

*The Wisdom  
of the Lord Teaches us*

# Mary MacKillop College

## Newsletter

Term 2  
8 May 2020



*"So great is the  
strength we possess  
in our unity".*

*Mary MacKillop  
1874*

Newsletter on our website  
[www.mackillopleongatha.catholic.edu.au/newsletter](http://www.mackillopleongatha.catholic.edu.au/newsletter)  
also available on the College Parent Portal - PAM

### MESSAGE FROM THE ACTING PRINCIPAL

#### *This Weeks Prayer*

##### *In this Challenging Time*

Lord Jesus Christ, our true physician and healer, be merciful to us and bring us your aid in these troubled times. Heal all our sickness and every affliction of your people.

Drive out our infirmities of soul and body: free us from all disease and especially from this pestilence. We place in your gentle heart the elderly, the frail, people with disability, children, young people, and families, our indigenous peoples, those who are poor, lonely and isolated. As you walk with us, free them from fear, and give them patience and hope together with our loving care.

In your mercy deal also with the causes of our pitiful condition, that in curing our lack of faith and spiritual weakness, you may also remedy our bodily ills.

We place our trust in you, the risen Lord, who lives and reigns for ever and ever.

Amen

As I have been hearing some inspiring stories from our Remote Learning Program my thoughts have turned to reflecting on the extent to which online learning fits our College framework. While there can be little doubt that onsite learning is the overall preferred option for a range of reasons, online learning, for a period of time, offers many opportunities for skill development, independent learning, initiative and creativity. These things are enormously valuable as tools which can enhance outcomes for both students and teachers.

They are also an integral in the development of our ability to Take Ownership, Make Connections, Think Deeply and Be Courageous in all facets of our education.

During this period of online learning I have heard much about very high levels of collaboration, trust, teacher professionalism, skill development and improvement and a genuine attempt for inclusion and equity. So far, the feedback we are getting is indicating this is widespread. I would like to express my gratitude to all those who continue to work in a teaching and non-teaching capacity at the College.

Today (Friday 8th May 2020) the College has opened a new survey to all in the community to get some feedback about this week's adjustments to the Remote Learning Program. I look forward to your ongoing contribution to the evaluation of our Program and your continued engagement with the College as we work in partnership to support your child's academic and social emotional growth.

We will use the simple WWW and EBI ('What's Working Well' & 'Even Better If') tool. The feedback provided will be collated by a member of the Administration Team and fed through to the relevant teams for consideration.

A link to the survey can be found here: <https://www.surveymonkey.com/r/KHW5DSC>.

We are seeing some fantastic progress in the development of our new VCE Centre. This building will ensure that students are engaged in a learning environment that embraces 21<sup>st</sup> Century learning pedagogies and technologies. Please ensure that you view the progress photos that are on our website and social media platforms. The building is the centre of much discussion and excitement with both the staff and students that have visited the College this term.

The College Vision statement speaks clearly of our strong desire to build partnerships with families as together we nurture our students as they develop within a child safe environment. It is in this spirit, that information will be disseminated to prospective families that warmly invites them to consider our College as they discern the next stage in their child's educational journey. This information can also be found on our website.

Kieran O'Dwyer

Acting Principal



*"So great is the strength we possess in our unity" - Mary MacKillop 1874*

## FROM THE DEPUTY PRINCIPAL - WELLBEING AND ORGANISATION

Despite being 12 months on, the unexpected passing of Campbell continues to pose many great challenges for both the staff and students of the College.

However, the mission and message of Jesus instils strong sense of hope and possibility for each person. The way in which you (the staff and students) have walked alongside and supported each other through this period of time brings forth and demonstrates this great hope.

A hope that is based on the experience of God's love and care for all.

The College's strong sense of belonging and connectedness has been the foundation in ensuring that the staff, students and broader College community have been supported in understanding and exploring the grief that has been experienced after the loss of Campbell.

This strong sense of belonging and feeling of being connected to something bigger than 'self' has strengthened the ability of our community to understand and manage our emotions and enhance our resilience over what has been a challenging 12-month period.

As a College, we have been called and will continue to be called to help navigate through this journey with courage, faith, hope and love for all. Grief has no timeframe or manual. I am proud of how the College has walked alongside each other in this journey.

