



ST LUKE'S
COLLEGE

**YEAR 7
INFORMATION
BOOKLET**

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YEAR 7

COORDINATOR'S ADDRESS

A warm welcome is extended to all parents and students beginning their secondary journey at St Luke's College. At St Luke's College, we believe that education is more than just academic achievement. It is the development of each student as a whole person. We offer our students diverse experiences, which are essential in nurturing confidence in learning, an enthusiasm for a broad range of activities, respect for others and a desire to contribute to the community. We believe that our students learn best in an environment that promotes strong connections, where relationships promote self-esteem and confidence.

"At the heart of our educational process is the individual student. We have developed strong Pastoral Care within our College to set a culture of confidence and purpose."

As the Year 7 Coordinator, I look forward to working closely with students so that they have a smooth transition into high school.

I hope to reach out to students and walk with them through their life journeys, ensuring that they can progress through this phase of life with confidence and support.

I look forward to partnering with you and supporting you in the education of your child/children at St Luke's College.



PETRINA SLADEN

Year 7 Coordinator



THE LEADERSHIP TEAM



ALANNA OTWAY
Principal



MELANIE CADDICK
Deputy Principal



ADRIAN CORREIA
Deputy Principal

HOUSE COORDINATORS

Provide outstanding pastoral care which ensures the holistic development of each student by catering for their emotional, social, psychological and spiritual growth. The strong pastoral approach and structures that pervade our school emphasises the development and differences in each individual and their particular gifts and talents.



BROOKE POLLARD
Maitland



CARLY KINCH
Fortescue



LAURA SAVAGE
Harding



WAYNE SHARPE
Nickol

HEADS OF LEARNING AREAS

Provide support for students with diverse learning needs and abilities. The team work closely with staff to develop effective classroom plans that support the learning of all students. Students with higher learning needs are provided with access to support staff who assist with the engagement and learning of the individual student.



LYN KLEYNHANS
English



RHONDDA TITUMS
Religious Education



STUART DALE
Science



CIARAN DOHERTY
Mathematics



ANAND SUBRAMONEY
Technology



FIDELMA GILLESPIE
HASS/ARTS



JASON BRADLEY
Health & PE



ANASTASIA ANDERSON
Curriculum Care

PASTORAL CARE & WELLBEING

Pastoral Care

Pastoral care is the heart of St Luke's College. It is neither a program nor a strategy, but a belief that nourishes everything we do. Every child is visible to us; we are prepared to speak and listen, to ask and to understand. At St Luke's College we are proud of our reputation as a College that is caring and supportive of our families. Understanding and meeting the individual needs of each child is a vital aspect of the St Luke's pastoral care philosophy.

Student Well-being

A key element of our educational philosophy at St Luke's College is the development of the whole person. We believe that developing strong, supportive relationships creates an inclusive environment for students to engage in their learning. Therefore 'student well-being' is embedded in our teachings and relationships with students. It is based around each student building resilience, respect, self-regulation and confidence as a strong foundation to support them as they become life-long learners. Students learn a strength-based approach for interacting with each other, responding to adversity, and growing themselves as human beings.

Pastoral Care Group

Each student is allocated a Pastoral Care Group (PCG), where they begin their day. Their PCG Teacher is an important source of support and care for the students at the College. If a student or parent needs to discuss any concerns, the PCG Teacher should be the first point of contact. At 8.30am each day, House block doors will open and PCG will begin. This is an opportunity for students to settle into their day at the College. Before arriving to PCG students must unpack their College bag and organise their lockers, making sure they are prepared for the first two periods of the day. After a welcome and prayer, students will be required to check their College emails, timetable and notices for the day.



BROOKE POLLARD
Maitland



CARLY KINCH
Fortescue



LAURA SAVAGE
Harding



WAYNE SHARPE
Nickol



PETRINA SLADEN
Year 7 Coordinator



TARA NORMAN
School Counsellor

A PARTNERSHIP IN LEARNING

At St Luke's we believe that learning is a shared partnership between teachers, students and parents. Communication is a vital part of education. It is important that parents and teachers maintain regular and open dialogue about the educational and social needs of the students. We encourage you to always speak with your child's teachers first to discuss progress or any concerns regarding your child throughout the year. For Pastoral Care concerns please contact your child's PCG teacher, House Coordinator or The Year 7 Coordinator. Parent interviews will be held throughout the year. We will make time to meet with each parent regularly. Email is usually the most effective way of contacting your child's teachers.



