Welcome to ....
Vision

To serve Christ in humanity and
grow in wisdom

Mission

We build foundations of optimism,
faith, knowledge and creativity

We strive to achieve our greatest potential

We fashion a better world

in keeping with God’s plan

Adopted by Mercy College Mackay Board - November 2008
Mercy College Mackay Values Statement

The values of the Mercy College community focus on respecting the sacredness and uniqueness of each person. This is realised by accepting and valuing the diverse backgrounds of Mercy College Mackay community members. The values we promote and strive to achieve, were lived by Catherine McAuley, the founder of the Sisters of Mercy Order. The Mercy Values: “Serve all with Compassion; Positive actions of Hope; and Strive for Justice” are embedded through all aspects of College life.

We are committed to developing:

- each student’s ability to assess and respond appropriately to change.
- young adults who demonstrate personal and community responsibility, resilience and genuine integrity, and a commitment to action for justice.
- a College community that strives for excellence.

“The simplest and most practical lesson I know is to resolve to be good today but better tomorrow. The poor need our help today not next week”.

- Catherine McAuley, founder of the Sisters of Mercy

Mercy Action

Mercy College Mackay strives to be faithful to the mission of the Sisters of Mercy by taking action in three key ways:

Nurturing Awareness
To assist students in becoming responsive to the reality that their everyday ordinary lives are in fact extraordinary to many others and issues such as injustice, poverty and oppression are explored. Each week enthusiastic students from various action committees i.e. Environment & Culture Committee; Indigenous Committee; Vinnies Committee; Interact Committee, meet with supporting teachers during lunchtimes to organise school activities, and discuss ways to achieve wider student contribution to identified issues. These undertakings model Catholic Social Justice principles and engage students in activities that involve a compassionate commitment to act for Justice.

Appeals Response
Mercy College Mackay fosters an attitude of giving generously in the spirit of Mercy to a range of appeals of specific need areas and requests. Importance is placed on ensuring students make connections to where funds/goods are destined so that greater awareness into the socially-disadvantaged community is understood, positive actions of hope are formed and a greater appreciation of their own circumstances is nurtured.

Community Endeavours
The Mercy Community focusses on appeals for a specific need area, with the aim of providing significant funds to have a major impact. Appeals such as the Caritas Project Compassion, Vinnies Winter Appeal, Easter Egg Appeal, Skip Class and Read, Vinnies Christmas Hamper Appeal and specific response to emergency situations for basic resource and support long term development partnerships.
The Mercy Story
Catherine McAuley was born in County Dublin in Ireland in 1778 and while very young was impressed by her father’s charity and generosity to the poor people of her time. She often accompanied him to distribute gifts of food, money and clothes to those who needed it most. However he died when she was still young.

When Catherine was almost twenty, her mother died leaving the family without money. Catherine went to live with her Catholic uncle for a short time but eventually she went to live with her brother and sister at her relatives who were Protestants.

Sometime later Catherine went to live with and work for Mr and Mrs Callaghan. They were not Catholic but were very impressed with Catherine’s hard work, and the time she spent helping and caring for the poor. When they died Catherine inherited the equivalent of two (2) million Australian dollars. She could have enjoyed a life of luxury and travel, spending all the money on herself, however she could now help many people who were poor and sick.

Catherine opened the House of Our Lady of Mercy in Dublin on the 24 September 1827 (the feast day of Our Lady of Mercy). This house provided a place for poor women and children to receive shelter and food, and the opportunity for the children to attend school.

She did not intend on forming a religious order; on the contrary, her plan was to establish a society of ladies who would spend a few hours daily instructing the poor. Her parish informed the Bishop of the wonderful work she and her companions were doing. He visited the House (Baggot Street) and encouraged Catherine and her companions to become Sisters, seeing that they were already doing the work. The 12 December 1831, was a very important date because it was on this day that the Sisters of Mercy formed their new congregation. Soon after this Mercy Houses were opened in Ireland and England.

By the time Catherine died she had established many Mercy communities who lived in simplicity and trust in God. Her grave has become a pilgrimage place for Sisters of Mercy and their friends from all over the world. Her attitude to education was very simple: she wished to empower poor people and others to lead happy, fulfilling lives. She supported these objectives not just by her words, but led by example. She was certain that “we learn more by example than by precept (instruction),” and that the testimony of a teacher’s own example, manner, and values is the most credible instruction.

Catherine was noted for her courageous fight for the poor, the lonely, the abused and depressed. That is what we are called to do today.

Mercy Sister Ursula Frayne was the pioneer educator, welfare worker and advocate for the poor and needy of our land here in Australia. Her willingness to travel 25,000km, crossing the seas and continent to bring Mercy to those most in need in Australia, becomes a source of inspiration for all of us, and that we too might ‘hold out our hands to the poor’. (Proverbs, 31:20)
First arriving in Perth, Australia in 1846, the Sisters of Mercy kept the Mercy tradition of service to the poor, establishing schools, teacher training schools and schools for nursing education. Some 15 years later five (5) Sisters of Mercy accompanied Bishop O’Quinn when he became the first Bishop of Brisbane and Queensland.

In 1873 representatives of the Sisters of Mercy moved to Rockhampton, with four (4) sisters later sailing from Brisbane to Mackay and residing on the site which we now know as St Patrick’s College. They established an orphanage in Bucasia, followed by the acquisition of the Ormond Hospital (Mater Misericordiae) in 1927.

By 1930 convents and schools had been established all around Mackay, including South Mackay, Marian, Walkerston and Sarina, including a boarding school at St Patrick’s. St Patrick’s Christian Brothers College was set up for boys and St Patrick’s convent High School for girls.

In 1968 Our Lady of Mercy Convent High School was opened for girls in Penn Street, later changing to Our Lady of Mercy College (OLMC). In 1987, both St Patrick’s College and Our Lady of Mercy College became coeducational with another name change for Our Lady of Mercy College to Mercy College.

Although we do not have many direct links with the Sisters of Mercy today, the Mercy values are firmly fostered within the College and we believe the spirit of Venerable Catherine McAuley is alive in our College and she would be pleased with the vision of the College to continually live out its vision “To Serve Christ in humanity and grow in wisdom”.

We pay tribute to the Mercy Sisters for their courageous, compassionate, humble and patient service to members past and present of our school community.
Mercy College Mackay is a Catholic, co-education middle school catering for Years 7 to 10, located in Mackay, North Queensland. We are a diocesan-owned, non-systemic school with a current population of approximately 900 students.

We have approximately 37 feeder schools, with a large proportion of our Year 7 intake coming from local Catholic parish primary schools. Our major feeder school is St Patrick’s College, which caters for students in Years 11 and 12 with approximately 85% of our students enrolling.

On current figures Mercy College Mackay has an eclectic religious foundation amongst its student population. There are approximately 65% Catholic students with non-Catholics primarily represented by those individuals belonging to the Anglican and Uniting Church. Non-Christian religions represented within the College, include Hindu, Buddhist and Islamic faiths.

The local economy is diversified with Mackay serving as a port and service centre for sugar, wheat, grazing, mining and tourism. Currently there are high rates of urban residential and industrial development across many areas in the district.

The College is a catchment for the original sectors of the South Mackay urban area, the rural communities of Sarina and Walkerston and the many smaller settlements along this route. Over 65% of the student population come from the areas of South Mackay, South West Mackay and south of Mackay. Some students travel over an hour to school as their home location is south of Sarina Beach. There are also significant numbers of students from both the older and more recently settled areas on the northern side of the Pioneer River.

While our students come from a mixed heritage, including Maltese, Chinese, Vietnamese and Filipino in particular, few fulfil the classification criteria for ESL (English as a Second Language). Indigenous students, including Aboriginal and Torres Strait Islander, comprise approximately 3% of the population. A high proportion of South Sea Islander students are also enrolled at the College.
Mercy College Mackay’s Leadership Team consists of the Principal, Deputy Principal, Assistant Principal - Mission, Assistant Principal - Administration and Assistant Principal - Students.