This excerpt is taken from the VCE Wellbeing Coordinators letter to the Year 11 students on the eve of Campbell's anniversary and shows the impact that this young man has had on our College:

*Today is a day to stop and reflect on the time you shared with your friend, Campbell. He may be gone from us, but we will never let him be forgotten. Take the time to remember the little things, like the sound of his voice or his cheeky smile.*

*The past year, Campbell has helped me to realise why I do - what I do. I challenge each of you to reflect on what Campbell has helped you with in the past 12 months. Tell him about it and share it with a loved one.*

In a space where we are now challenged to value more than just results; to value the narrative and holistic development of our students within their own context, we can proudly say, that out of tragedy 'our' College has been able to flourish.



**Kieran O'Dwyer**  
Deputy Principal  
Wellbeing and Organisation



## FROM THE DEPUTY PRINCIPAL - TEACHING AND LEARNING

We would like to thank the Mary MacKillop College community for the way they have engaged with Remote Learning and for the marvellous support shown by parents towards the program. Whilst we are all missing being at school together the innovation and adaption shown by teachers to support your child via Remote Learning is outstanding.

We recognise that learning looks different at present. However, it is more than what your child completes online; it is the life learning he/she is also doing in the family home; cooking, creating, attending to their wellbeing.

Reading is even more important at this time. We recommend at least twenty minutes a day away from digital technology based reading. Students are spending more time than normal engaged in digital technology so the time spent reading offers freedom and escapism when we are restricted in many ways.

We understand that the challenge of working in a self-directed manner is not easy for all children. We are continuing to work on building self-direction and intrinsic motivation in our students. Teachers are doing this through clarity and choice in what they provide. We also need parents to continue to work in partnership with us around boundaries and having those conversations when your child makes choices that do not support their learning. Teachers are finding ways to affirm students using technology, via SIMON feedback, and the sense of community online is very impressive. We want your child's learning to keep them connected at this time when a connection is so tricky.

### 5 DOs for Parents/Guardians during Remote Learning:

1. Be patient and flexible with your child, your child's teachers and yourself
2. Discuss with your child about their planning to succeed with the remote learning set by the College and individual teachers
3. Encourage your child to spend family time, e.g. helping with chores and playing family games
4. Encourage your child to get fresh air and exercise
5. Contact the relevant school staff member if you need support, respond to emails and phone calls from the College.



### 5 AVOIDS for Parents/Guardians during Remote Learning:

1. Demanding that teachers respond immediately – many have families who are also in isolation, as well as some staff are part-time
2. Expecting that you should be teaching your child – the work set should be adequate to do this, with the support of the teacher
3. Making your child stay indoors in front of a computer each and every day
4. Asking your child to help out at home – they should be flexible in most cases, chores can be done either side of their learning
5. Being a martyr! Ask for the support if required with your child's education.



It has become apparent that the interaction between students and teachers visually is important to be able to teach effectively. One use of technology that has been introduced into Years 10-12 classes is that of Google Meets. Google Meets is an interactive online platform similar to Webex, Zoom and Microsoft teams that includes cameras and microphones within the functionality. We are currently using Google Meet, with student microphones and cameras switched off so they can only hear and see the teacher.

## FROM THE DEPUTY PRINCIPAL - TEACHING AND LEARNING

Parents and students are reminded of the following expectations regarding the use of Google Meet.

### Student Expectations – Google Meet Etiquette (Positive Behaviour)

<b>Location:</b>	Video meetings should take place in a communal area in the house, and students should be supervised by a parent or other trusted adult.
<b>Attire:</b>	Students should be wearing neat casual clothing.
<b>Muting:</b>	Start all Google Meet lessons with your MICROPHONE MUTED & CAMERA TURNED OFF. Your teacher will determine if and when you can unmute or turn your camera on.
<b>Questions :</b>	when you have a question, type in the chat textbox and wait for your teacher to call on you.
<b>Contributing :</b>	when you have something to contribute to what is being said, but it is not your turn, use the chat feature in the right-hand corner.
<b>Your Turn:</b>	Wait for your teacher to call on you to unmute yourself. Only one student should contribute/talk at a time.
<b>Recording:</b>	You are NOT PERMITTED to record a Google Meet under any circumstances.
<b>Conference Link:</b>	The conference link provided to students should not be shared or distributed to anyone outside of the Class. Those found to be breaching this condition will receive consequences for doing so.

### **VCE Assessment**

School Assessed Coursework has now commenced and many of the students in Years 11 and 12 will have already completed a number of SACS over the last couple of weeks. Just a reminder that these SACS should be supervised by a parent or responsible adult at home that can authenticate the student's work is their own and that the student has not breached any of the SAC conditions.