ATTENDANCE

If a student is absent from the College for any reason, a parent/guardian needs to email Administration on admin@stlukescollege.wa.edu.au before 8:30am on the day of absence. An SMS message to parents/guardians will be generated for all absences unexplained by 10:35am. If your child is ill, please keep them at home to recover. If your child becomes ill at the College, we will contact you or other emergency contacts that you have nominated for your child. Please ensure that all College records are kept up to date with any changes in contact details. We do require a written note or email either on return to school or prior to the day of absence.

If you need to take your child out of school for a medical appointment please inform the administration staff prior. Student must sign out at Administration and then back in on their return. Any student who arrives at the College later than 8.35am must sign in at Administration. They will be given a 'Late slip' to pass on to their teacher to show that they have been signed in.

HOMEWORK AND STUDY

The homework set will vary in amount and type because of the number of teachers and subject variations, but most students will be required to do approximately one hour of homework each night, whether it be a review of the day's lesson, completion of exercises or starting an assignment that is due down the track. It is advised that students catch up on any lessons that they have missed when absent. It is important for parents to inform subject teachers if their child is struggling with the amount of homework given or if they do not understand it.

Study time is separate from completing homework. Students should go over the day's work, read their text-books or notes and try to increase their understanding, and remember concepts touched on in the class. This should be a habit before class tests and assignments.



ASSESSMENT PROCEDURE

It is the student's responsibility to:

- complete the prescribed work requirements in each subject by 3pm on the due date.
- complete all assessment tasks described in the Subject Outline.
- maintain a good record of attendance, conduct and progress. A student who is absent for five periods/days or more per term is deemed at risk.
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment. For more information about extensions and late submissions please refer to the assessment procedure document on the webpage.

TRANSITION CLASSES

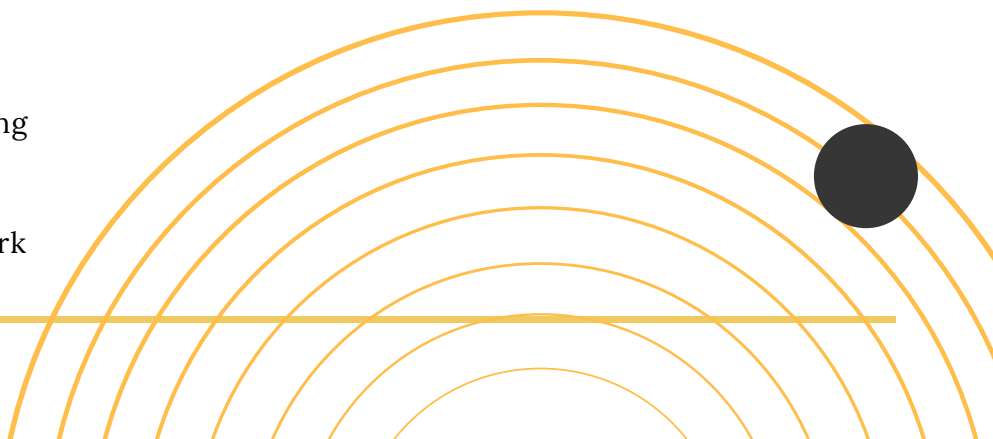
FIND YOUR FEET PROGRAM

The Find Your Feet transition program is designed to teach students how to manage the challenges of high school. Students learn how to be organised, set goals, and manage schoolwork, homework and study. They are taught how to limit stress and how to use ICT appropriately. Students are familiarised with the basics of high school, and learn about their new school.



YEAR 7 STUDENTS ARE INVOLVED IN A TRANSITION CLASS ONCE A WEEK TO ASSIST IN THE FOLLOWING:

- Navigating through online platforms
- Friendship-building activities
- Coping with high school
- Building resilience
- Looking after health and well-being
- Giving back to the community
- Becoming great leaders
- Managing classwork and homework



YEAR 7 HOUSE DAY

At St Luke's College, Year 7 students participate in a House Day in Term One. The purpose of the day is to continue to build House identity and pastoral care structures within the Houses. This is a particularly important part of being a St Luke's student. Students will participate in swim trials, water fun games and House activities. The House Day is also a day to make sure that our Year 7s are all set up and actively using our online platforms (SEQTA, Teams and OneNote). We believe that it is necessary to set aside this extra time with The Year 7s to make sure that they are confident in using these platforms,



PEER MENTOR PROGRAM

The Year 10 Peer Mentors run a successful Peer Mentor Program for the Year 7 students. The aim of the program is to build connectedness and positive relationships that make Year 7 students feel more confident and comfortable in their first year of high school. In order for students to feel a strong sense of belonging, they need to have positive experiences and good relationships with their peers at school. The St Luke's College Peer Mentor Program integrates leadership training and empowers young people to support each other and contribute positively to the College community.

