	16 Tue	16 Fri	16 Sun
17 Tue	17 Fri	17 Mon	17 Wed	17 Sat	17 Mon
18 Wed	18 Sat	18 Tue	18 Thu	18 Sun	18 Tue
19 Thu	19 Sun	19 Wed	19 Fri	19 Mon	19 Wed
20 Fri	20 Mon	20 Thu	20 Sat	20 Tue	20 Thu
21 Sat	21 Tue	21 Fri	21 Sun	21 Wed	21 Fri
22 Sun	22 Wed	22 Sat	22 Mon	22 Thu	22 Sat
23 Mon	23 Thu	23 Sun	23 Tue	23 Fri	23 Sun
24 Tue	24 Fri	24 Mon	24 Wed	24 Sat	24 Mon
25 Wed	25 Sat	25 Tue	25 Thu	25 Sun	25 Tue <small>Christmas Day</small>
26 Thu	26 Sun	26 Wed	26 Fri	26 Mon	26 Wed <small>Boxing Day</small>
27 Fri	27 Mon	27 Thu	27 Sat	27 Tue	27 Thu
28 Sat	28 Tue	28 Fri	28 Sun	28 Wed	28 Fri
29 Sun	29 Wed	29 Sat	29 Mon	29 Thu	29 Sat
30 Mon	30 Thu	30 Sun	30 Tue	30 Fri	30 Sun
31 Tue	31 Fri		31 Wed		31 Mon