If there is no one at home that can supervise the SAC then the student should attend the College on the day of the scheduled SAC and will be supervised within the College. Social distancing will be enforced.

Medical certificates must still be provided for students that do not complete a scheduled SAC. Local Doctors are doing Tele-appointments so this can be arranged remotely.

### **Exams**

Year 11 Exams were scheduled for 2-4 June. With the early finish to Term One and the move to Remote Learning for Term Two, these exams will be rescheduled to the last week of Term Two; 22<sup>nd</sup> to 26<sup>th</sup> June. Further information will be provided regarding the structure and timetabling of these exams in coming weeks.

Finally, just a reminder that the College is open and students who are not able to access Remote Learning from home due to internet issues can attend the College for the normal school day to complete their work. College buses are running. Parents need to advise the College of the days their child will be attending via the survey link emailed to parents.

We have a number of resources on our website regarding remote learning, including our Remote Learning Handbook. If you have concerns about your child's academic progress or about remote learning, please do not hesitate to contact me on [jconnell@mmcrc.catholic.edu.au](mailto:jconnell@mmcrc.catholic.edu.au)

We welcome any feedback you have on remote learning. If you have any concerns about your child's wellbeing during remote learning, please reach out to the relevant Sub-school Director, Wellbeing Leader or their homeroom teacher.

It is a balancing act for all of us and we are all learning on this journey together.

**Jodie Connell**  
**Deputy Principal**  
**Teaching and Learning**





## Nationally Consistent Collection of Data (NCCD) On School Students with Disability

### What is the Nationally Consistent Collection of Data?

Schools must now complete the Nationally Consistent Collection of Data on School Students with Disability (NCCD) every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

### Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, then they choose a disability group and one of four levels of help that has been given to the student.

### What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, (eg: epilepsy or diabetes), physical disability (eg: cerebral palsy), vision/hearing loss and social-emotional problems (eg: Selective Mutism, Autism Spectrum Disorder, Anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a student in NCCD. Teachers can use all they know that they know about the student’s learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

### What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (eg: ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

### How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

### What will the school need to know about my child for NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child’s teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (ie: school based tests, your child’s work and learning plans) helps the school to understand and meet your child’s needs.

### What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

### Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

### Where can I find out more?

Please contact your child’s school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).

