

# Maronite College of the Holy Family



## Parent Information Booklet

2017

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## MESSAGE FROM THE PRINCIPAL

Dear Parents/Caregivers,

Welcome back to another year at Maronite College of the Holy Family. We also extend a very warm and special welcome to our new 2016 families. We trust and hope that your association with our College from Kinder to Year 12 will be both rewarding and enjoyable.

I look forward to working with our College community to continue to provide a quality education for your sons and daughters.

There are many educational innovations which our College is constantly in the process of implementing. To keep you informed we have a College website which can be accessed by going to: <http://www.mchf.nsw.edu.au>

The information included in this booklet attempts to answer the many questions parents ask at the beginning of each year. In addition to this the following documents outline College policies on a number of issues. These can be viewed at the administration office.

Maronite College of the Holy Family Excursion Policy

Maronite College of the Holy Family Student Development Policy

Maronite College of the Holy Family Anti-Bullying Policy

Maronite College of the Holy Family Attendance Policy

Maronite College of the Holy Family Work Health and Safety Policy

Maronite College of the Holy Family Risk Assessment

Maronite College of the Holy Family First Aid

Maronite College of the Holy Family Complaint Handling Policy

Child Protection Code of Professional Standards for Members of Staff at Maronite College of the Holy Family

Please read the information in this booklet carefully and do not hesitate to contact the College office if you have any further queries or would like to make an appointment to speak to your son's/daughter's teacher.



Dr. Margaret Ghosn  
Principal

## **PARENT COMMUNICATION**

### **Parents**

#### **Policy**

Parents are encouraged to assist in the classroom and College community.

#### **Procedures**

- All parent helpers need to attend a Parent Volunteer Induction meeting to be brief on the Child Protection and Work Health and Safety requirements.
- Parents are required to report to the office on arrival to sign in and obtain a visitor's badge which must be worn for the duration of their visit to the College premises. Parents are to sign out and return the badge prior to leaving College grounds.
- If parents require an appointment to see teachers, please contact the Secondary Administration office or write a note to the teacher.
- Parents are asked not to have discussions with teachers during assemblies, or class time.
- The College ensures communication with parents is maintained. For families affected by separation or divorce, the presumption of equal shared parenting applies as per Section 61DA of the Family Law Act. Parenting Orders and Aggravated Violence Orders precede these presumptions. The parent with whom the child lives would receive all communications in these events.
- Parents are invited and encouraged to become involved in the College through:
  - Attendance at meetings, Parent/Teacher Interviews, Curriculum/Parent Information meetings.
  - Excursions.
  - Supporting social functions.
  - Supporting Sacramental Programs.
  - Supporting classroom teachers in appropriate Curriculum areas.
  - Taking an active role in the Parents Association and Parent Education and Support Network (P.E.S.N)

### **Parent Association (PA)**

#### **Policy**

Parents are active partners who make valuable contributions to the life and growth of our College community.

The PA was established in March 2006 under a constitution with an annually elected Executive Committee.

Their aims and achievements are published on the College website

<http://www.mchf.nsw.edu.au> by following the link from *Community of MCHF* to *Parents Association*.

The web page includes achievements such as setting up the PA shop for second hand books and uniforms, improving road traffic safety around the College, fund-raising for College renovations, presenting guest speakers plus many public relations activities.

#### **Procedure**

PA meetings are held about six times per year and the dates are announced on the College notice board. The PA constitution does not allow the PA to be a forum for discussing individual staff or students, but for general issues.

Parents are welcome to join and be included on the regular mailing list of activities and initiatives by inquiring at the College office.

### **Parent Education and Support Network (P.E.S.N)**

## **Policy**

The purpose of the Maronite College of the Holy Family Parent Education and Support Network (P.E.S.N) is to offer services and workshops which foster a partnership of students, parents and staff. This partnership is designed to encompass all avenues of communication that occurs within our College community.

## **Procedure**

All parents and guardians of our students are members of P.E.S.N and are encouraged to attend various seminars and workshops and become active participants in the services offered.

The focus of P.E.S.N. is to invite parents, students, teachers and the greater College community into a conversation about significant issues that we face in contemporary society.

Through the services, P.E.S.N offers interactive, hands on learning experiences and presentations that support parents to confidently engage with their children about their achievements and challenges.

## **Parent/Teacher Meetings**

### **Policy**

Education is a partnership and contact with parents is vital to fostering support for teachers in their endeavours to develop the students in their care.

### **Procedures**

- Parents will be informed if an issue arises with their child. The following procedures are in place and the teacher will organise a meeting at a convenient time and date suitable to both parties.  
There will be ongoing consultation with the Director of Wellbeing; College Psychologist or Director of Teaching and Learning where appropriate.
- Information Evening will be held in Term 1 to inform parents of College expectations. Parents are encouraged to organise appointments with coordinators/teachers throughout the year if they have any concerns.
- Half Yearly Parent Teacher interviews will be conducted by teachers at the end of Term 2, with an opportunity for parents to request a progress report from the Year Advisor throughout the year.
- Parents wishing to discuss any issues with the College must follow the 'Contacting the College' flowchart on the next page of this booklet.

## **Parent Newsletters**

### **Policy**

Regular written communication with parents occurs through the College's Newsletter.