The Year 10 Mentors lead Year 7 students through a range of activities and workshops that explore social and emotional skills, and cover topics that are designed to help them make friends, build confidence and flourish in their transition to senior school.

The Peer Mentor Program develops a protective culture within the school, where senior students become mentors and points of contact for younger students to seek out in times of need. This creates a supportive environment that fosters student relationships between year levels and develops a more connected school community.



SHARNI-LEE ROWE

Peer Mentor Coordinator

2022 PEER MENTOR SCHEDULE:

Week/Day	Term 1 Extended PCG
Day 1	Assist year 7's on their first day
WK 2 Friday Lunch	
WK 4 Extended PCG	'Get to know you' activities / IT Support
WK 4 Friday Lunch	
WK 8 Extended PCG	Time Management/Organisation Support
WK 10 Extended PCG	Games
Term 2	
WK 2 Extended PCG	Get to know you/Team building activities (new group)
WK 4 Friday Lunch	
WK 5 Extended PCG	Homework Support
WK 8 Friday Lunch	
WK 9 Extended PCG	Games
Term 3	
WK 1 Friday Lunch	
WK 2 Extended PCG	Give back program workshop
WK 6 Friday Lunch	
WK 6 Extended PCG	Games
WK 10 Extended PCG	Reflection/Inside Games
Term 4	
WK 3 Extended PCG	Year 7's organise games for Year 10s
WK 6 Extended PCG	Shared Breakfast Students/Parents
Week 9	A day in the Life/Orientation/Year 9 Leadership Day



YEAR 7 CAMP

The purpose of the Year 7 Camp experience is to bring students together. For the Year 7 cohort, this is especially important in Term One with students merging into one school from several primary feeder schools. The outdoor experience provides the opportunity for students to get to know one another, develop and strengthen new and existing friendships, as well as try different outdoor pursuits early in the journey through high school. Unfortunately camp is cancelled this term due to COVID restrictions, however there may be a possibility to postpone it for later in the year.

On camp students learn:

1. Social skills

Great opportunities exist to develop a wide range of social skills that strengthen established relationships and develop new ones. As well as planned activities, students work together to sweep and tidy the tents and help around meal times.

2. Independence skills

For some children school camp may be their first time away from home. Camp provides an opportunity for kids to take care of themselves by appreciating the importance of interaction and connections to the physical world. Most children rise to this challenge, they enjoy this new found independence and recognise the need to look after themselves, each other and their environment.

3. Team building and development of leadership and decision-making skills

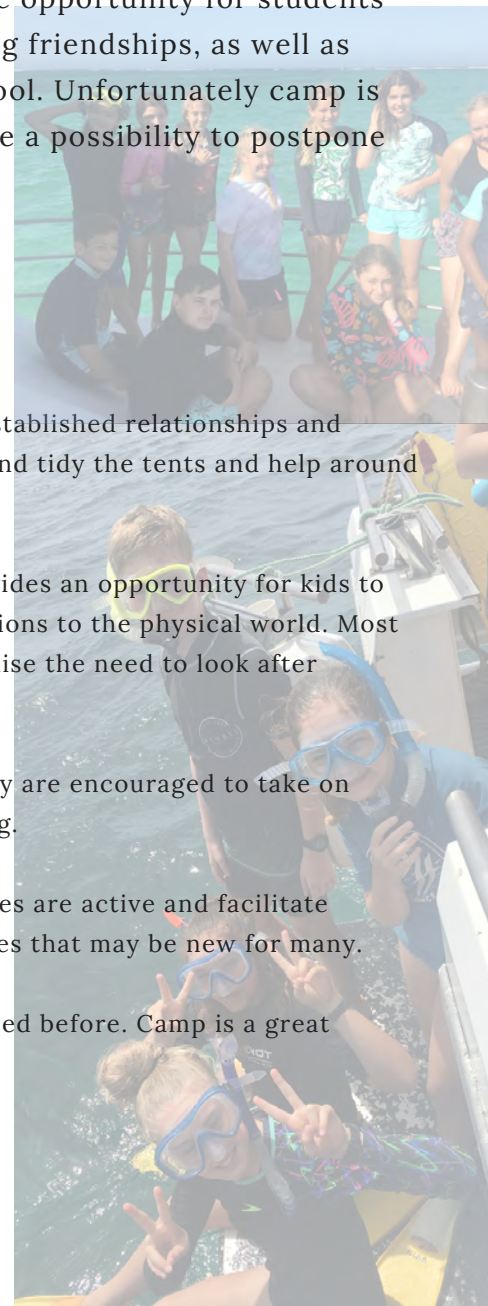
Students are given the opportunity to nominate themselves for House Council. They are encouraged to take on leadership roles and work together as a team to encourage positive decision making.