## FROM THE DEPUTY PRINCIPAL

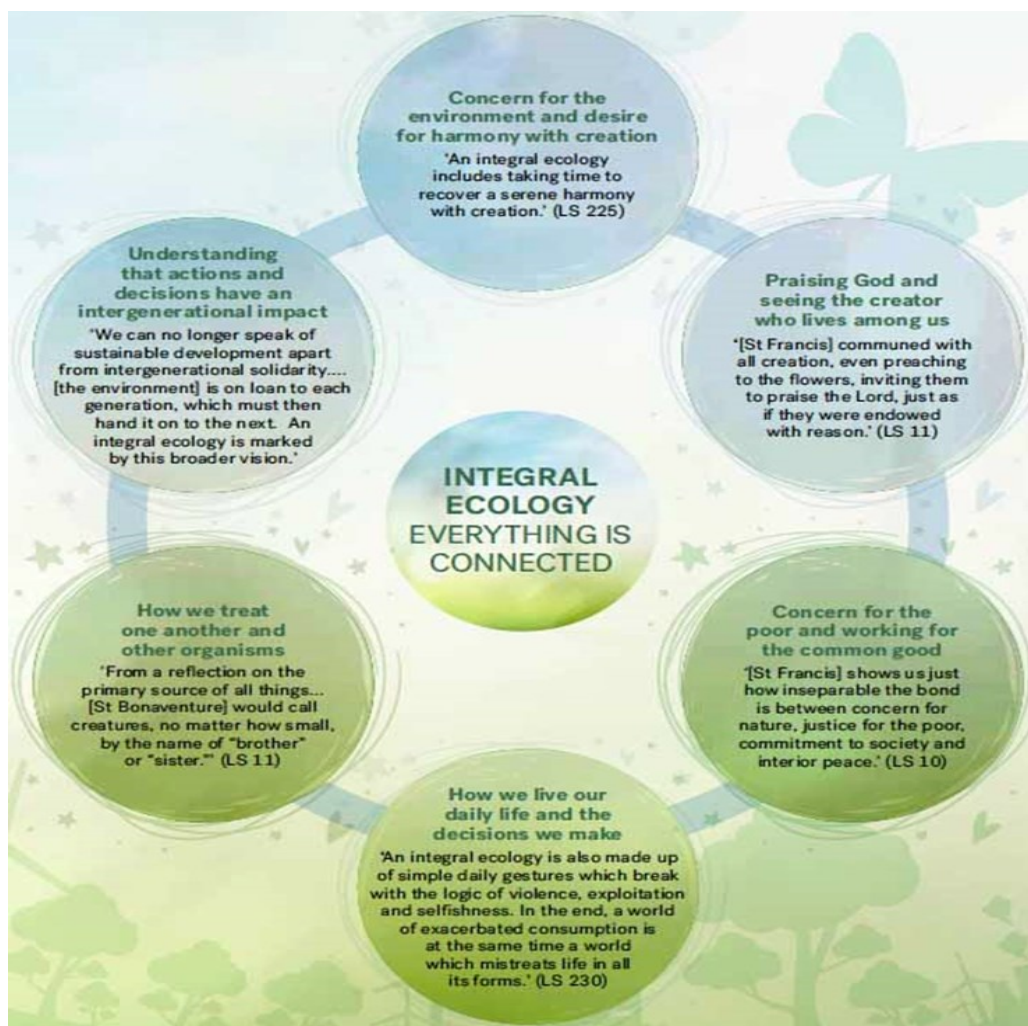
### CATHOLIC IDENTITY AND MISSION

Next week is **Laudato Si' Week. (May 16-24)**. Five years ago Pope Francis published his environmental encyclical, *Laudato Si'*, translated, "Our Care for the Common Home". Pope Francis invites all Catholics around the world to unite in solidarity to support a sustainable future. One of the key ideas to emerge from the document *Laudato Si'* was the concept of integral ecology.

Integral ecology sees us all as a vital part of creation and playing a role in realising God's plan for the world. In the chapter of *Laudato Si'*, Pope Francis writes about the virtues of his namesake St Francis of Assisi.

St Francis of Assisi was joyful, generous, self-giving. He lived in harmony with God, others and nature. He cared for the outcast but also the poor and outcast in society.

#### How can we apply integral ecology to our lives?



#### Faith Matters in Isolation

The impact of the COVID19 pandemic has been as devastating as it has been disruptive across the globe.

The question is, 'how do we live positively during this time?'.

St Ignatius can teach us much about our current situation. His time in Manresa was transformative and life-giving. Today in 'isolation' we too can live in a positive manner and become more whole through the process.

Ignatius found that to encounter God he needed to be removed from daily life. Under the current restrictions, this has largely been done for us! What a positive situation we are in!

When we reframe the purpose of our isolation and what may be gained from it we can reframe a negative into a new beginning. Psalm 46 calls us to,

Be still and know that I am God'.

The early Christians knew how important solitude was for us as humans to encounter God. God is always present but in our busy lives, we often fail to recognise or hear his 'still small voice' (1 Kings 19:12).

During the coming weeks enter into the silence purposefully and seek God. What is it he desires to reveal to you in this period of isolation? Discuss this with your family and pray for all those who are suffering during the pandemic.

**John Ryan**  
**Deputy Principal**  
**Catholic Identity and Mission**



## **MONDAY 9TH MARCH - CORNER INLET PONY CLUB GYMKHANA**

I woke up at approximately 5am and loaded 'Hoot' onto the horse float and drove to Corner Inlet. We arrived at 6.45am and unloaded him off the float. I saddled him up, put on quarter marked, brushed him and warmed him up.

There were two rings, the Pony Club Ring and the Open Ring.

My results were as follows:

### **Pony Club Ring**

Pony Club Turnout 16 years and over - 1st

Pony Club Rider 16 years and Under 21 years - 1st

Champion and Reserve Champion Pony Club Rider - Champion

Pony Club Mount 15.2hh and over - 1st

Champion and Reserve Champion Pony Club Mount - Champion

Bareback Rider 15-21 years - 1st

### **Open Ring**

Led Hack 16hh and over - 2nd

Champion and Reserve Champion Led Hack - Reserve Champion

Smartest on Parade - 1st

Novice Rider 16 years and over - 1st

Rider 16 years and Under 21 years - 1st

Champion and Reserve Champion Ridden Hack - Reserve Champion

Pleasure Mount - 1st



Overall I was extremely pleased with how 'Hoot' performed as we went out to support one of the local clubs and to have some fun with other riders.

## **SUNDAY 15TH MARCH - WONTHAGGI PONY CLUB DRESSAGE AND COMBINED TRAINING DAY**

This was my first time competing in the highest level dressage in the Pony Club Association in the 'Grade 1' as well as the combined training.