### **Procedures**

- A newsletter is sent home via email

## **College Website**

### **Policy**

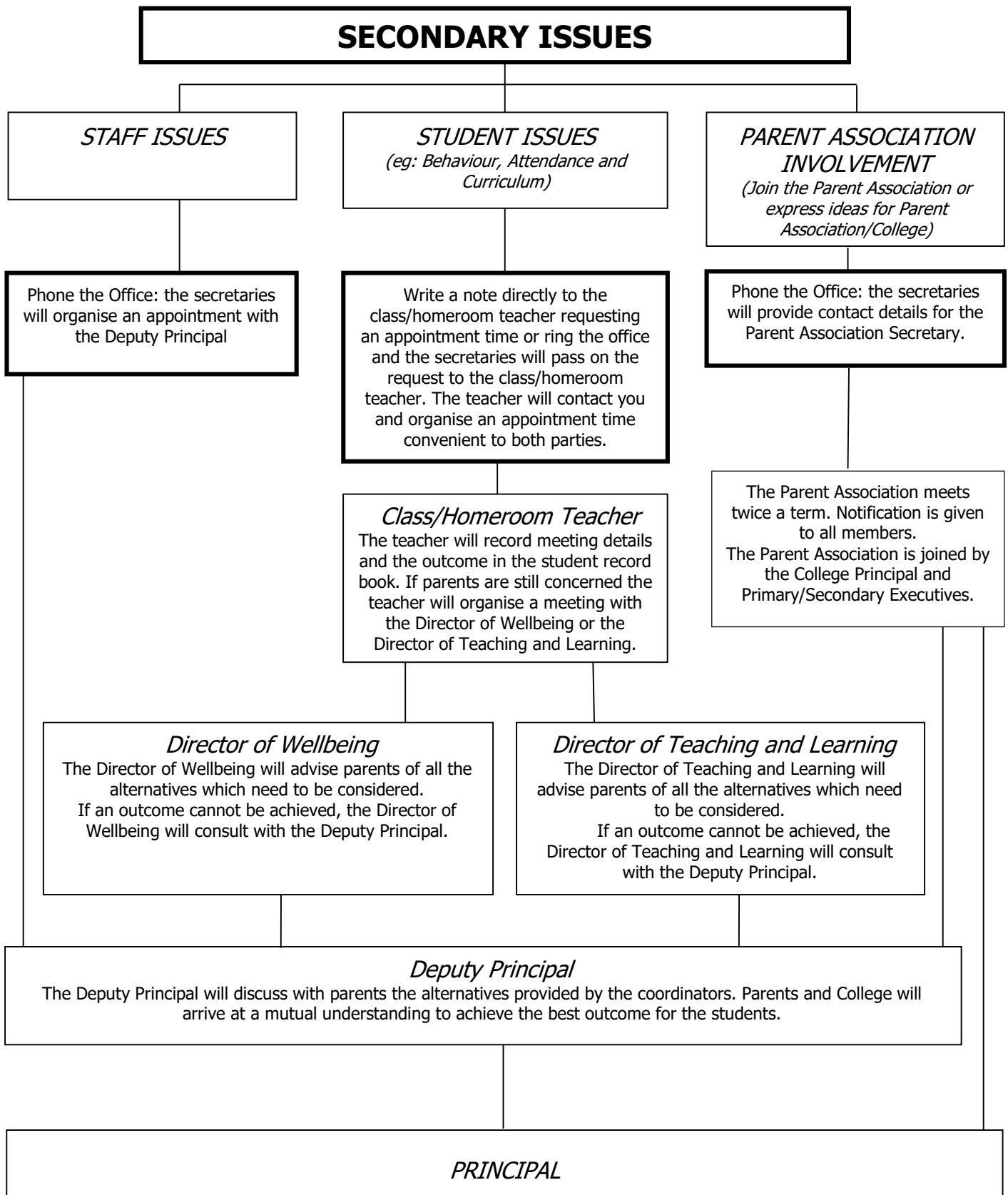
To communicate College events to parents, students and other interested people.

### **Procedures**

- The Parent Newsletter will be published on the College website every fortnight.
- Parent Handbook will be published on the College Website. Hard copies will be available on request at the College Secondary Administration office.
- The College website address is: [www.mchf.nsw.edu.au](http://www.mchf.nsw.edu.au)

## CONTACTING THE COLLEGE

If parents would like to discuss any issues relating to their children's education at Maronite College of the Holy Family the following procedures are in place.



**BELL TIMES**

	Monday, Tuesday, Wednesday			Thursday			Friday	
	Start	End		Start	End		Start	End
<b>Homeroom</b>	8:30	8:50	<b>Homeroom</b>	8:30	8:50	<b>Homeroom</b>	8:30	8:50
<b>Period 1</b>	8:50	9:50	<b>Period 1</b>	8:50	9:45	<b>Pastoral</b>	8:50	9:45
<b>Period 2</b>	9:50	10:50	<b>Recess</b>	9:45	10:10	<b>Period 1</b>	9:45	10:35
<b>Recess</b>	10:50	11:15	<b>Period 2</b>	10:10	11:05	<b>Period 2</b>	10:35	11:25
<b>Period 3</b>	11:15	12:15	<b>Period 3</b>	11:05	12:00	<b>Recess</b>	11:25	11:50
<b>Period 4</b>	12:15	1:15	<b>Lunch 1</b>	12:00	12:20	<b>Period 3</b>	11:50	12:40
<b>Lunch 1</b>	1:15	1:38	<b>Lunch 2</b>	12:20	12:40	<b>Period 4</b>	12:40	1:30
<b>Lunch 2</b>	1:38	2:00	<b>Sport</b>	12:40	3:00	<b>Lunch 1</b>	1:30	1:50
<b>Period 5</b>	2:00	3:00	<b>Homeroom</b>	3:00	3:10	<b>Lunch 2</b>	1:50	2:10
<b>Homeroom</b>	3:00	3:10				<b>Period 5</b>	2:10	3:00
						<b>Homeroom</b>	3:00	3:10

## COLLEGE UNIFORM POLICY

The College uniform is a significant way that people can distinguish a student of Maronite College of the Holy Family. The uniform should be worn, at all times, with pride.

- Correct College uniform is to be worn coming to, at, and going from the College.
- Shoes are to be kept clean.
- The College uniform should be in good condition.
- Parents are encouraged to have at least two sets of the uniform, with one acting as a back up.

It is important that students wear their College uniform at all times. Correct wearing of the uniform demonstrates students' pride in their personal appearance, respect for themselves and their peers and their loyalty to the College. The College's reputation can be damaged by students who do not comply with dress and grooming regulations.

### Hairstyles and Grooming

All students are expected to observe the fundamental standards of personal cleanliness and hygiene necessary to promote good health and well-being. No shoes other than closed black leather closed school shoes (for College uniform) or sport running shoes (for sport uniform) are to be worn except where permission has been sought in writing from the Year Advisor and has been granted. Such permission would ordinarily be for medical reasons only.