There are 11 subject departments in the school, each with a HOD (Head of Department) to oversee the program development, assessment and reporting. These subject areas are: Religious Education, English, Mathematics, Science, Humanities, Languages, Health and Physical Education, Design and Technology, The Performing and Visual Arts, Careers and VET and Inclusive Curriculum.

Six House Coordinators oversee the social, emotional and behavioural well-being of the student body within their House. They are assisted by 36 Homeroom teachers who interact with the students in their Homeroom each day for 15 minutes. House Coordinators, along with the RTP (Responsible Thinking Program) Coordinator and Assistant Principal Students, oversees the RTP, the College’s behaviour support program.

Mercy College Mackay also has a full-time Guidance Counsellor and Teacher Librarian. There are 68 teaching staff, which includes the Leadership Team, HODs, Program Leaders, Coordinator and House Coordinators. There are two staff, male and female, who are appointed as Student Protection Officers, one Work Place Health and Safety Officer and one part-time Indigenous Education Liaison Officer.

There are 13 teacher assistants, two laboratory assistants, three library assistants, one Careers and VET assistant, one music assistant, two maintenance staff, two grounds staff, three finance officers, seven reception / administrative workers and three IT specialists. We also have three part-time Tuckshop workers.

Our College chaplain and Campus Minister, also provide faith guidance to the students, staff and parents.
Leadership Team

To make an appointment with a member of our Leadership Team, please contact the office on 4969 4199.

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Mercy College Mackay – An Introduction to the College ‘Curriculum and Learning’

Vision for Curriculum

Mercy College is a Catholic Christian Learning community which specializes in delivering a “middle school” experience for students in Years 7 to 10. At Mercy, curriculum is our “core business”. Here, appropriately qualified staff engage with students to foster effective learning through the acquisition of knowledge, attitudes and skills that will assist them in developing a sense of self-worth and a capacity to contribute positively to their society. Central to this teaching and learning is the desire to equip students with Christian values which we believe will enable them to face the challenges of an ever changing world.

Mercy is at the centre of the learning pathway (Years 7 to 10). Our aim therefore is to offer a vital and well-structured four year program for each student which provides the fundamental pedagogy required for senior studies as well as the diversity necessary to allow students to make valid and informed choices.

The provision and delivery of a varied curriculum that is both relevant and appropriate to a middle school philosophy provides all students with the opportunity to experience successful learning within a safe and supportive environment. At Mercy, we recognize that the needs of young adolescents are unique and our focus on physical, cognitive, social and emotional growth is embedded into both our curriculum and our pastoral programs.

Our curriculum seeks a balance between innovation and tradition. It is responsive to all National, State and Diocesan directives and guidelines while also maintaining elements which enhance learning for middle school students. These elements include a unitised semester based curriculum and a flexible choice of subjects catering for the needs, interests and abilities of our students. Recognizing the individual nature of each student and offering a flexible structure which includes studies in careers, leadership, assignment writing and consolidation and extension opportunities, ensures that the distinctiveness of each students needs is provided.

As a middle school it is important that the curriculum facilitates the development of resilient young people. As such, cultural, sporting, spiritual and social learning is considered important along with academic knowledge. As well as a broad and dynamic co-curricular program, numerous units are offered which support this philosophy.

Quality teaching staff who engage in on-going learning are seen as crucial in the learning journey of students. Teaching excellence and continued reflection on practice is cultivated and encouraged so that all students may benefit from quality teaching and learning.

Curriculum at Mercy College Mackay is embedded within community. It involves students, teachers, non-classroom staff, parents, parish, community and leadership working together as a learning community. As members of this community we strive to enable the emergence of resilient young learners who are socially competent, have good problem solving skills, have a sense of autonomy and self-worth and have a sense of meaning and purpose in their lives.

Our curriculum is also built upon social justice principles, with the promotion of the dignity of every human person at the heart of our Christian beliefs. Implicit in this is the need for every person to have access to the possibility of full growth regardless of gender, race, ethnicity, material poverty, social disadvantage, or physical or mental difficulty. Enrolment into the College, human and physical resourcing and unit offerings are reflective of this core belief.
Transition

Year 6 into Year 7

Mercy College Mackay has established strong connections with feeder schools. Students entering the College from Year 6 are supported by the following:

- Leadership team members and current Year 7 students visit schools prior to enrolment night
- Enrolment night at the College
- Inclusive Curriculum visits are made to each feeder school which include discussions with the classroom teacher and learning support staff if required regarding each student enrolling at the College
- ELP - Extended Learning Programs are available for Year 6 students (5 per year)
- Year 7 Orientation Day
- first day of Year 7 is designated for each Year level only
- common curriculum for Year 7 students
- designated Year 7 playground areas
- units are provided which teach students the academic and organisational skills required in secondary school is compulsory to all Year 7 students in Semesters 1 or 2.

Year 10 into Year 11

Students moving from Mercy College Mackay to St Patrick’s College are supported in the following ways:

- SET Planning unit in Semester 2 of Year 9 ensures students are familiar with the subjects offered at St Patrick’s and are working towards achieving enrolment in these areas. Students are provided guidance as to the appropriateness of their senior choices and made aware of tertiary and employment prerequisites in advance of creating their SET Plan.
- St Patrick’s College Heads of Department and Leadership Team are invited to provide direct information to Mercy students either through a live presentation or electronically (DVD, power points etc). The St Patrick’s College Leadership Team is also invited to attend the Year 10 Information Evening.
- Year 10 Information Evening occurs in Term 2 with information on the QCE and SET Planning process made available to parents as well as numerous guests in attendance (TAFE, CQ University, James Cook University, MRAEL, Apprentice Careers and Employment, St Patrick’s College etc.)
- Units in all subjects link carefully with the content, skills and processes expected in senior studies. This is achieved through conversations between HODs across both campuses.
- Students are offered work placement in Year 10 which ensures a smooth and realistic transition for those who wish to enter the workplace or to continue with non-authority subjects at senior level.
Partnership with Community

Mercy College Mackay has fostered relationships with parents and community representatives in some of the following ways - this list is not exhaustive but is an indication of the variety of activities and commitment to working in community.

- Parents and Friends Association is active and has a high profile in the College
- Parents are actively sought and included on the College Board
- Parent information evenings held regularly – with an academic focus and general parenting interest
- College regularly communicates with parents via the newsletter, website, twitter (ICT communication), SMS, emails and letters
- Parents participate in the decision making through involvement in focus groups and surveys
- Parents are sent personal invitations to Tuesday morning Mass when their student is participating
- Parents are encouraged to assist in the Tuckshop
- RAP Program (Reconciliation Action Plan) launched in 2012 which outlines numerous initiatives the College will undertake to ensure strong links with the Aboriginal and Torres Strait Islander Community
- College Chaplain is invited to all and involved in most school activities
- Appointment of a Justice Coordinator in 2016 to develop outreach and service-learning programs
- Parents are invited and welcome to all celebratory days; eg. Mercy Day, Graduation Mass and weekly Mass on Tuesdays at 8.30am at St Mary’s
- Weekly visits by students to St Francis of Assisi Aged Care
- Student involvement in St Vincent de Paul, fundraising and providing goods for those less privileged
- Student involvement in Interact, fundraising and assisting those less privileged
- Celebration of a multicultural society on Harmony Day

Pathways

All units at Mercy College Mackay are collaboratively planned by the team of teachers teaching that unit during that semester. While general overviews regarding possible learning experiences, resources and assessment are provided, this scaffold is used as a starting point each semester. This ensures the current needs and interests of the students in the College are considered. This also means the skills and interests of the current staff are utilized wisely.

Assessment, moderation and reporting is also conducted collaboratively. Annotated samples of all work are maintained and moderation of sample student work occurs.

Feedback to students occurs regularly and is used to inform the teaching and learning process throughout the unit.