4. Encouragement of physical fitness and active lifestyles

During camp, children will be exposed to a variety of experiences. These experiences are active and facilitate learning in a variety of forms, providing a greater awareness of skills and capabilities that may be new for many.

5. Personal challenges

At camp, children will be exposed to a range of activities that they may not have tried before. Camp is a great opportunity for students to develop confidence to take risks and try new things.



THE GIVE BACK PROGRAM

Here at St Luke's College, we are aware that many of our Year 7 students have been great leaders in their primary schools and would like to continue leading in Year 7. We work closely with students in training them to become good leaders. Students have an opportunity to lead in their houses as House Council members and through the Give Back Program they can lead in our school as Flag Monitors, organise and facilitate activities for College Tours and the Year 7 Transition days. Some students will have the opportunity to give back to their primary school that has shaped them. This creates an opportunity for students to demonstrate their leadership skills when working with younger children.



CORE SUBJECTS

RELIGIOUS EDUCATION

Religious Education at St Luke's Colleges aims for the holistic development of its students. The foundation of this subject is the life and teaching of Jesus Christ, as well as the Bible itself. Using these sources, students will investigate their own core values, and how they manifest themselves in the modern context. Inspiration comes in many forms, and Religious Education seeks to provide students with the drive to act on their studies of theory and conscience, and, because of this, strive for social justice in their community.

ENGLISH

English at St Luke's College strives to develop critical thinking skills, as well as the ability to apply them to real world situations. Students explore the development of mythology, heroes and villains. They also study an autobiography, a novel and poetry texts, looking at how they use specific codes and conventions for a particular effect. Each week, students develop their literacy skills, such as spelling, reading, grammar and punctuation. The course allows for creative freedom, with students creating their own texts, such as picture books and narratives.



MATHS

Mathematics at St Luke's College encourages students to develop a range of skills in three main areas: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our aim at the College is to encourage students to use a variety of technologies to enable them to apply their mathematical problem-solving skills to real world scenarios. The ability to work mathematically is an important skill for students to develop and we aim to provide meaningful opportunities for students to explore their Mathematics journey.

SCIENCE

Science gives students the opportunity to learn about how the world works. Our students will learn the fundamentals of Chemistry, Physics, Biology and Earth Science using a combination of scientific investigations, experiments. Students will learn how to apply scientific concepts to real world applications and future careers.

CORE SUBJECTS



HUMANITIES AND SOCIAL SCIENCE

The Humanities and Social Sciences Learning Area provides an opportunity to study past and present human behaviour in various political, economic, environmental and cultural conditions. We encourage our students to examine how human societies have managed problems in the past and present so that they can develop the broadest possible understanding of human civilisation. The underlying aim of this subject is to prepare young people for the future by encouraging them to learn from past events and apply this knowledge to modern situations.

PHYSICAL EDUCATION & HEALTH

Physical Education aims to include and engage all students, teaching them about healthy behaviours and encouraging them to be active for life. Students are given the opportunity to experience a wide range of individual and team sports. In these sports students work on key movement skills and sequences, strategic and tactical skills, the link between physical activities, health and fitness, teamwork, cooperation and ethical behaviour. The structure of Physical Education lessons largely mirror our three main sporting carnivals of Swimming, Cross Country and Athletics. Students also have the option to participate in team Lightning Carnivals and the ACC. Carnivals.

CHINESE

Language plays an essential role in communication between people, especially in a multicultural society like ours. Australia is now a culturally and linguistically diverse community, and we need to equip our students with the necessary skills to function in an increasingly globalised society. At St Luke's College, we believe that learning a second language expands students' horizons as both national and global citizens. Moreover, the knowledge of second languages has a high value as enrichment for life and careers where a sound knowledge of languages is advantageous. Through the study of Chinese, students not only learn the language itself but also will discover and experience the Chinese culture, cuisine, arts and entertainment.