### Boys

Boys are expected to keep their hair well-groomed and clean at all times. Haircuts, which by their style or length draw attention to themselves as being out of the ordinary, are not permitted. A number 2 is the minimum for haircuts. *Any student with such a haircut will be directed to fix the problem within 48 hours.*

- The only jewellery permitted for boys is a suitable watch and a religious cross on small chain
- No ear rings or rings are permitted
- No bracelets are permitted (religious bracelets is permitted, but not recommended)
- Boys must be clean-shaven every day
- No facial hair or sideburns are permitted. Students who come un-shaven to the College will be sent home immediately by the Year Advisor and can only return once they have shaved. Students will no longer be provided with a razor.
- Tattoos of any size or shape are not permitted at the College
- Use of hair gel is not allowed
- Use of Anti-Persperant deodorants is required (roll on deodorant is recommended)

### Girls

Hairstyles must be neat, clean and tidy. Hair should be of a natural colour. Cuts and management of hair needs to suit the uniform and be appropriate for College appearance. Girls with long hair (shoulder length and longer) are to tie it back with royal-blue ribbon or hair-ties. No hair extensions allowed. *Any student which does not meet these requirements will be directed to fix the problem within 48 hours.*

The College limits the amount and type of jewellery students can wear because jewellery can put a student's safety at risk when the student is participating in certain sporting, science or technology activities.

- A watch is allowed as well as a cross on a necklace chain
- Girls are allowed to wear only ONE PAIR of simple ear stud or sleepers
- No nose rings permitted
- No rings, bracelets or anklets are permitted (religious bracelets is permitted, but not recommended)
- No make-up or nail polish is to be worn
- Use of Anti-Persperant deodorants is required (roll on deodorant is recommended)

Unacceptable items, if worn, will be confiscated by the teacher. They will be kept in the College Office for safe keeping and returned to the student at the end of that term. Homeroom Teachers will conduct uniform and grooming inspections every morning and offenders will be reported to their Year Advisor for disciplinary



actions. College staff will continue to monitor student uniform and grooming throughout the day, including recess and lunch.

The College requests the support of parents in administering the College Uniform and Grooming code. This can be achieved by ensuring that students are correctly dressed and groomed when leaving for school in the morning. If there is a reason that a student is unable to wear correct uniform, parents must write a note to this effect, indicating the nature of the problem and when the situation is likely to be remedied. Parents are encouraged to contact the College at any time with concerns or questions regarding the uniform or grooming standards.

**College Bag**

The approved Maronite College of the Holy Family bag is the only bag permitted and can be purchased from the College. It is to be kept in good condition with no stickers attached, or graffiti displayed. It should be clearly labelled with the student’s name and address. No other bag of any type is permitted to be brought to the College.

**College Uniform**

Boys Items	Girls Items	Unisex Items
Sky Short Sleeve Shirt with Crest	Sky Short Sleeve Peter Pan Collar Shirt with Crest	Boys and Girls Blazer with Crest
Sky Long Sleeve Shirt with Crest	Sky Long Sleeve Peter Pan Collar Shirt with Crest	Boys and Girls Woollen Jumper with Crest
Grey Trousers	All Season Pleat Front/Back Skirt	Boys and Girls Short Sleeve Polo with Crest
Plain Royal Tie (Yrs 7-10)	Royal Cross Over Tab Tie (Yrs 7-10)	Boys and Girls Long Sleeve Polo with Crest
Tartan Tie (Yrs 11-12)	Tartan Cross Over Tab Tie (Yrs 11-12)	Boys and Girls Sport Shorts
Grey/black Socks	Navy/black Socks	Boys and Girls Track Suit Pants
<p style="text-align: center;"><b><u>Available from the College</u></b></p> <ul style="list-style-type: none"> <li>• College Bag</li> <li>• Caps</li> <li>• Scarfs</li> <li>• Beanies</li> </ul>		Boys and Girls Track Suit Jacket with Crest
		White Ankle Style Sport Socks

***NOTE:*** Students in Years 7-10 are to wear their full College sports uniform only on sport days. Students in Years 11-12 must wear the correct sports uniform, including the College tracksuit, when they participate in sporting activities. This may include the College Jersey.

**Uniform Available from:**  
 Lowes Garments  
 Shop 5005-6, Westfield Parramatta  
 159-175 Church Street  
 Parramatta NSW 2150  
 Ph: (02) 9687 1912  
 Fax: (02) 9687 1976

**Opening Hours:**

Monday: 9:30 am - 6:00 pm  
 Tuesday: 9:30 am - 6:00 pm  
 Wednesday: 9:30 am - 6:00 pm  
 Thursday: 9:30 am - 9:00 pm  
 Friday: 9:30 am - 6:00 pm  
 Saturday: 9:00 am - 5:00 pm  
 Sunday: 10:00 am - 6:00 pm

## CLASSROOM ALLOCATION: 7-12

- Students are allocated to specific classrooms to ensure classes are formed in such a way as to best meet educational needs of students within the constraints of the resources provided.
- Class placements are based on professional judgements about meeting a student's educational needs, circumstances and interests.

### Process:

- The Secondary Leadership Team establishes class structure options for the following year based upon anticipated enrolments.
- By the commencement of Term 4, parents may submit written submissions with respect to class placements. The submissions must be based on educational reasons, addressed to "The Principal" and marked "Confidential". (Note: This does not include requests for a specific teacher).
- All written parent requests will be considered based on individual and College needs. There is no guarantee that all parent requests will be met.
- The staff members, currently teaching particular cohorts, confer regarding placements for the following year, taking into consideration the criteria listed below:
  - Classes are to be homogeneous with respect to academic performance, social and emotional development, behaviour and gender balance.
  - Social networks.
  - Special needs such as twins, family situations and parent-teacher issues. Twins and siblings in the same grade are to be in separate classes from Stage 2 onwards to allow for individual growth.
  - College Psychologist recommendations.
  - Written parent submissions regarding a student's educational needs.
- Lists will be submitted to the Principal for final ratification. Further changes may be required at the Principal's discretion.

## **STUDENT DISCIPLINE POLICY**

### **College Based Discipline System**

Rules have been established to provide students with a clear expectation of behaviour and the standard consequences for an infringement. The consequences have been levelled and are dependent on the severity and frequency of the offence to ensure the principles of equity and justice are maintained.