Information from standardized assessments (NAPLAN) is also used to guide teachers in their planning.
Each subject department designs a projected budget which is approved or adjusted by the Principal. This budget is based on the department’s goals which are outlined as an attachment when submitted. This document marries the school’s strategic goals with the department goals and their mechanisms (including units, teacher professional development, community initiatives etc) to achieve this. This ensures the links between school strategic vision, student learning and, ultimately allocation of resources, is visible.

Departments may also request funding from the Parents and Friends Association for curriculum purchases. These requests go through the Parents and Friends Association via the Principal.

The Teacher-librarian oversees the purchase of books, AV, journal and e-learning subscriptions. The Information Technology Manager oversees the purchase of hardware and software.

Feedback

The School Curriculum Framework will be made available on the College website and intranet. To ensure the school community is familiar with the vision for Mercy College Mackay curriculum and its overall structure, the framework will be referred to whenever curriculum is the topic of professional discussion. This includes department non-student days, Australian curriculum days, department meetings, Board discussions regarding curriculum policy etc.

The Heads of Department will intentionally review the framework annually and update changes in conjunction with the College Leadership Team.

Assessment is ongoing, as it gives students the opportunity to study in depth, and demonstrate progress towards a goal. We offer many forms of assessment including observation, class activities, homework, research assignments and exams. Assessment may be negotiated with the necessary teacher to suit student’s individual learning needs and interests. Further assignment, homework and exam regulations may be found in the student diary or on the Mercy web site under ‘Assignment Procedure’.

Assessment practices will be an integral part of the learning process, reflect social justice principles and offer a variety of ways to demonstrate learning.

Consistency between assessment and reports

All significant assessable work will be graded from A to E using the same criteria which will appear on the student’s report card each semester.

These grades provide parents an indication of how well a student is achieving in their tasks throughout each unit.

Supporting Learning Difficulties

Learning Support is integrated across the curriculum for ALL students and includes the benefits of:

- smaller class sizes in consolidation units and invitational Across the Curriculum units.
- an Inclusive Curriculum Head of Department, Inclusive Curriculum teacher and several Learning Assistants, who work with teachers to cater for individual students learning difficulties, styles and giftedness.
- the Assignment Writing unit, which is offered each semester, caters for students who are identified in subject areas as having problems with research assignments and require further skill development in organisation and the researching areas.
• units which are offered for students who are struggling with literacy, numeracy and organisational skills, are found in the ‘Across the Curriculum’ section of this handbook and may be suggested by a subject Head of Department or the Head of Department, Inclusive Curriculum.

• the Curriculum Centre, which is open every day for bookings from teachers. Teachers may request students attend the Curriculum Centre individually or in small groups, to work independently or have classroom work consolidated or extended. Parents may also request their student access support in the Curriculum Centre.

Supporting Learning Strengths

• All students are challenged to work to their potential in every unit of every subject. Programs of work are set with the individual needs of the student in mind and all students are able to work at greater depth or breadth and/or be assessed at the level above if determined as appropriate by the Head of Department.

• In Year 10, students may select elective units which offer challenge and investigation as they extend and refine their knowledge in a particular subject.

• Independent units are available in each subject. (Students must consult with the Head of Department and Deputy Principal prior to approval being granted for enrolment in independent units.)

• Some students may be given the opportunity to extend into other learning environments and campuses such as senior subjects, TAFE, university offerings and private courses.

Assessment Calendar

An assessment calendar is distributed to each student at the end of Week 3 each semester through Student Café on the LMS (Learning Management System). Parents may also access individual student assessment through Parent Lounge on the LMS. It details the significant assessment items for each unit. Assessment dates (including draft dates) and tasks are expected to be written by the student into their diary.

Assignment Submission

For complete details of the Assignment Procedure please refer to the Mercy College Mackay website.

Extensions

• may be granted by the Head of Department through consultation with the class teacher and submission of a formal application

• must be applied for at least two days before the due date unless there are unforeseen medical or compassionate grounds

• will not be granted automatically

Students should save their work in at least three (3) places.
They are encouraged to save on the school network, a USB and their home computer. Failure of technology or loss of work is not an acceptable excuse for an extension.
Submission

- All assignments must be submitted with the task sheet, standards schema and title page attached.
- All subjects will require drafts, and usually research notes, to be submitted. It is the responsibility of the student to keep a copy of the final assignment.
- Students may submit their assignments through iLog at Student Reception, hand directly to their class teacher or electronically by email (using a ‘send receipt’ request). No work is to be submitted through another teacher or student.
- If the assignment is submitted electronically it will only be registered as submitted once the teacher replies to indicate they have received the work. It is the student’s responsibility to request a ‘received confirmation’.
- Students absent from the college for traineeships, apprenticeships, work placement, sporting or cultural commitments, camps etc. must make the necessary arrangements with their teacher to submit their assessment. It is the student’s responsibility to organise this in advance.

Non-submission

- Where a student fails to submit work by the due date, without a valid reason, the student will be offered to attend an ‘Opportunity to Submit’ session provided by the teacher. This may be in lunch time or after school. Parents will be notified of a non-submission and of the scheduled ‘Opportunity to Submit’ time.
- If an assignment is not submitted, the student will be graded on drafts, work completed in the ‘Opportunity to Submit’ session or other evidence obtained in class.
- If a student is absent on the day the task is due, it is to be submitted on the first day the student returns to school (whether or not the student has that scheduled class).

Advice on Drafting

The purpose of viewing student drafts is to provide feedback so they can learn and improve their response. Teachers will provide written guidance on how to progress in the task but will not correct all errors or write the assignment for the student. Drafting is a consultation process, not a marking process. It is expected students will use the feedback provided in drafts and show evidence of this in their final submission.

A draft is a response that is nearly polished enough to submit and should be the student’s second or third attempt at the task. Each draft must show evidence of the students’ self-correction and editing before being given to the teacher.

Plagiarism

Plagiarism is copying another individual’s work. This may be work which is published in a book or electronically or another student’s work. To avoid plagiarism students are encouraged, and taught by their classroom teacher, to develop appropriate skills and attitudes towards note-taking, research, writing and study.

Examples of plagiarism:
- directly copying, quoting sections of print or electronic text without referencing its source
- copying images, drawing, graphs etc without referencing its source
- changing some minor details of a section of text but keeping the same sequence of ideas and arguments without referencing its source

Consequences for plagiarism can be found on the College website at [www.mercymackay.qld.edu.au](http://www.mercymackay.qld.edu.au)
Curriculum – concerns and contacts

Progress in a Department
- Head of Department

Assessment not submitted by due date
- Class Teacher
- Head of Department
- Deputy Principal

Assignment Procedure brochure – office, website, diary

Progress across all Departments
- Homeroom Teacher
- Guidance Counsellor
- Deputy Principal

Clarification of grades on report card
- Class Teacher
- Head of Department

Website

General Pathways – recommended units to choose across several Departments and/or terms
- Homeroom Teacher
- Skills for Learning Teacher
- Assistant Principal, Admin
- Careers Teacher
- Guidance Counsellor
- Deputy Principal

Recommended Pathways in Student Handbook for most departments

Learning Difficulties
- Class Teacher
- Head of Department, Inclusive Curriculum
- Head of Department

Inclusive Curriculum (Learning Support) information – website

Pathways in a particular Department
1. Head of Department

Recommended Pathways in Student Handbook for most departments

Work Experience
- Careers & VET Head of Departments
- Careers & VET assistant
- Deputy Principal
- Guidance Counsellor

Unit Changes
1. Deputy Principal

Issues where Indigenous assistance is required
- Indigenous Education Liaison Officer
- Inclusive Curriculum, Head of Department
- Assistant Principal, Students
- Deputy Principal

Brochure

Career/Vocational Information
- Careers & VET Head of Department
- Deputy Principal
- Careers Teacher
- Guidance Counsellor

Resources available in the Library and Room D09
Leave from study

- On occasions, a parent will notify the school that their student will be absent for several weeks on a planned holiday. There may also be a request for work to do during that time. Experience has shown us that students very seldom attempt any work given, despite what may be many hours of staff work in putting it together for independent activity.