ELECTIVE SUBJECTS

DIGITAL ART

Digital Technology Digital Technologies focuses on further developing understanding and skills in computational thinking. Students explore the properties of networked systems to develop their understanding of the vital role that these systems play in their lives. Students have opportunities to create their own webpage that they will use across a variety of subjects throughout their time at the College. . When communicating and collaborating online, students develop an understanding of different social contexts; for example, acknowledging cultural practices and meeting legal obligations.

DRAMA

Students will take part in a Drama program which introduces the basics of Drama exploring Circus and Morality plays. Drama allows students to build relationships with their peers by working together to create performances and improve their confidence. Throughout the year, drama students will learn about the rules of improvisation, fostering their creativity and spontaneity. Semester One students are lucky enough to be engaging in puppetry workshops with an industry professional. Students will be developing giant bird puppets inspired by Yinjibarndi creation stories and will have the opportunity to participate in the Red Earth Arts Festival Opening.



FOOD TECHNOLOGY

Food Technology focuses on further developing understanding and skills in Food Specialisation: Nutritional value and physical properties of food determine preparation techniques and presentation. Students learn to prepare and cook food Breakfast, Morning Tea and Afternoon Tea. By the end of the semester, they will host a high tea for parents and guardians.

INFORMATION TECHNOLOGY

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. students use computational thinking and information systems to define, design and implement solutions.

Positive Behaviours for Learning

REWARDING STUDENTS FOR POSITIVE BEHAVIOURS.

We are a Positive behaviours for Learning school. Our PBL model is part of our overarching Behaviour Management Policy which at its core, aims to recognise and reward students who display positive behaviours for their growth and learning.

The four expectations of students are that they are:

- Respectful
- Caring
- responsible
- Active learners.

The PBL model is also linked with our whole-school points system, seeing good behaviour rewarded with points and merits that result in students rewarded with cooked breakfasts with the principal and House Coordinators, small prizes, gift vouchers etc.

GOOD STANDING

MAINTAINING AN ACCEPTABLE STANDARD OF BEHAVIOUR.

Good Standing is the act of maintaining an acceptable standard of behaviour measured by being in the positives for house points. Students who hold Good Standing receive entitlements to engage with extra-curricular activities such as Inter-School Carnivals and lunchtime activities.