### **Moving Students towards Self Discipline**

The basis of a good discipline structure in any school is the self-disciplined student. We also recognise that the essential ingredients of a good discipline system are clear expectations, consistent application of consequences, early intervention and developing positive patterns of behaviour. These elements must also be grounded in love and affection.

At Maronite College of the Holy Family, all misconduct, breaches of College rules, and violations of the law are investigated, followed-up, and acted upon. In all dealings with student discipline, the College will follow procedural fairness, conducted in a manner ensuring fair practice and equity, respect to all parties, and due observance of confidentiality.

Students are encouraged to identify their behaviour as being purposeful, self-evaluate the ways they are meeting their needs and to choose appropriate behaviours that meet their needs in the most positive way for themselves and all members of the College community.

As students develop these skills, they become more and more self-disciplined. Their behaviour is motivated internally and they need fewer external sanctions to meet the high standards of behaviour expected at the College. Students are encouraged to develop self discipline where behaviour is self evaluated in reference to our College values of integrity, hope, justice, dignity and respect.

### **Behaviour Code**

The Behavioural Code has been developed based on the rights and responsibilities of students at Maronite College of the Holy Family community. This Behavioural Code takes into account Duty of Care and Child Protection Policies.

The Behaviour Code aims to:

- Treat student members of our College community fairly and justly.
- Set expectations to a high standard. We aim to develop admirable qualities of character in our students.
- Promote an atmosphere conducive to effective teaching and learning.
- Create a supportive environment where students can develop their abilities and interests.
- Foster a mutual respect for others and their property.
- Develop in students the ability to take responsibility for their own behaviour and the consequences of their actions

<b>As a student member of the community I have the right to:</b>	<b>Therefore I have a responsibility to:</b>
Be happy and to be treated with understanding.	Treat others with understanding – not to laugh at others, tease them or try to hurt their feelings. Respect the ‘Hands Off’ and Anti-Bullying policies that apply to all members of the College community.
Be treated with respect and politeness and to feel part of the College community.	Treat others politely and with respect. I should be able to disagree without being disrespectful. Ensure that the College uniform is worn with pride, I am well groomed and that I endeavour to act as an ambassador of our College at all times.
Expect my property will be safe.	Protect and respect the property of others and of the College. Hand in any mobile devices to the office to ensure my property remains safe.
Experience a safe environment.	Respect and care for the safety of others by following procedures and the College Behaviour Code. I must ensure that I do not bring to school any item that may harm myself or others.
Experience maximum benefit from all my lessons conducted by competent, empathetic teachers in a Maronite Catholic environment.	Co-operate with teachers and other students to contribute to a positive learning environment and keep up-to-date with required work. I have the responsibility to behave in such a way so as not to interfere with the right of other students to learn. I have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to me including excursions, carnivals and other College events.
Have homework and assignment tasks assigned, the expectations for these will be communicated effectively by staff.	I have the responsibility to complete all homework tasks to the best of my ability and ensure they are completed on time. I have the responsibility to ensure that all assignments are submitted on time and are original pieces of work. I have the responsibility to bring the College Diary to school every day to be used as a tool for communication and the accurate recording of College events, the due dates of assignments and recording of homework and examination dates.
Experience an education conducted in a pleasant, well-resourced, clean and well maintained environment.	Care for the College environment – by keeping it clean and healthy. Ensure that I do not vandalise College equipment and resources. Return to the College any resources that I have borrowed in the condition in which they were borrowed. Never bring chewing gum onto the College premises.

*(The “Rights and Responsibilities of Students” table can be simplified for younger children.)*

The possible consequences for an infringement will vary depending on the severity and frequency of the offence.

## Secondary Discipline System

### Stage 1: Teacher Discipline Strategies

Teaching is a profession that requires teachers to be responsible and maintain classroom discipline while ensuring duty of care of students at all times. The following are guidelines for Stage 1:

- If students misbehave in class they will be disciplined by their class teacher by taking action from **each** of the following levels (following the order). Please remember that this table serves as a guide and teachers may include their own strategies and in-class systems.
- Teachers must keep their own records in order to complete the form to progress matters to Stage 2.
- Teachers may deem an action serious enough to be an automatic Stage 2. This may include serious breaking of the hands-off policy, blatant disrespect to the teacher, bringing prohibited items to school, etc...
- Teachers may ask for professional and pastoral support from KLA Coordinators for all in-class incidents to help them develop behavioural management strategies, but KLA Coordinators must not interfere until due process is followed.
- All out-of-class pastoral care incidents to be emailed to Year Advisor by teachers.

Low Level	Average Level	High Level
• Verbal warning by teacher	• In class isolation	• Time out room
• Seating arrangements	• Write a Reflective Essay – Use restorative justice model	• Placed on ‘ <i>Teacher Class or Individual Detention</i> ’
• Record kept of misbehaviour	• Receive parent notification in the diary	• Be issued with a litter bag - <i>Optional</i>
• Compensation / Restitution	• Confiscation of item	• Call Parents ( <i>Fill Parent Communication form</i> )
• Other	• Other	• Other

Once a teacher has disciplined the student at each level, with no improvement after a **two week period**, or the matter is deemed to be an **automatic Stage 2 incident** the teacher completes the online form: **Stage ONE Disciplinary Action Form**.

### STAGE 2: KLA Coordinator/Year Advisor Discipline Strategies

#### KLA Coordinator

The KLA Coordinator will receive the completed Stage ONE Disciplinary Action Form. The KLA Coordinator will complete one or more of the following actions by filling out the **Stage TWO Disciplinary Action Form**:

- Interview student/s involved
- Place on a Rostered Lunch Time Detention
- Place on an Afternoon Detention – letter sent home to notify parents
- Parent notified through phone or Parent meeting
- Notify the Secondary Leadership Team of the incident and actions taken

The KLA Coordinator will then forward the **Stage ONE Disciplinary Action Form and Stage TWO Disciplinary Action Form** to the relevant Year Advisor for their information and record only. The KLA Coordinator may forward an **automatic Stage 2 or 3 incident** to the Year Advisor to deal with if it is an in-class pastoral care incident (See table).

#### Year Advisor - YA

On the occasion where the Year Advisor is notified of **TWO** ‘Stage ONE and TWO Disciplinary Action Forms’ at any given time throughout the year, **OR** they are notified of a **pastoral care incident**, the Year Advisor will assume responsibility and take the following actions by filling out the **Stage TWO Disciplinary Action Form**. The Year Advisor must continue to collaborate with KLA Coordinators at this stage.