- Please be advised that the school procedure is that work will not be provided for avoidable absences such as Term time holidays. Students often have several assignments on which they are already working on and can continue to access school resources via the website. If a holiday is important to take during the term, it may be best not to have unrealistic expectations of students working on the family holiday. We would respectfully request however, that every effort is taken to avoid Term time holidays. The classroom experience is vital for school age adolescents.

- All parent requests for non-planned absences should be directed to the Principal on principal@mercymackay.qld.edu.au

Student illness

- On occasion, a student will need to be absent from school for several days or more. These unplanned or unanticipated absences can put a strain on a student’s academic progress, compounding what is often an already difficult time for the family.

- In these circumstances, following notification by the parent and request for work, the school will endeavour to assist with some material so the student does not fall too far behind.

- Parents should be advised, however, that substituting for the classroom experience is very difficult and often inadequate. Working on an assignment without the teacher’s input for this age of student, is a very difficult task. Text references, worksheets and assignment outlines may be of some help for motivated students, but absence from the classroom needs to be minimized.

Library/Resources

Mercy College Library is a dynamic space that connects students with literature and information. The Library aims to be a centre of enjoyment, inquiry, innovation and instruction. As a learning place, it contributes to the curriculum by providing primary and secondary resources. Through regular audits and stocktakes, the collection is maintained and current. The physical collection includes books, journals, class sets of unit study texts and specific subject’s book hire.

The students have access to the digital library through the school’s intranet. This includes e-books, e-magazines and access to electronic data bases and Clickview. The digital library also provides access to important tools for research and assignment writing including Write Stuff and Online Bibliography Generator. The Library Staff readily assist students with sourcing resources to support their research, in-text referencing and developing bibliographies.

The Library is a hub of activity and hosts subject enrichment and tutorial groups, Chess and book Clubs, the Student Representative Council as well as literature pursuits, research lessons and assignment writing classes. The Library houses the printing and publishing for students. It supports the technology directions for the school and provides electronic print releases and the scanning and emailing of documents.
The Library Staff promote USSR in homeroom once a week, *Skip Class and Read* with donations going to the *Indigenous Literacy Foundation* as an annual event, attendance at *Whitsunday Voices Festival* each year, coordinate book competitions and subscribe to a wide range of interest magazines for young adults. By opening from 8am to 4pm each day, the Library provides a welcoming and stimulating environment where the love of reading and fostering of learning happens.
House structure

Mercy College Mackay focuses on its students and realises that individually, their care and well-being is important to the College and its community.

The College is divided into six House groups with a staff member designated as House Coordinator of each. The House Coordinator has an overall pastoral responsibility for each member of his or her House. Any concerns or difficulties which are of a more serious nature are normally referred to the House Coordinator in the first instance and then on to the Assistant Principal, Students if further action is needed.

Each House has its own emblem, and members are encouraged to develop loyalty to their House by engaging in friendly rivalry with other Houses through competitions such as sporting, academic, cultural and recreational activities. Students are awarded points for their Houses through attendance and performance at the various Inter-house sporting events held throughout the year which contribute to the Frank Lake Shield for best house participation awarded at our annual Speech Night.

The Houses are named after varieties of sugar cane grown in this district and the Burdekin in bygone days.

Students are allocated to a House and Homeroom when they enter the College and remain there until they leave. Brothers and sisters are allocated to the same House as each other.

Argos – Purple, Badila – Yellow, Midas – Orange, Oraya – Red, Pindar – Blue, Triton – Green
The college approach to Pastoral Care

Transition from Year 6 to Year 7

It is extremely important that the transition from Year 6 to Year 7 be as smooth as possible. Mercy College Mackay employs a team of dedicated professionals to help students in this transition including Homeroom Teachers, House Coordinators, Head of Department Inclusive Curriculum, Assistant Principal Students, Responsible Thinking Program Coordinator, Guidance Counsellors and the Indigenous Education Liaison Officer.

At the College, Pastoral Care is responding to the needs of the school community and the individual. We create structures to bring about the best possible result for all. Pastoral Care is an integral part of every school activity and the responsibility of all students, parents and staff, as it helps us to effectively listen and build good relationships within our community.

The College is supported by a family structure of House and Homeroom. Homeroom Teachers and House Coordinators are the major facilitators of Pastoral Care in the school.

Pastoral Care takes into account all aspects of the student’s development. Members of the College community are encouraged to set an example and behave in light of Gospel values and the College Mission statement. All staff encourage students to believe in themselves and have hope in their future.
Behaviour Support through the Responsible Thinking Process

One of the most valuable life-lessons a student can learn is responsibility. The Responsible Thinking Process (RTP) is designed to teach the students to take responsibility, not only for their actions/behaviour but also for their learning. It is created to help teach them to get what they want without causing a disruption within the classroom.

Teachers have the right to teach and students have the right to learn in a safe environment. None of the students have the right to disrupt at school, regardless of where they are, especially if they are preventing other students from learning or are threatening the safety and rights of others.

When a student disrupts, they are asked a series of questions that provides the opportunity for the student to settle.

- What are you doing?
- What are the rules? OR Is that OK?
- What happens when you disrupt?
- Is that what you want to do?
- What are you going to do now?
- What happens if you disrupt again?

If they disrupt again, they are choosing to go to the Responsible Thinking Classroom (RTC) with a referral form, indicating the disruption that took place in the classroom.

The RTC is where the student can make a plan to work on how they can better improve their actions/behaviour in a particular classroom. Planning is the central activity in the RTC. When writing a plan, students reflect on their actions and the effects this had on others. They also identify what they are going to do when they return to the class in order to be more successful in the learning environment. The plan helps them set themselves achievable goals in which they can strive toward.

If they disrupt in the RTC or refuse to attend, then the student needs to go home until a re-entry interview can be arranged between the student, parent and RTP Coordinator.
Mercy College Mackay wishes to foster a community where equality and dignity are upheld. An outward expression of this is the College uniform. The uniform expresses our participation and pride in the life of Mercy College Mackay.

The importance of a uniform at the College is in the identity, commitment and belonging it engenders in our students:
- to identify with the specific Christian, Catholic ethos and the community it generates.
- commitment to live with the self-discipline and responsibility of College life.
- the pride, security and spirit that a sense of belonging brings to the school experience.

Students at Mercy College Mackay will wear their College formal uniform to school, and whenever required for official school occasions.

**Girls Formal Uniform**

**Hat**
Navy bucket hat, lined with House colours on the inside crown – reversible for sporting events.

**Shirt**
Teal/navy/white very fine pin-stripe, peaked front with panels and darts both back and front, navy trim.

**Tie**
Detachable narrow, cross-over, plain navy tie to be worn under the low collar. The College badge is worn at the cross-over of the tie.

**Skirt**
Navy flick skirt – worn with the hem falling **below the kneecap**. At no stage of the girls’ three year enrolment at the College will a skirt be acceptable if the hem is above the top of the kneecap.

**Socks**
Girl’s day sock, short length with teal/navy stripe or plain white. Opaque, black tights may be worn (without socks) during cooler weather.

**Shoes**
Must be traditional black lace-up shoes with firm leather uppers, below the ankle and able to be polished. Buckle shoes or boots, surf/skate shoes are not permitted.

**Jacket**
Jacket has set in sleeves and is predominately navy with teal inserts and white piping.
Boys Formal Uniform

**Hat**
Navy bucket hat, lined with House colours on the inside crown – reversible for sporting events.

**Tie**
Navy tie with Mercy logo – to be worn by boys in Years 7-9. Year 10 senior tie available through the College.

**Shirt**
Panelled polyester/micromesh shirt with teal in front body, navy inserts on sides and the two colours delineated by white piping.

**Belt**
Black with silver trim and stamped Mercy College.

**Shorts**
Navy tailored shorts, pleat front with belt loops. Long College pants may be worn during cooler weather.

**Long grey pants**
Required for male Captains *(suitable for St Pats)*

**Socks**
Knee length navy with teal/white stripe at top.

**Shoes**
Must be traditional black lace-up shoes with firm leather uppers, below the ankle and able to be polished. Buckle shoes or boots, surf/skate shoes are not permitted.