Positive Behaviour Matrix

St Luke's College Code of Conduct - Student Behaviour Expectations and Agreements				
BEHAVIOUR EXPECTATIONS				
	Be Responsible	Be Respectful	Be Caring	Be a Learner
Whole School all the time	<ul style="list-style-type: none"> Follow instructions given to you by staff Make safe choices Stay within school boundaries and in permitted areas Be honest Accept responsibility for your actions 	<ul style="list-style-type: none"> Use manners Use polite language Wear your school uniform correctly Follow teacher instructions straight away Look after school property Clean up after yourself 	<ul style="list-style-type: none"> Smile and say hello Show kindness Encourage others Look out for each other Help those in need Treat others as you would like to be treated 	<ul style="list-style-type: none"> Be punctual and organised Have a positive approach to learning Come to school ready to learn Keep phones in lockers 8:30am-3:00pm Participate in all school activities Ask questions when unsure
Classroom	<ul style="list-style-type: none"> Arrive to class on time Bring all your equipment Line up quietly outside the classroom and wait for teacher instruction Sit safely and appropriately in your chair Follow all instructions Use equipment safely Adhere to the ICT policy Hand in work when asked Put your name on all work Return materials and equipment to the correct place and report any problems. Wait for permission to leave the class. 	<ul style="list-style-type: none"> Look at and actively listen to others Raise your hand/wait your turn to speak Allow others to speak without interruption Respect the opinion of others Stay in your seat – work from your space Cooperate with other students Follow instructions straight away Ask permission to borrow equipment Speak politely to all staff and students 	<ul style="list-style-type: none"> Help other students Encourage your peers Wait for your turn Share class equipment Be a good digital citizen Clean up work areas Leave your desk and classroom neat and tidy 	<ul style="list-style-type: none"> Read, listen to and follow instructions Start your work straight away Stay on task Use problem solving skills Ask for help when you need it Accept constructive criticism Set goals and work to achieve them Persevere Complete set tasks on time Use appropriate websites during class time Turn off social media and app notifications
Locker area	<ul style="list-style-type: none"> Enter and exit locker through correct doors Use your locker only at the appropriate time Use only your allocated locker Keep your locker locked with the lock that was allocated to you Keep your locker code to yourself Keep your locker clean and tidy Report any issues in the locker area 	<ul style="list-style-type: none"> Keep locker area tidy Treat lockers and locks with care Leave the locker area promptly 	<ul style="list-style-type: none"> Be aware of those around you Be patient and considerate when accessing lockers Help new students with their locks 	<ul style="list-style-type: none"> Keep your locker well-organised Move promptly to class after using locker
Outside/School yard	<ul style="list-style-type: none"> Stay within boundaries Leave your bag in your locker Wear your hat Play safely/sensibly Manage your emotions Report problems to the duty teacher Ask for help when needed Be a role model to others 	<ul style="list-style-type: none"> Put your rubbish in the bin Agree on game rules before starting and follow the rules fairly Listen to and follow duty teachers' instructions straight away Look after school property/equipment Ask permission to use others' equipment Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Include others Share equipment Use others' equipment carefully Help pack away equipment and return it to correct place Care for others who are injured Pick up any litter 	<ul style="list-style-type: none"> Use IT equipment in the library only Leave play/eating areas five minutes before the bell to prepare for class
Canteen	<ul style="list-style-type: none"> Line up at canteen windows Follow safe procedures in the kitchen 	<ul style="list-style-type: none"> Wait your turn Use manners 	<ul style="list-style-type: none"> Be patient while waiting Smile and greet people serving you 	
Toilets	<ul style="list-style-type: none"> Allow time to use the bathroom before the bell goes at end of breaks/before school Leave the bathroom promptly when finished Report any damage or faults to a staff member 	<ul style="list-style-type: none"> Keep toilets, sinks and floor clear of mess. Respect each other's privacy. 	<ul style="list-style-type: none"> Wait for your turn 	<ul style="list-style-type: none"> Go to the toilet during break times. At all other times, walk quickly and directly to and from the toilet.
Before/After School	<ul style="list-style-type: none"> Be road wise and wear helmet if riding Lock up your bike in the bike area Sit/play safely before 8.25 Go to your lockers by 8.25 Stay on school grounds until 3pm Leave the school grounds promptly Line up safely for bus 	<ul style="list-style-type: none"> Walk bikes and scooter in school grounds Thank bus drivers Wear school uniform correctly at the shops/in the community 	<ul style="list-style-type: none"> Smile and say good morning Look out for teachers/students needing help Help tidy up Thank teachers and say goodbye 	<ul style="list-style-type: none"> Be at school before 8.25am Prepare materials for the day before PCG Be in PCG at 8:30am Take home what you need for homework and study

BEHAVIOUR AGREEMENTS

CANTEEN MENU

Available Every Day

Sandwich Bar

Fresh sandwich	\$5.00
Crispy chicken wrap	\$6.00
Meat & Salad roll	\$5.50
Salad plate	\$5.50
Chicken	
Leg ham	
Tuna	

Hot

Toasted sandwich	\$4.00
Garlic bread	\$2.00
Home-made pizza	\$3.50
Pizza single	\$3.50
Lasagne	\$5.00
Yummy Drummies	\$3.50
Pizza cheesie	\$1.50
@ recess	

Cold

Fruit salad	\$2.00
Fresh muffins	\$2.00
Bircher muesli	\$2.00
Piece of fruit	\$0.50
Jelly cup	
@ recess	\$1.50

Drinks

Bottled Water	\$2.00
Nippy's Milk	\$3.00
Iced Tea	\$3.50
Harvey Fresh	\$2.00
fruit Box	

Ice creams @ lunch

Icy Twist	\$1.00
Cyclone	\$2.00
Fruit Icy Pole	\$0.80
Paddle Pop	\$2.00
Calippo	\$1.00

Sandwich/Roll Fillings

Leg ham	
Chicken	
Egg/curried egg	
Tuna	
Salad (lettuce/carrot/cucumber/cheese)	
Vegemite	
Spaghetti	