Student placed on the Good Behaviour Program – Stage 2 Monitoring Card (for a minimum 2 week period)

- Student participates in College related Community Service Tasks.
- Parent requested to attend a meeting with the Year Advisor and the relevant KLA Coordinators who forwarded the forms
- Notify the Secondary Leadership Team of the incident and the actions taken

Year Advisor may take the following actions, according to their discretion by filling out the **Stage TWO Disciplinary Action Form**:

- Place on a Rostered Lunch Time Detention (if not placed with KLA Coordinator or if dealing with a Pastoral Care related incident)
- Place on an Afternoon Detention (if not placed with KLA Coordinator or if dealing with a Pastoral Care related incident) – letter sent home to notify parents
- Refer the student to counselling
- Undertake a Progress Report
- Year Advisor and Parent Meetings (Pastoral Care Issues)

**Year Advisor may deem an incident to be an automatic Stage 3 and may refer it directly to SLT.**

### **STAGE 3: Referral to Secondary Leadership Team - SLT**

If students continue to misbehave then KLA Coordinator/Year Advisor notifies the Secondary Leadership Team and the following actions:

- **Curriculum issue:** A meeting with all the teachers of the student of concern – To be organised by the Director of Teaching and Learning. **This is a compulsory part of this stage.**
- Parent/College Interview
  - Curriculum issue: Director of Teaching and Learning and KLA Coordinator
  - Wellbeing issue: Director of Wellbeing and Year Advisor
- Student placed on the Good Behaviour Program – Stage 3 Monitoring Card (over a 3 week period) which includes College related Community Service Tasks (See below) and regular Lunch time meetings with the Director of Wellbeing.
- Be involved in a mentoring program organised by the Director of Wellbeing
- Highly recommended to attend a counselling session
- In-School Suspension – Isolation for the full day

### **STAGE 4: Referral to Principal / Deputy Principal – Secondary**

If students continue to misbehave then the Secondary Leadership Team will elevate the issue to the Deputy Principal and/or College Principal and the following actions may be taken:

- Parent requested to attend an appointment
- Formal College suspension
- Termination of enrolment

### **Pastoral Care Incidents**

Any student/s involved in a Pastoral Care related incident is followed up by the relevant Year Advisor. Below is a summary of incidences that may occur and the action taken:

<b>Incident</b>	<b>Action to be Taken</b>
Late to classes with no valid reasons	<ol style="list-style-type: none"> <li>1. Teacher disciplines student at Stage 1</li> <li>2. Repeat offenders are reported to KLA Coordinator to discipline at Stage 2</li> </ol>
Chewing gum	<ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor</li> <li>2. First offence and second offence, the student asked to clean chewing gums or College property under the direction of the Year Advisor</li> <li>3. Third offence, student placed on a Rostered lunch detention</li> <li>4. Repeat offenders placed on a Rostered Afternoon detention.</li> </ol>
Diary not brought to school/lost diary	<ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor</li> <li>2. Year Advisor places student on Afternoon Detention</li> <li>3. Student to purchase a new diary (if lost)</li> <li>4. Repeat offenders are disciplined at Stage 3</li> </ol>
Out of bounds	<ol style="list-style-type: none"> <li>1. Teacher notifies the Year Advisor</li> </ol>

	<ol style="list-style-type: none"> <li>Year Advisor places student on Rostered Lunch Detention</li> </ol>
Possession of Mobile Phone or any other banned electronic device	<ol style="list-style-type: none"> <li>Teacher confiscates and hands it to the Year Advisor</li> <li>Year Advisor places student on Afternoon Detention and hands back the mobile phone at end of the day (for first offence)</li> <li>Repeat offenders have the device taken from them for a certain period or College bans students from bringing the device to the College, parent meeting and student placed on Afternoon Detention</li> </ol>
Damaging/Graffiti to College property or students' books or equipment	<ol style="list-style-type: none"> <li>Teacher interviews the student and reports it to the Year Advisor</li> <li>Year Advisor to discipline the student at Stage 2</li> <li>Pending on the severity of the incident, student may automatically be disciplined at Stage 3 or Stage 4 and letter sent home asking parents to pay for damages</li> </ol>
Unacceptable behaviour on the bus	<ol style="list-style-type: none"> <li>Bus Prefect/Teacher on duty reports the incident to the Director of Wellbeing</li> <li>Director of Wellbeing addresses the student</li> <li>If the incident is consistent or severe, then a parent meeting is arranged and bus passes may be cancelled or suspended for a period of time.</li> </ol>
Consistent Rostered Lunch Detention	<ol style="list-style-type: none"> <li>The Year Advisor keeps a record of a student being placed on Rostered Lunch Detentions</li> <li>When a student receives three Rostered Lunch Detentions, the Year Advisor places student on Afternoon Detention</li> </ol>
Diary not signed (Yr 7-10 only)	<ol style="list-style-type: none"> <li>Homeroom teacher keeps a record</li> <li>Three times diary not signed is then reported to the Year Advisor and student is placed on a Rostered Lunch Detention</li> </ol>
Truancy	<ol style="list-style-type: none"> <li>Student is reported to the Year Advisor</li> <li>Year Advisor interviews the student</li> <li>The student is either placed on Afternoon detention or in-school suspended for two days (pending on the severity of the situation)</li> <li>Severe incidents or repeat offenders may be disciplined at Stage 3 or Stage 4.</li> </ol>
Not wearing the correct uniform	<ol style="list-style-type: none"> <li>Teacher reports the student to the Year Advisor</li> <li>Year Advisor records issues 'Out of Uniform' in the diary</li> <li>When a student is out of uniform three times, without a valid reason, then the student is placed on an Afternoon Detention</li> </ol>
Any form of Bullying	<ol style="list-style-type: none"> <li>Teacher reports the incident or directs the student to the Year Advisor</li> <li>The Year Advisor will follow the steps of procedure to deal with the incident referring to the College's Anti-Bullying Policy</li> </ol>
Breaking hands off policy	<ol style="list-style-type: none"> <li>Teacher interviews the student involved and reports it to the Year Advisor</li> <li>Year Advisor to discipline the student at Stage 2</li> <li>Pending on the severity of the incident, the student may be automatically disciplined at Stage 3 or Stage 4</li> </ol>
Unacceptable behaviour in the Library	<ol style="list-style-type: none"> <li>The student is reported and addressed by the Teacher Librarian and disciplined at Stage 1</li> <li>Repeat offenders are disciplined at Stage 2 by the Teacher Librarian</li> <li>If the misbehaviour still persists, the Teacher Librarian addresses the student, places a ban and informs the Year Advisor</li> <li>Further concerns are referred to the Year Advisor</li> </ol>
Failure to return resources/books to the Library	<ol style="list-style-type: none"> <li>Teacher Librarian notifies Year Advisor of students with overdue books/resources</li> <li>Year Advisor notifies the homeroom teacher to send a warning/reminder to the student</li> <li>Repeat offender or student that ignores the reminders/warning will have a letter sent home to parents and a fee must be paid</li> </ol>
Late to College and Habitual absences	<ol style="list-style-type: none"> <li>Year Advisor to follow Attendance Policy Guidelines and the appropriate flowchart</li> </ol>
Bringing the College into public disrepute	<ol style="list-style-type: none"> <li>Teacher interviews the student and reports it to the Year Advisor</li> <li>Year Advisor to discipline the student at Stage 2</li> <li>Pending on the severity of the incident, the student may be automatically disciplined at Stage 3 or Stage 4</li> </ol>