**Jacket**
Jacket has set in sleeves and is predominately navy with teal inserts and white piping.

**Jumper**
A v-neck teal knit jumper with College Crest is an alternative to the jacket in the cooler months

**Hat**
Navy bucket hat, lined with House colours on the inside crown – reversible for sporting events.

**Tie**
Navy tie with Mercy logo – to be worn by boys in Years 7-9. Year 10 senior tie available through the College.

**Shirt**
Panelled polyester/micromesh shirt with teal in front body, navy inserts on sides and the two colours delineated by white piping.

**Belt**
Black with silver trim and stamped Mercy College.

**Shorts**
Navy tailored shorts, pleat front with belt loops. Long College pants may be worn during cooler weather.

**Long grey pants**
Required for male Captains *(suitable for St Pats)*

**Socks**
Knee length navy with teal/white stripe at top.

**Shoes**
Must be traditional black lace-up shoes with firm leather uppers, below the ankle and able to be polished. Buckle shoes or boots, surf/skate shoes are not permitted.

**Jacket**
Jacket has set in sleeves and is predominately navy with teal inserts and white piping.

**Jumper**
A v-neck teal knit jumper with College Crest is an alternative to the jacket in the cooler months

Sports Uniform

The sports uniform is to be worn to and from school on days students have Health/PE Units

**Shirt**
Panelled polyester/micromesh shirt with teal in front body, navy inserts on sides and the two colours delineated by white piping.  
*Shirt is available in unisex and ladies style (more shaping).*

**Shorts**
Dark navy rugby knit with teal ‘Mercy Sport’ embroidered on leg.

**Socks**
Athletic length sports sock with teal/navy stripe or plain white.

**House Sports Shirt**
For inter-house sporting events, the six college Houses – Argos, Badila, Midas, Oraya, Pindar and Triton – have their own polo shirt with logo. These shirts are available for purchase from the two uniform suppliers. *(Students are required to have one)*

**Sports Shoes**
Sports shoes need to be suitable to give support during physical activities and should not be in contrasting colour.  *High top sneakers, volleys, slip-ons and skate shoes are not appropriate.*
Free Dress Days

Free dress days are normal school days which usually involve normal lessons. Free dress means neat, clean, casual wear with no illustration or language which could be deemed offensive. Shoes must be closed in to meet personal safety requirements. In line with the school’s sun safe policy, shirts and tops must have sleeves, bare midriffs are not allowed and hats must be worn. Shorts must be of appropriate length to protect ones modesty.

School Dance

Dances are casual occasions at which clothing worn should not reflect extremes in current fashion trends. Modesty and appropriateness for middle adolescents should always be the standard.

Grooming

Hair and Hair Accessories
• styles, length & colour (natural looking) should be appropriate for school; hairstyles should not detract from the good presentation of the uniform.
• girl’s hair is to be neat and tidy, and if touching the collar must be tied back with a band or ribbon in navy, teal, black or white
• boy’s hair is to be no shorter than gauge two. All hair is to be neat, kept above the collar and above the eyes.

If unsure about the appropriateness of colour, style or length parents/guardians are advised to consult the House Coordinator prior to styling.

Facial Hair
• boys must be clean shaven

Jewellery
• should be appropriate for school and the College uniform. Students may be asked to remove jewellery for safety reasons or where deemed to contravene the College guidelines. The College discourages the wearing of any expensive jewellery to school and will not take responsibility for its loss or theft.

Guidelines
• no bracelets or small bands
• no more than one small stud or sleeper earring allowed in each ear lobe
• a small Christian symbol such as a crucifix or medal may be worn on a plain chain inside the shirt
• no finger, nose or tongue rings are permitted
• no other body piercing is permitted

Nail polish
• must be clear

Make up
• is not to be worn at school

Hats/Helmets
• the wearing of both is for safety reasons and sun safety. Students are asked to abide by the law of wearing properly fastened helmets. Hats should have the student’s name written inconspicuously in the underside of the brim. The school hat is required to be worn when not under a building. Owning a school hat is compulsory.
Guidance Counsellor

The Guidance Counsellor is available to speak to both students and parents to assist with a wide variety of concerns, whether they relate directly to school or not. The Counsellor’s Office is located within the College administration building.

Appointments with the counsellor are voluntary and discussions are kept confidential. Appointments may be made without parent/guardian knowledge, however their involvement is encouraged. At times teachers or the RTP Coordinator may refer students to the counsellor as part of the College’s Pastoral Care process.

Appointments may be made by:
- calling/visiting the College Office
- emailing the counsellor – help@mercymackay.qld.edu.au
- asking a teacher to contact the counsellor
- students contacting the counsellor directly during breaks

There is no compulsion to tell anyone what you wish to talk to the counsellor about, though a brief description can help with prioritisation.

The counsellor will contact the student’s teacher and negotiate an appropriate time for an appointment. Subsequent appointments will be negotiated with the student and approved by class teachers. The counsellor may refer students to outside agencies as required.

Here are some of the great services out there to help young people and their families.

- Parent Help Line 1300 301 300
- Life Line 4944 2300/13 1114 (24 hours/day)
- Kids Help Line 1800 551800
- Youth Information and Referral Service 4957 7949
- Mackay Youth Support Service 4953 2299
- Mackay Community Health Centre 4968 3800
- Youth Mental Health 4968 3893
- Headspace Mackay 4898 2200

Locker allocation

The provision for a locker is optional but all students are encouraged to make use of this facility.
- Year 7 students will be allocated a locker free of charge for the year.
  - Lockers will be allocated to Year 8, 9 & 10 students subject to availability with a hire fee of $15.
  - A combination padlock will be allocated to students to attach to their locker and is the only lock a student can use.
  - Students are responsible for keeping their locker in good order. They are to keep it clean, post no stickers etc on it and are accountable for damage caused by their own actions or by the unreported actions of others.
Sporting & Cultural activities

Mercy College Mackay provides a wide variety of co-curricular activities. These activities help individuals grow and develop to realise their full potential. Students are encouraged to participate in sporting, cultural and other pursuits.

There are occasions when attendance at sporting and cultural events, even only as a spectator, is expected. These are:

- Inter-House Cross Country
- Inter-House Swimming Carnival
- Inter-House Athletics Carnival
- Mercy Day
- Speech Night
- House Day
- Homeroom Mass

We hope all students have a happy and rewarding involvement in the sporting/cultural life of the College.

Sport

Mercy College Mackay provides a wide variety of sporting opportunities and activities suited for all students and all sporting abilities. Students are encouraged to participate in extra curricula sport in some format. We regularly compete in college, inter-school and community based competitions, as well as provide a pathway for representative selection. Mercy College Mackay also challenges our athletes by providing opportunities of higher level competition where possible.

Throughout the year, there are occasions that students are expected to attend and participate in sporting events, such as the Inter-house swimming, Cross Country and Track & Field Carnivals.

The College has a focus on participation, commitment and fun through sporting endeavours and we hope all students reap the benefits of these healthy lifestyle choices.
The following table outlines some of the sporting competitions the College regularly competes in, however, each year this is evaluated in response to student preferences and available competitions.

**Sporting Timetable**

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<td>Track and Field Carnival</td>
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**Cultural Activities**

**Performance Ensembles**

The College Performance Ensembles offer students the opportunity to perform together to provide entertainment for a variety of College and public functions such as school Assemblies, ANZAC commemorations, Harmony Day celebrations, Masses and Liturgies, Sporting events, Sports Night, Showcase, Mercy Awards Night, Regional Choral Festivals, Mackay Festival of Arts, Mackay Orchestras and Bands, Rock Pop Mime and the Mackay Eisteddfod just to name a few!