Daily Specials

Monday

Mrs Mac's pie	\$4.00
Potato top pie	\$4.50
Sausage roll	\$4.00

Tuesday

Rice paper rolls	\$5.00
Tuna	
Chicken	
Vegetarian	

Wednesday

Beef burger	\$6.00
Chicken burger	\$6.00
Vegan burger	\$6.00

Thursday

Nachos	\$5.00
Hot dog	\$4.50
with the works	

Friday

Mrs Mac's pie	\$4.00
Potato top pie	\$4.50
Sausage roll	\$4.00

Condiments

Tomato sauce
BBQ sauce
Mayonnaise
Relish
Mustard
French/Ranch dressing



STUDENTS CAN PLACE
ORDERS ONLINE VIA THE
QUICKCLIQ OR BEFORE PCG
WITH THE CORRECT MONEY



Any further enquiries, please contact **Andrea Guthrie, Canteen Manager** on 9144 1081



SEQTA ENGAGE

STAYING CONNECTED WITH YOUR CHILD'S LEARNING

A welcome email from SEQTA has been sent to parents/guardians, please follow the instructions to activate your account.

1.3 Assessments

Parents can view results and teacher feedback (if enabled by the school) for any timetable period and subject through the *Assessments* page.

Upcoming assessments show for students and parents when a teacher has made the assessment 'visible' in their marks book. If the due date is red the date for submitting work has passed.

SEQTA | learn

Assessments

Upcoming

Personal Project

Y10 Beliefs and Values

Y10 English (Stream 1)

Y10 Humanities (Stream 3)

Y10 Mathematics (Stream...)

Y10 Science (Stream 1)

Science Homework 9 Feb 2016

Mathematics Investigation 1 2 Mar 2016

Health Education Supervisor Meeting 8 Apr 2016

If the due date is red, the date for submitting work has passed

Displays upcoming assessments, due dates and support document the teacher has uploaded

SEQTA | engage

Lauren Alisa

Upcoming

Human Biological Science

Musical Theatre

The Arts - Music 3AB

Y10 English (Stream 1)

2013S1

2013S2

2014S2

2015S2:6-8

Performance Examination Saturday, 20th February 2016

Written Examination Saturday, 20th February 2016

Composition Assessment Saturday, 20th February 2016

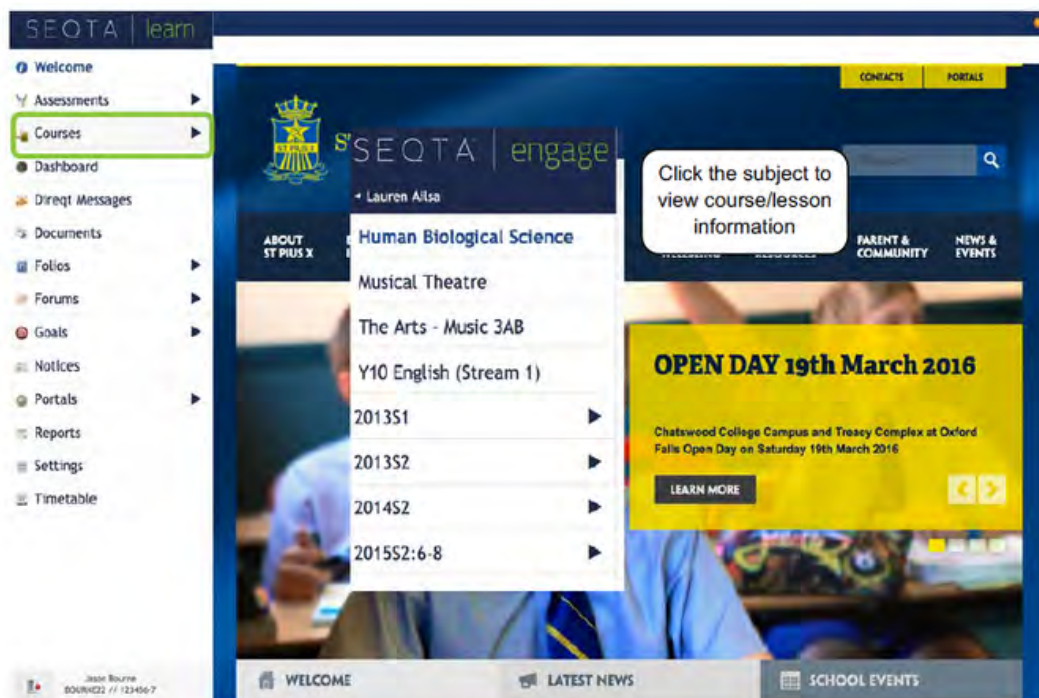
Practical Assessment 2 Saturday, 20th February 2016