The 'Dressage Tests' consist of the riding the horse in high level movements where the judge gives you scores out of 10. In two tests that I rode in they went for around 6-7 minutes each where you must know the test by memory and get scored based on the horses movement and how the rider performs where you get an overall percentage.

The 'Combined Training' is one dressage test and one 'show jumping' round that are combined to give you an overall score. A show-jumping round is jumping the horse over jumps that are set at a certain heights depending on the level you are competing. The jumps are numbered in a certain order where you aim to go clear with undertime and no jump faults.

I competed in both on my horse 'Hoot' where I placed 1st in the first test and 1st in the second test which gave me overall Champion on the Grade 1 Dressage.

I also had my show jumping round where we jumped clear and undertime having no jump faults and with my first dressage test and my show jumping round combined which I also managed to place Champion overall for the Grade 1 Combined Training.

It was a humbling experience and I was very pleased with how 'Hoot' performed as he puts his whole heart into it and I am extremely grateful to my family for supporting me and giving me the opportunity to compete in such a challenging but rewarding sport.





## STUDENT WRITING PIECES

### How God has shown Love in my Life

**Katie Standfield - 7D**

The divine (Jesus) has shown love by opening my eyes to the greater forces that play around our universe, by simply feeling its presence I feel at calm, their love has been shown from little to large things, family, love, and a presence that is greater than my understanding.

#### The Universe Poem

Divinity takes no side  
From dense or wide  
That love that spreads  
Light cascading in threads  
Open your arms and love  
Feel the presence from above  
Be open to light, love and lift  
Calm, refreshed and shift  
From the darkness to the light  
Burning bright

### In What ways has God Shown Love to Me in my Life?

**Jasmine Anderson - 7D**

At first, I asked myself what God had done for me and to be honest I had absolutely no idea what he has done, but then I remembered what I'm grateful for and to think, if it weren't for him then I'd have none of these things.

Like my family, they have been a major impact on my life. Yes, they do drive me insane at times and they do make me want to rip my hair out but, I couldn't have asked for anyone better than the people I live with.

Or my friends, I wouldn't have survived the start of high school if it weren't for them. Like on camp it was so much fun and until now I haven't been as grateful for them as I should've been. Because they make me smile everyday, and laugh and they make the classes even more fun!

And the fact that I have a house to live in every single day of my life and I'm super grateful for it. God could have had us thrown out onto the streets but we're not are we, we live in a nice warm house that keeps us close together inside is to yeah, I am grateful for that.

Also, the fact that I'm healthy especially at times where there is a virus spreading all around the world!! And to know that the virus has killed thousands of people! That really scares some people and I can totally understand why. But I'm still alive and healthy so I guess that's God showing love for me.

Last but no least, I'm also very grateful that I'm still able to do learning in quarantine while this virus is happening. But before that I had an amazing new school to go to every day and that was where I met my friends and they helped me stay healthy in a mindful way by making me smile. And knowing that I would see them every day made me even happier.

So, I guess that God does love me in many ways and he is trying to keep me safe and happy and he knows that this virus will pass.

As my Mum always says everything happens for a reason and I do believe that is true.

### In My Life God has shown me love by giving me a great country family and friends

**Adam - 7D**

God has given me lots of great things in my life, like a happy family and good healthy pets

God helps me get through each and every day with his love and affection

God has helped me get through all of the hard times that I have been through in my life time

God has forgiven all of my sins that I have made in my life

God helps me sleep at night safely and he makes me forget about all the bad things going on in the world



## YEAR 7 ART

Two of our Year 7 Art Classes are looking at the colour wheel as part of their remote learning. They had three options to complete the project.

They could do an edible colour wheel, 'found art' from household objects or draw and colour their own.



Thanks MMCRC Leongatha

Thankyou to all our wonderful teachers and staff!

We are thrilled to see this 'shout-out' on the Telstra Building in Melbourne.





## 7E Devices to purify seawater

Separating Substances in Science - Another way we can separate substances is by using their boiling points. 7E were challenged to design a device that could separate the fresh water out of seawater. They were encouraged to utilise things they had at home and use the sun as the heat source.

Many of the students didn't have all of the materials they needed at home but have sent in pictures of what their design would look like. A few have had a go at making their devices and will see how they work. Let's hope they work in this cold weather.

Keep up the great work 7E.



Tournament of Minds is a problem-solving program for teams of students integrated across Year Levels from 7-10. The Tournament's aim is to enhance and develop diverse skills, enterprise, time management, and the discipline to work collaboratively within a challenging, creative and competitive environment. It is an extra-curricular program that involves participation outside of our normal school timetable and weekends.