The members of these ensembles are often invited to perform for special events due to their reputation as fine young performers in the Mackay Community. Each year the ensembles will participate in a professional experience such as: Performance Tour, Artist in Residence Week or Production. The highlight of the year for the Cultural Ensembles in 2016 is the Mercy College Performance Tour. The tour provides students with the opportunity to engage in the many different aspects of a touring and engaging in the cultural life of a performer. Students will also workshop with many highly skilled professionals and experience the backstage of larger performance venues.
The College boasts the following ensembles:

**African Percussion Ensemble**
A group of musicians who come together to have some fun and learn the art of playing djembe drums, dun dun drums and various shakers in the traditional African style. This group rehearse during the lunch break and has regularly had the opportunity to work with some of the country’s leading African drummers, both locally and whilst touring with the College Performance Tour. No experience necessary.

**Choir**
This championship winning group of voices rehearse each Thursday morning before school and are all about students having fun singing. The Choir attracts high praise from audiences throughout each year. No experience necessary.

**Concert Band**
A group of dedicated and well-rehearsed young musicians, who play instruments from brass, woodwind and percussion family or guitar, bass and piano. This ensemble rehearse weekly on Wednesday mornings before school and has had the honour of performing, by invitation, with groups such as the QLD Youth Orchestra in recent times based on the reputation they have built locally and further afield.

**Dance Troupe**
A group of energetic dancers who like to have fun performing their up-beat routines. This group attracts those students who want to express themselves in a group dance environment, from the highly trained dancer to the average person with two left feet. They have burst onto the scene in recent times and are set to keep entertaining their peers and the community well into the future. No experience is necessary.

**Debating and Public Speaking**
Students interested in developing research, cooperative and communicative skills are encouraged to join the College’s debating teams. Training is provided by College staff, to assist the teams of students in acquiring the skills that are essential for deliberation. Parental support is greatly appreciated, both as members of the audience and moral support.

**Drum Corps**
A group of skilled drummers, who play and march at some of the region’s high profile events. This group rehearses during the lunch break and has had the honour of leading the Mackay district ANZAC march.

**Handbells**
This is a keen group of skilled musicians who meet weekly at St Patricks College to learn and perfect the art of handbells. No previous experience is needed to join this ensemble. The group of students under very highly trained directors performs regularly at school functions and the local eisteddfod.

**Mercy Blokes**
A group of male both staff and students who wish to share their passion for singing in a comfortable environment. The Mercy Blokes Ensemble rehearse weekly during the lunch break.

**Private Music Tuition**

The opportunity is provided for students of all Year levels to develop musical skills through private instrumental and vocal classes. Our program caters for all levels of ability, from beginner to advance. Tuition is offered in piano, voice, strings, brass, woodwind instruments and percussion. One 30 minute lesson per week is arranged, with the student coming out of class as part of his/her normal academic timetable.

**Souled Out Contemporary Band**

This group of highly skilled musicians come together on a weekly basis to rehearse the more difficult repertoire designed for much older musicians as an extension to the main College Band. They have a catalogue of music from Latin to Funk, Jazz to Rock and everything in between. Calling all lead singers, backing vocalists, and performers who play trumpet, trombone, saxophone, piano, guitar, bass or drums – this is the group for you!

Students have the opportunity to prepare and sit for recognised Music Board examinations, if they choose. In this way, the standard of both technical and performance work can be monitored, and students are able to obtain an idea of the level of achievement reached.

**String Ensemble**

A group of students who play stringed instruments which include violin, viola, cello and double bass. The String Ensemble rehearse weekly on Friday mornings before school and has received high accolades from all who have heard them perform.

**Signing Choir**

In 2016 the college also aims to provide students with the opportunity to join a signing choir. More information about this ensemble will be available in the new year.

Further information on any of the groups or Performance Ensembles please contact the Cultural Program Leader through the College.
Who's who

LEADERSHIP TEAM
Principal
Mr Jim Ford
Deputy Principal
Mr Peter Scott
Assistant Principal, Administration
Mr Adam Skoczylas
Assistant Principal, Mission
Mrs Jeanette Refalo
Assistant Principal, Students
Mr Chris Sorbello

HEADS OF DEPARTMENT
Religious Education
Mrs Carmen Bennett
Mathematics
Mrs Kerry Esmond
English
Mrs Anne-Marie Russell-Pace
Science (Acting)
Mrs Katrina Anderson
Design & Technology
Mr Michael Denman
Visual & Performing Arts
Ms Dolores La Spina
Health & Physical Education
Mr Matthew Paul
Humanities
Mrs Tanya Bugeja
Careers & Vocational Education & Training
Ms Susan McKay
Languages
Miss Shai Eather

OTHER TEACHING STAFF
Mrs Dianna Bailey, Mrs Lisa Bottcher, Mr Chad Buckby, Mrs Catherine Burgess, Ms Laura Burns, Mr Damian Coles, Mr Brett Comerford, Miss Elizabeth Courtice, Mrs Michele Crossland, Mr Nicolas De Brueys, Mr Christopher Dunn, Miss Hayley Esmond, Mrs Elizabeth Fatnowna, Mrs Kate Gibbs, Mrs Sandra Gracie, Miss Hannah Greer, Miss Sienna Hooper, Mrs Danika Hurley, Mr Adam Knezevic, Miss Emily Lawless-Pyne, Mr Luis Leon Leon, Mrs Christina Likos, Mr Steven Mattsson, Mrs Alice McIvor, Mr Val McKenzie, Mr Terry Moloney, Ms Angela Petrow, Mrs Janet Power, Miss Melissa Prior, Mr Trent Smith, Mrs Tegbego Sopa, Mrs Chana Sticklan, Miss Eliza Strickland, Mrs Shelley Tebao, Mrs Margaret Thompson, Mr Michael Watson, Miss Jenna Wicks, Mrs Roselynne Wood

LEADERSHIP TEAM
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Mr Jim Ford
Deputy Principal
Mr Peter Scott
Assistant Principal, Administration
Mr Adam Skoczylas
Assistant Principal, Mission
Mrs Jeanette Refalo
Assistant Principal, Students
Mr Chris Sorbello

HOUSE COORDINATORS
Argos
Mr Matthew Anderson
Badila
Miss Jo Ciantar
Midas
Mrs Adrianne Mifsud
Oraya (Acting)
Mr Warren Tysoe
Pindar
Miss Jasmin Pace
Triton
Mr Brendan Gunning

PROGRAM LEADERS
Inclusive Curriculum
Mr Scott McSherry
Sports
Ms Dee Turner
 Responsible Thinking Centre
Miss Maxine Neaton
Cultural
Miss Cassandra Gillespie
Teaching and Learning Coordinator
Mr Bo George

OTHER TEACHING STAFF
Mr Cameron Bennett
Mathematics
Mr Katrina Anderson
Science (Acting)
Mr Michael Denman
Design & Technology
Ms Dolores La Spina
Visual & Performing Arts
Mr Matthew Paul
Health & Physical Education
Mrs Tanya Bugeja
Humanities
Ms Susan McKay
Languages
Miss Shai Eather

NON-TEACHING STAFF
Principal's Secretary
Mrs Rachel Coppin
Finance Manager
Mr David McKie
Finance Officers
Mrs Beth Madden, Mrs Jo Stevens
IT Manager
Mr Tyson Elford
IT Assistant
Mr Travis Goli
Multimedia Officer
Mr Shawn Day
Indigenous Education Liaison Officer
Mrs Melissa Russell
Careers & Vocational Education & Training Assistant
Mrs Cassie Dea
Art Teacher Assistant
Mrs Kerrie Davidson
Home Economics Assistant
Mrs Lilly Cristaldi
Inclusion Curriculum Assistants
Mrs Sharell Hamilton, Mrs Kristen Stonebridge, Mrs Helen Turner, Mrs Michelle Patroni, Mrs Nikki Hay, Mrs Amaya Walz, Ms Renee Saikovski, Ms Ai Wakasugi, Mrs Lynda Cook, Mrs Rowena Bartlett, Ms Collette Simpson, Mrs Melanie Camilleri
Languages Assistant
Ms Ai Wakasugi
Library Assistants
Mrs Kath DeBrincat, Miss Lexie Bartholomew, Mrs Vickie Greskie
Laboratory Assistant
Mrs Wendy Cunningham, Mrs Narelle Nash
Music Assistant
Mr Nicolas De Brueys
Maintenance
Mr Neville Lomas
Grounds
Mr David Hay
Technology Assistant/WPHS
Mr Brian Dunn
Gardener/Bus Driver
Mrs Zona Lomas
Tuckshop Convenor
Mrs Margaret Floyd
Tuckshop Assistant
Mrs Shirley McHutcheon, Mrs Assunta Di Francesco, Mrs Carmel Marshall

AN EMAIL MAY BE SENT TO A STAFF MEMBER BY USING THEIR FIRST AND LAST NAME, WITH A DOT IN BETWEEN i.e. kathy.makin ENDING WITH @mercymackay.qld.edu.au – i.e. kathy.makin@mercymackay.qld.edu.au
The Parents and Friends Association (P&F) is a support organisation of parents with the primary aim of fostering and furthering the principles of Catholic Education at Mercy College Mackay. Meetings are held on the second Wednesday of each month. Parents are welcome to attend.