Bringing prohibited items/material/equipment to the College	<ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor</li> <li>2. Secondary Leadership Team are notified and the student disciplined at Stage 3 or pending on the severity of the incident, the student may be automatically disciplined at stage 4</li> </ol>
Unacceptable behaviour at Representative/Form Sport	<ol style="list-style-type: none"> <li>1. Teacher/Coach reports the student to the Sport Coordinator</li> <li>2. Sport Coordinator notifies the Year Advisor and both are to discipline the student at Stage 2</li> <li>3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 3</li> </ol>
Failure to attend Rostered Lunch Detention	<ol style="list-style-type: none"> <li>1. The teacher notifies the Year Advisor of any student who has not attended the lunch detention</li> <li>2. The Year Advisor interviews the student</li> <li>3. Year Advisor places the student on an Afternoon Detention or, pending on the situation, will repeat the lunch detention</li> </ol>
Failure to attend Afternoon Detention	<ol style="list-style-type: none"> <li>1. The teacher rostered to afternoon detention notifies the Year Advisor of any student who has not attended the afternoon detention.</li> <li>2. The Year Advisor interviews the student</li> <li>3. The student is then disciplined at Stage 3 or, pending on the situation, will repeat the afternoon detention</li> </ol>

## EXPLANATION OF THE VARIOUS SECONDARY DISCIPLINE TASKS AND PROGRAMS

### Issuing of Litter Bag

Students who are issued with a litter bag are to complete it **during lunch**. The student may be issued a litter bag for failure to act appropriately or for consistent misbehaviour in class. This is Optional.

- The teacher records the issuing of the litter bag in the student diary by allocating a date when the litter bag is to be completed and explaining the procedure to the student to complete the task and have their diary signed.
- The student is asked to collect a litter bag from the relevant Administration Office at lunch.
- The student hands the diary to the teacher on lunch duty and is then to fill up the litter bag.
- Once the student has filled up the bag, the teacher signs off the student's diary.

### Restorative Justice

- Students are given a handout to complete any time. This will be saved on the K Drive.
- Students identify their misbehaviour and reflect on the incident, the affects, their actions and setting goals for the future, in order to reduce the chance of the incident occurring again.
- The handout is signed by the student, their parent and the teacher.
- The handout is then placed in the students file.
- The handout can be used at Stage 1 or Stage 2.

### Rostered Lunch Detention

Rostered Lunch Detention occurs once a week and is supervised by the Year Advisors.

- A teacher records the issuing of the lunch detention in the students diary. The teacher then notifies the relevant Year Advisor of the student on lunch detention.
- The Year Advisor keeps a personal record of students placed on Rostered Lunch Detention.
- During the detention, the student is given the Restorative Justice handout to complete and it is then placed in their file. Students may also complete other tasks while on lunch detention such as cleaning classrooms.

### Good Behaviour Program

Students are placed on a Monitoring Card to demonstrate care and remorse.

- A monitoring card will be given to students who persistently disrespect the rights of others and fail in their responsibility to develop self-discipline.
- The monitoring card will be for a minimum two week period for Stage 2 and a minimum three week period for Stage 3.



- Students are required to take the monitoring card to every lesson and the teacher is asked to complete it.
- At the end of each day the student must show the monitoring card to the Year Advisor (for Stage 2) or a member of the Secondary Leadership Team (for Stage 3).
- At the end of each monitoring card, the student must ensure that the Year Advisor, their parents and a member of the Secondary Leadership Team, sign it before the student can be considered to have successfully completed it.
- The student participates in College related Community Service Tasks. This may include: Library Monitor/Duty person, Primary School involvement – YA or Director of Wellbeing

### **Sport Detention**

Students are placed on Sport Detention in order to discipline students who conduct themselves inappropriately or who do not meet the requirements of the College. Sport Detention is held every Thursday during sport. Students will remain at the College and not participate in Representative or Form Sport and will complete work under the supervision of a member of staff.

- The Year Advisor notifies the Administration Office of the student/s on Sport Detention.
- Students on Sport Detention are recorded in the weekly Staff Bulletin
- During the detention students complete silent work.
- The supervising staff member notifies the Year Advisor of any student that does not attend the detention.

### **Afternoon Detention**

Students are placed on an Afternoon Detention by either KLA Coordinators or Year Advisors in order to discipline students who conduct themselves inappropriately or who do not meet the requirements in repeated incidences or for severe incidences. Afternoon Detention occurs once a week and is supervised by the Director of Wellbeing

- The KLA Coordinator or Year Advisor notifies the relevant Administration Office and the Director of Wellbeing of the student on detention.
- Students on Afternoon Detention are recorded in the weekly Staff Bulletin
- Parents are notified that their child is placed on an Afternoon Detention.
- During the detention, the student is given the Restorative Justice handout to complete and it is then placed in their file. Students may also complete other tasks directed by the Director of Wellbeing.
- The Director of Wellbeing keeps a record of students placed on Afternoon Detention. Student's attendance is recorded and the Year Advisor is notified of any student that does not attend the afternoon detention.