Student results displaying in Task view

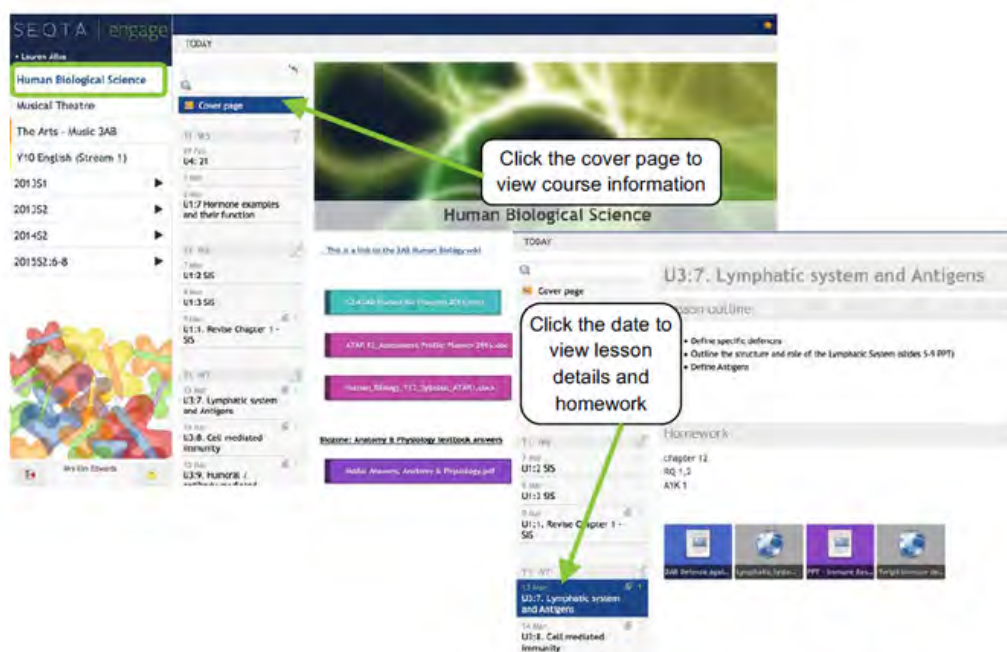
Click on a subject to view results

1.4 Courses

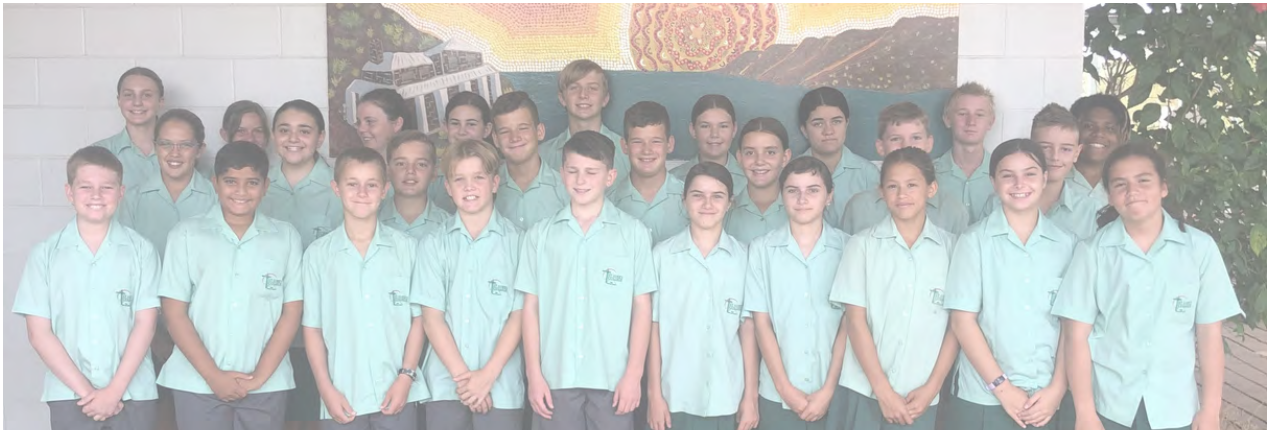
Through *Courses* parents can view lesson outlines, resources and homework. Homework is also visible through the *Dashboard*.



1.4.1 Homework



For more information about SEQTA Engage please refer to the website seqta.com.au/seqta-engage/



*"We are stronger
together than we are alone."*

WALTER PAYTON