The Board

The Board provides guidance for the procedural running of the College by developing policies and procedures. It’s formed by consensus and works through consensus to establish the policies. Meetings are held on the second Wednesday of each month following the P&F meeting. Interested parents should contact the Principal’s Secretary on 4969 4146.

Support Committees

Annually the P&F and Board organise, or are involved with, various events within the College Calendar i.e. Bikeathon, Enrolment Night and are always looking for parents who would like to assist them. Parents interested are encouraged to attend meetings and read the Newsletters as they are always well publicised.

Tuckshop

The Tuckshop is an integral part of the College and provides a great opportunity to meet other parents and staff. Parents are required to assist from 9.30am – 2.30pm and are eligible for exemption from the P&F Levy of $25/term if they volunteer to assist on a monthly basis.

Parent/Teacher Contact

Parents should feel free to contact the college if they have any questions or concerns. It does not have to be a major problem for parent/teacher communication to occur. In fact, if parents and teachers can sort out any worries early, major problems will be averted. Because of class commitments, co-curricular activities, and staff meetings, it could take a couple of days for a teacher to reply to your call. For this reason the Student Diary is a good way to communicate. If the matter is urgent, please indicate this when you write, phone, or email. Two formal parent/teacher nights are organised in Terms 1 and 3. Contact with the subject teacher or Homeroom teacher can be facilitated by the House Coordinator.

Newsletter

The Newsletter is published fortnightly and serves as the most important medium by which developments within the College can be communicated. Copies of this Newsletter are available on the Mercy College Mackay website - www.mercymackay.qld.edu.au

Twitter

Follow daily Mercy Twitter feed @mercycollegemackay. The twitter feed includes daily information and items of interest, reminders for important dates and alerts. You can download the free Twitter App and register for Mercy Twitter feed.

Accounts and Fees

Fees are payable four times a year, with statements being sent during the third week of each term and due for payment four weeks later. Fees can be paid by cash, cheque, direct debit or internet payments.

If you are experiencing financial difficulties, you can apply for a fee concession with application forms available at the Finance Office.

If you have any queries regarding school fees, please contact the Finance Office on 4969 4147.
Parent Lounge Access

To enable access to view parent specific student report / details on our database, the College has a user friendly link for parents, through ‘Parent Lounge’ via the College website. Parents / Guardians are given login and password access upon student’s enrolment.

What’s on ‘Parent Lounge’

- Parent address details
- Availability to email student’s teachers
- Student Medical details
- Subject comments
- Subject results
- Reports (past and present)
- Timetables
- Attendance data
- Booking appointments for Parent/Teacher interviews – Terms 2/4
- School calendar

Where is it?

Visit our website www.mercymackay.qld.edu.au click on Parent Tab (top right hand side) then Parent Lounge. It will prompt you for Username and Password, which will be allocated to you upon notification of enrolment acceptance.

Split Family Access

Parents of students who do not live at the same residential address, will receive two Passwords so both have access to the above information. If this is required please notify the College.

If you experience difficulty accessing this link please contact our Office on 4969 4199 or via email at office@mercymackay.qld.edu.au

All correspondence given to students is available on our website – www.mercymackay.qld.edu.au

- Quicklinks
- Student Notes
Semesters

There are two semesters per year and in each semester there are two terms.
The term dates for 2016 are:

<table>
<thead>
<tr>
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<th>Term 1</th>
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<tr>
<td><strong>First Semester</strong></td>
<td>Wednesday 27 January – Thursday 24 March (9 weeks)</td>
<td>Monday 11 April – Friday 24 June (11 weeks)</td>
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<tr>
<td><strong>Second Semester</strong></td>
<td>Monday 11 July – Friday 16 September (10 weeks)</td>
<td>Tuesday 4 October – Friday 2 December (9 weeks)</td>
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**Bell Times**

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Interim Progress Reports will be issued in Terms 1 & 3 and Achievement Reports, indicating grades in each unit, will be released in Terms 2 & 4. Reports are available through Parent Lounge.

Two Parent/Teacher meetings are also scheduled each year, coinciding with the student’s Progress Report.

At the end of every semester, upon request, we will provide you with written information that clearly shows your child’s achievement in the units studied in comparison to that of other students in the same unit and Year level.

This information will show you the number of students in each of the achievement levels A to E.

However, due to concerns for privacy, this data will be provided upon request, only when the peer group contains more than 15 students.

Reports inform parents of the teacher’s assessment of their child’s progress in subject areas and in personal and social development during the term. Assessments are made on evidence gathered by a range of methods throughout this term.

Mercy College Mackay, recognises that each student is unique and has many and varied God given talents. Each student will develop intellectually, physically, socially and spiritually at their own rate and according to their individual abilities and opportunities.

Comparison with other students is unwise and can be unfair. Any comparison of an individual’s academic work, from one report to another, needs to take into account differences in work covered and expectations appropriate to the student’s stage of development.

Clarification of details or concerns, are best addressed in discussions with your child’s class teacher. Please feel welcome to follow up these concerns with them at a mutually convenient time.

In reading through the report with your child, please commend them for their achievements and discuss ways which they can make a difference in their efforts that are less than their best.

A tally of the student’s ‘Days Absent’ and ‘Days Late’ for school during the term is shown on each Report.
Report Criteria

While a teacher may have indicated that they would not like an interview, parents are most welcome to book an interview for general feedback on progress.

<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Academic Criteria*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
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<tr>
<td><strong>E</strong></td>
<td>Evidence in a student’s work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
</tbody>
</table>

* While each Subject Department has clearly defined specific learning standards, these general descriptors are used to succinctly provide consistency of reporting across all learning areas.

Overall academic criteria are broken into the five broad achievement standards of A, B, C, D and E.

Specific reporting elements in each Subject Department are reported on as part of a 15 point scale, A – E, including + or – in each category. (These grades are combined mathematically to be represented by one of the five overall achievement standards.)

Interim Report Criteria

**VG**
Evidence gathered of a student’s work typically demonstrates that they have a **very high understanding** of the concepts, facts and procedures and application of processes covered to date.

**G**
Evidence gathered of a student’s work typically demonstrates that they have a **solid understanding** of the concepts, facts and procedures and application of processes covered to date.

**S**
Evidence gathered of a student’s work typically demonstrates that they have a **satisfactory understanding** of the concepts, facts and procedures and application of processes covered to date.

**NI**
Evidence gathered of a student’s work typically demonstrates that they **have some gaps in their understanding** of the concepts, facts and procedures and applications of processes covered to date.