The College participation in the 2019 program was very successful, three of our four teams reached the State Final after much dedication and hard work. There are four disciplines or learning areas that teams compete in: Arts; Literature; STEM and Social Sciences. Students are invited to join the program with a preference for a discipline however teams are formed based on team strengths.

This is still going ahead in 2020 and students are invited to join a combine team of seven students to compete. It is expected that the Tournament Program will be amended for this year. You can find out more information or sign-up by emailing the program coordinator [rmuranty@mmcrc.catholic.edu.au](mailto:rmuranty@mmcrc.catholic.edu.au)

I encourage students from Years 7-10 to sign-up and be involved, it will be an excellent opportunity to make new friends, especially this year in our present isolation.

For more information go to the following website <https://www.tom.edu.au/>

**Richard Muranty**

**Tournament Co-ordinator**

# Youth Access CLINIC

**The Leongatha Youth Access Clinic (YAC) will be open every Monday during Term 2 from 4th May 2020 from 2pm to 5pm for phone/video consultations ONLY.**

**Do not attend the usual clinic in person at this time.**

**For a phone consultation (an appointment) please call in advance to Leongatha Healthcare on 5662 2201. The receptionist will give you a time on Monday when the nurse will contact you by phone. Alternatively click on the link below to enter the “virtual waiting room” during these times and the nurse will contact you.**

**<https://vcc.healthdirect.org.au/t/leongathahealthcareaccessclinic/join>**

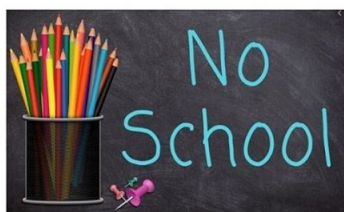
**Alternatively, you can book an appointment through your school welfare staff.**

## Student Free Days

We have two student free day's coming up, there will be no classes:

Friday 15th May 2020 and  
Friday 5th June 2020

MMCRC Buses will not be running



## YEAR 7 - 2021 ENROLMENTS

Unfortunately we are cancelling our Grade 6 Day and Information Sessions this year. We are working to put together a remote information video for prospective parents and families to access.

Enrolments for Year 7 2021 are open and will close on 31 May 2020. Enrolment forms can be downloaded from our website, or we can post one to you.

If you have any questions please contact our Registrar - Carly Kitchingman on 03 5662 4255 or email [ckitchingman@mmcrc.catholic.edu.au](mailto:ckitchingman@mmcrc.catholic.edu.au)



WE NEED  
VOLUNTEERS

**CAN YOU  
HELP?**

**MMC Parents and Friends are looking for volunteers to help in the Canteen and/or Uniform Shop. Please contact the General Office with your details.**

**Phone 56624255**

**Thank you!**



### **A new soft shell Sport Jacket is being added to our PE Uniform!**

Due to a delay in production Jackets will not be available until Term 2.

The cost of these will be approximately \$90.

Any student waiting for a College Sport Jacket may wear their own Jacket for sport until the new ones arrive.

### **ATTENTION ALL PARENTS**

#### **Camps, Sports and Excursions Fund payment arrangements**

Families holding a valid means-tested concession card as at the 28th January 2020 are eligible to apply for a payment of \$225, which will be paid directly to the College to be used towards camps, sports and excursion costs.

Application forms to be completed and lodged with schools. However, the schools will be able to accept and process applications up until 26th June 2020.

Regular payment runs will occur throughout terms one and two.

Families wishing to apply for the payment should visit the CSEF website at [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef) and download an application form, complete and return to school by 26th June, or alternatively pickup an application form from the College office.

If you have any questions please do not hesitate to contact the College Office on 5662 4255.

### **PARENTS & FRIENDS MEETING**

Due to Covid-19, and with Social Distancing rules in place, P & F Meetings will be suspended until further notice.

Keep watching the Newsletter and Facebook for further information regarding when the next P & F Meeting and AGM will be held.

### **BUS PASSES**

A decision has been made to suspend the ability to issue new bus passes for irregular travel for the immediate future in response to the ongoing COVID-19 situation. This is designed to minimise the mixing of students who normally wouldn't be in the same immediate vicinity.

We understand that there may be cases of absolute emergency where a student needs to travel to an alternative place of accommodation, and in these situations we will do our best to support these families. Please contact the College if this is required.

Bus passes for students who are getting off at a different stop on their normal bus will still be available.