## ANTI-BULLYING POLICY

### What is Bullying?

Bullying is not the same as conflict. Bullying is about people using their power to hurt or humiliate others. "Bullying is the conscious desire to hurt, frighten or exclude someone by physical or verbal means." Bullying can take many forms: PHYSICAL, VERBAL, SOCIAL, PSYCHOLOGICAL, and CYBER

### The Impact of Bullying

Bullying behaviour stops an individual from feeling comfortable in a school's shared environment. Bullying behaviour can also affect the long term emotional and social development of the student who is bullying. Bullying impacts the College community as a whole.

## AS SUCH BULLYING BEHAVIOUR HAS NO PLACE AT MARONITE COLLEGE OF THE HOLY FAMILY.

### What can you do if you are bullied?

As the target of a bully, you are the one who should take action most strongly. The more you try to ignore it and leave it, the more likely the bullying will continue and become worse and potentially reach dangerous levels. Never feel like that nothing can be done or if you want to do something never think that you will continue to be targeted. There are many members of staff at the College who are able to assist – your teachers, your Year Advisor, Stage Coordinator primary, Director of Wellbeing secondary, the Counsellor, or the College Chaplain. They can help you decide how to handle the situation and they can take action.

## ALWAYS REMEMBER THAT YOU ARE NOT ALONE. THE COLLEGE TAKES BULLYING SERIOUSLY AND WILL NOT TOLERATE ANY FORM OF BULLYING OCCURRING AT THE COLLEGE.

### What can you do if you are a witness to bullying?

There is a fear that if you report the bullying incident you can become the target of bullying, or be labelled a 'dobber', but to be effective the College needs to work together with members of staff, students and parents. To be able to assist, if you are a witness to bullying behaviour, you need to care enough to want to do something about it.

### Cyber bullying: definition and suggestions

Cyber bullying can occur in different forms such as text, video or image and can be conveyed using a range of modes, such as e-mail, social websites, mobile phones, instant messaging, chat rooms, web blogs and online personal polling sites. People using bullying behaviour will often act more boldly online than if they were facing their victim in person. Sending taunts remotely and anonymously makes the person doing the bullying feel safer. The victim's physical or emotional response, which might change or soften the bullying behaviour, can't be seen. Cyber bullying is often done by **Cyber Predators**. These are people who use the Internet to hunt for victims to take advantage of in ANY way, including sexually, emotionally, psychologically or financially. Cyber predators know how to manipulate children, creating trust and friendship where none should exist. They often create nicknames that do not reflect their own name or anything personal in order to deceive children.

### Suggestions on handling cyber bullying for students

If a child is being bullied online, it's great for them to feel they have some power to resolve the problem on their own. These six steps are a good way for your child to **G.E.T. R.I.D.** of the bully:

1. **Go** block or delete the person engaging in cyber bullying. Blocking from friend lists helps stop the person engaging in cyber bullying from posting or uploading offensive content about your child. If it's a text message or call, you can call the service provider and have the calls/texts monitored. If necessary, the service provider can even contact the sender, since mobile phone holders breach their contract if they use their phone to bully. If necessary, you can change the phone number;
2. **Ensure** you keep evidence of bullying. Save and print out any bullying messages (Use the print screen key, at the top right of most keyboards);

3. **Tell someone about it;** ignoring it may lead to it becoming worse. Tell an adult you trust, your parents, your Year Advisor, Director of Wellbeing Secondary or Stage Coordinator Primary.
4. **Report abuse.** Reporting bullying to web administrators is usually as easy as clicking on a 'report abuse' link on a website. The website will remove the offensive content. Do not respond to the abuse. There could also be consequences for the person engaging in bullying. If it occurs at school it must be reported immediately to Year Advisor; Director of Wellbeing Secondary or Stage Coordinator Primary. Remember that If you have been threatened, this matter could be reported to the local police;
5. **Ignore bullying behaviour.** This means not responding aggressively to taunts. It's OK to tell the person engaging in bullying to stop, but you shouldn't try to retaliate aggressively;
6. **Delete the bullying message (after saving a copy), and don't forward via text or send chat logs to others.** Never give anyone access to your accounts or give your usernames and passwords.

#### **Suggestions on handling cyber bullying for parents**

- Place and keep home computers in an open, common area;
- Inform Internet Service Providers (ISP) or mobile phone service provider of any abuse;
- Keep records for evidence by saving or printing out messages or keeping a screenshot and note the time and date;
- Install parental control programs on home computers that provide filters for social websites, instant messaging, chat rooms etc.;
- Report all bullying incidences to the College – especially if the bully is another student from the College;
- Report serious incidences to the Police;
- Do not take matters into your own hand;
- Provide loving support for your child throughout the resolution process and encourage them to talk about their feelings.

#### **Screenshot Evidence**

A screenshot is a photograph of the computer screen and is useful for recording details you may want to report

- Firstly, have the information you wish to record open on the screen and press PRTSCN (Print Screen) button on your keyboard. The image will be saved in a temporary memory;
- Secondly, open a Microsoft Word document and right click and paste the screenshot;
- Thirdly, make a note of the date, time, location, e-mail address, nickname or any other information that you think might be useful and then save the file or print it.
- For Apple products you can take a screen shot by pressing the on/off button and the home button at the same time. This will capture an image of the screen and send it to your gallery as a picture. The Apple product can then be brought to the College to verify the bullying incident.

### **Procedure in dealing with bullying incident**

1. There are two ways to report Bullying:
  - i) The student reports the incident to a member of staff who then directs the student to the Year Advisor. The Year Advisor advises the student to complete the “Bullying Complaint Form.” Parent and student complete and authorise the form as an acknowledgement of a potential alleged bullying incident.
  - ii) The student completes the online Bullying form which goes directly to the Year Advisor
2. Year Advisor who then investigates and collects information in regards to the alleged bullying incident;
3. If the incident does not warrant action, then the Year Advisor will keep a record of the incident and will monitor the situation.