**NSI**
Evidence gathered of a student’s work typically demonstrates that they have **significant gaps in their understanding** of the concepts, facts and procedures and applications of processes covered to date.
<table>
<thead>
<tr>
<th>Attitude to Learning Criteria</th>
<th>Effort</th>
<th>Completion of set tasks</th>
<th>Behaviour</th>
</tr>
</thead>
</table>
| **Very Good**                 | • Uses class time constructively  
                                • Works to the best of his / her ability  
                                • In-class tasks, homework and assignment work is completed thoroughly and carefully  
                                • Submits all work on time | • Excellent conduct in class |
| **Good**                      | • Generally makes positive use of class time  
                                • Mostly works to the best of his / her ability  
                                • In-class tasks, homework and assignment work generally demonstrates care  
                                • Usually submits work on time | • Generally cooperative in the classroom  
                                • Seldom requires redirection to learning |
| **Needs Improvement**         | • Often requires teacher motivation and direct supervision to make use of class time  
                                • Occasionally works to the best of his / her ability | • In-class work, homework and assignment work shows evidence of carelessness and little work  
                                • Work is often incomplete or late | • Classroom conduct needs to improve  
                                • Often requires redirection to learning |
| **Needs Significant Improvement** | • Repeatedly requires teacher motivation and direct supervision to make use of class time  
                                • Rarely works to the best of his / her ability | • In-class work, homework and assignment work repeatedly shows evidence of carelessness and little work  
                                • Work is repeatedly incomplete, late or not done at all | • Frequent lapses in conduct requiring remediation  
                                • Repeatedly requires redirection to learning |
Awards

Awards or appropriate recognition will be given to students who live out the school motto “To Serve Christ” by working to the best of their ability and helping others do the same. The Mercy College awards not only recognise students who have achieved in academic, sporting and cultural activities, but also those who use their gifts and talents to help others.

Academic Awards

These awards are for overall academic achievement. They are determined using grades given for each unit.

Subject Awards

These awards are given to the top student or students in each subject and are predominantly won by Year 10 students. They are determined using levels achieved and grades given for each unit.

Diligence Award

These awards recognise students with exemplary work habits. In general, students are identified by effort ratings on reports.

Community Award

This award recognises Year 10 students who have shown “outstanding community service” during their time at Mercy College Mackay.

Br Tom Higgins Award

This award recognises a student who has achieved and performed to an excellent level in work education and placement.

P&F Cathy Quinn Award

This award recognises a Year 10 student who has faced challenges in their time at Mercy College Mackay and has managed to overcome these.

Indigenous Achievement Award

This is awarded to the student who proudly promotes Aboriginal and Torres Strait Islander Culture through attendance and participation in school academic and community Cultural activities.

Caltex All-Rounder Award

Awarded to the Year 10 student who, throughout the year, achieved significant outcomes in academic, sporting, community service & leadership endeavours.

Mercy Award

The Mercy Award recognises the male and female student of the graduating class who demonstrates respect for self and others, shows personal responsibility for their actions and their relationships are typified by Love, Mercy and Forgiveness. These students embody the College Mission Statement.

This Award is dedicated in the memory of Mark Burridge, Caleb Woodland and Matthew Glennon, three (3) remarkable young men who passed away in 2011.

Dux Award

This award is awarded to the male and female, Year 10 student, with the most outstanding academic achievement.
Information technology

Please refer to the Mercy College Mackay website for up-to-date information on the Information Technology Department and i-Pad program. http://www.student.mercymackay.qld.edu.au
Welcome to your first day

The first day in Year 7 will be one of introduction and orientation. It is a special day as our new students are made to feel welcome and become a part of the Mercy College Mackay community.

Students will meet their House Coordinators and Homeroom Teachers, and experience their classes on this day. Tuckshop will be available.

The first day of school for Year 7 is
WEDNESDAY
27 JANUARY
2016

What to wear...
• Full school uniform
• Hat, a college hat is compulsory

What to bring...
• i-Pad
• Pencil case and exercise book

Time/Assembly area
Assemble in the College Hall by 8.25am

Stationery requirements

<table>
<thead>
<tr>
<th>What to bring</th>
<th>VISUAL AND PERFORMING ARTS</th>
<th>SCIENCE</th>
<th>LANGUAGES</th>
<th>STUDENT DIARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 x 96 pages or 128 pages A4 exercise books (non-perforated) 1 book per subject</td>
<td>2 x black fine point pens 2B, 4B and 6B lead pencils 1 x SD card 4g</td>
<td>1 x display folder</td>
<td>1 x display folder</td>
<td>A diary is provided by the College out of the General Purpose Levy. Students will be asked to purchase a new diary if it is lost or contains inappropriate material. Replacement cost is $10.00. The diary is the most important form of communication between teachers and parents, it also contains the student’s homework, assessment requirements and College rules.</td>
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<tr>
<td>Red, black and blue pens</td>
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<tr>
<td>Pencils</td>
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<tr>
<td>Ruler (not metal)</td>
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<tr>
<td>Eraser/white out tape</td>
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<tr>
<td>Sharpener</td>
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<tr>
<td>Glue stick</td>
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<tr>
<td>Scissors</td>
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<td></td>
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<tr>
<td>Highlighters</td>
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<td></td>
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<tr>
<td>Colour pencils</td>
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<td></td>
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<tr>
<td>Fine line black felt pen</td>
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<tr>
<td>1 x simplicek wallet</td>
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<td>Additional items may be necessary in some units. Advice regarding these requirements will be issued upon commencement.</td>
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<tr>
<td>Oxford Dictionary App on iPad</td>
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<tr>
<td>HOME ECONOMICS</td>
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<tr>
<td>1 x display folder</td>
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<tr>
<td>1 x A4 Notebook</td>
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Bus services

The following Bus Services carry students to and from the College -

MACKAY TRANSIT COACHES – ph. 4957 3330

SARINA DIRECT. Sarina via Bruce Highway, Sarina Beach and Campwin Beach.

MUNBURRA ROAD. Munburra Road.

HAY PT/SALONICA BEACH/LOUISA CK/TIMBERLANDS. Hay Point Caravan Park, Pacific Drive (Salonika Beach), Rasmussen Street (Hay Point), Hay Point Shop, Louisa Creek, Timberlands, Alligator Creek Store, Grasstree Beach, via Highway.

OAKENDEN, HOMEBUSH/ROSELLA. Oakenden, Homebush, Rosella, Dundula State School, St Francis Xavier, Mackay State High, Mercy College, St Patrick's College.

WALKERSTON & MARIAN. Marian (Palms, Doyle's Road, Palmyra, Meadowlands), Pleystowe, Walkerston, West Mackay Primary, Mackay State High, Mercy College, St Patrick's College.

CHELONA/SANDY CK/DUNDULA. Campbell's Ridge Road, Sandy Creek, Chelona, Rosella, Bakers Creek, Dundula, Nebo Road, St Patrick's, Central School, Mackay State High, Mercy College.

PLANLANDS. Planlands area, Airport area (Graffunder Street, Paradise Street), Mackay State High, Mercy College, St Patrick's.

DUMBLETON. Balnagowan, Dumbleton, Sugar Shed Road, Ron Camm Bridge, St Francis Xavier, West Mackay Primary, Mackay State High, Mercy College.

FARLEIGH/SEAFORTH. Seaforth, The Leap, Coningsby, Farleigh, Sugar Shed Road, Glenella, Erakala, Holy Spirit, North Mackay State High, St Patrick's, Carlisle Christian College, Mackay State High, Mercy College.

NORTHERN BEACHES. Blacks Beach, Eimeo, Shoal Point, Bucasia, Mansfield Drive, Nicklin Drive, Beaconsfield, North Mackay State High, St Joseph's, St Patrick's, Central School, Carlisle Christian College, Mackay State High, Mercy College.

SLADE POINT AND ANDERGROVE. Lambert's Beach, South Pacific Drive, Esplanade, Slade Point Road, Keeleys Road, Bedford Road, Fernleigh Avenue, Maple Drive - express to Mercy College.

NORTH MACKAY. North Mackay, Mt Pleasant, Malcomsen Street, St Joseph's, St Patrick's via Forgan Bridge, Central School, Carlisle Christian College, Mackay State High, Mercy College.

RAY JACKSON – ph. 4954 8197