### **If the incident is found to warrant further action, the following steps will be taken:**

4. Year Advisor presents investigation details including background of the incident and necessary evidence to the Director of Wellbeing;
5. This is followed with both the Year Advisor and the Director of Wellbeing interviewing the students and parents of students involved in the bullying incident;
6. Depending on the evidence and the outcome of the interviews, action will be taken against the alleged bully and any other student who supported the bullying. Students will be disciplined at a Stage 3 level of the Student Development Policy and may include:
  - Restorative Justice reflection by all students involved;
  - College Counsellor referral;
  - Placement on a Good Behaviour Program;
  - Possible Suspension for extreme cases and repeat offenders;
  - Possible termination of enrolment (depending on student’s history and record) for serious incidents or repeat offenders.
7. Follow up action will be carried out by the Year Advisor through ongoing monitoring to ensure the outcome and resolutions reached are carried out by all parties involved.

### **Please Note**

- It is made to clear to students that any form of retaliation or discussion of the incident directly with the students in any negative manner outside the process of resolution will be treated as harassment and possible suspension or termination of enrolment will be considered;
- Constant feedback is given to parents by the College throughout the procedure;
- Serious incidents may be referred to the Police.

## **How Can Your Child Report Bullying?**

- Complete “Report a Bully” Online Form from College Website ([www.mchf.nsw.edu.au](http://www.mchf.nsw.edu.au))
- Email College Reporting Hotline ([reportinghotline@mchf.nsw.edu.au](mailto:reportinghotline@mchf.nsw.edu.au))

## STUDENT ATTENDANCE

### Policy Statement and Objectives

Attendance at school is a pre-requisite for school achievement. Students need to be at school to develop the skills, knowledge and values they will need to succeed in life. Attendance must be seen as a priority by schools, families and communities.

Maronite College of the Holy Family is committed to ensure regular attendance is a core school responsibility. Regular attendance at school is essential to assist students to maximise their potential. The College, in partnership with parents, are responsible for promoting the regular attendance of students.

The College documents all areas relating to student attendance in a School Attendance Register and a Register of Admission which both reflect a high level of professional standards and comply with the current legal requirements.

### Responsibilities of Parents/Carers:

The College understands that under Section 22 of the Education Act (1990), it is the responsibility of the parent/carer:

- to enrol their children of compulsory school age in a government registered non-government school, or registering them for home schooling with the Board of Studies, Teaching and Educational Standards (NSWESA) to receive instruction in accordance with the conditions to which the registration is subject;
- ensuring that their children attend school every day the school is open for their instruction;
- explaining the absences of their children from school promptly and within seven school days from the first day of any period absence;
- working in partnership with the College to support regular attendance at school, including communicating with the College if they are aware of issues impacting on their child's attendance or engagement with school;
- apply to the College for a Certificate of Exemption if they can clearly demonstrate that the child's absence from school for a period up to 100 days in a twelve month period is in the student's best interest.
- Apply for leave (for family holidays) if a child is to be absent from school for a period of 10 to 100 days

### K-12 Procedure for Applying for Leave (for family holidays)

Families wishing to apply for leave, 10 or more school days, must follow the following procedure:

1. Four weeks prior to departure, parents wishing to seek leave from schooling to go on a family holiday for their children must collect a copy of the application form from the Secondary Administration Office.
2. Completed application forms including supporting documentation (itinerary) will be handed to the Director of Wellbeing. The application will be reviewed in consultation with the Principal. The College may contact parents to clarify any information in the application for or if there are any concerns.
3. If the College Principal approves the application, a letter will be issued to the applicants. Additional copies will be supplied to the Director of Wellbeing, homeroom teachers and a copy will be placed in the student's file.
4. Prior to the student's leave, the College will provide each student with two weeks of work for each Key Learning Area. The Director of Teaching and Learning will coordinate the student's subject teachers to prepare the designated work.
5. If the College Principal denies the request for leave, the parents will be notified in writing.
6. For families wishing to apply for Leave from Schooling for a period that exceeds 100 school days, the application will be forwarded to the Catholic Education Commission. From there it will be forwarded to the Minister for Education's Office. The College Principal can recommend that the Leave be granted but the decision remains the Ministers.
7. Students for whom leave is granted, but the period is extended beyond the amount indicated on the application form, will be considered as absent; unexplained or unjustified.

8. Students who have been absent during a semester will receive a mid-year or end of year report that reflects the tasks they have completed during the period of attendance. For students who are absent on approved leave when reports are handed out, distribution of the reports will be arranged by the relevant Year Advisor.

### **Compulsory School Age, Leaving Age and Attendance Requirements**

In New South Wales, 'compulsory school-age' means that all children from six years of age are legally required to be enrolled at and attending school or be registered for home schooling.

Current leaving age and attendance requirements are:

1. From 2010, all NSW students must complete Year 10
2. After Year 10 and until the age of 17 students must be either:
  - in school, or registered for home schooling
  - in approved education or training
  - in full-time, paid employment (average 25 hours/week)
  - a combination of these
3. Enforcement provisions include:
  - compulsory attendance orders; and or
  - compulsory schooling orders
4. If a child below year 10 or their parents fail to satisfy the College Principal that the compulsory attendance provisions are being met the following steps will be initiated:
  - Make a Risk of Significant Harm Report to FaCS; in accordance with the Mandatory Reporting Guide at 'Neglect: Education Habitual Absence'.
  - Notification to the NSWESA consistent with the provision of Sections 3.8 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.

### **Non-attendance**

Non-attendance at school can occur for a range of reasons including:

- The student is unwell.
- The Principal has asked that the student remain home due to a communicable disease.
- The student is absent with a valid reason in the opinion of the Principal.
- The student is absent without a valid reason in the opinion of the Principal but with parent or carer consent.
- The student is absent with parent or carer consent.

All non-attendance by students is viewed as critical when it begins to impact on the learning, health and well-being outcomes of students. This includes both explained and unexplained absences. As such, the College has stringent protocols in place to investigate and assess concerns for ongoing absences, unexplained absences, and punctuality.

Early intervention of students who are developing patterns of poor attendance and punctuality; reduces the risk of escalation in later years.

In the cases where absences have been accepted for sick leave Medical Certificates must state "unfit for school", otherwise the College can investigate and record as an unexplained/unjustified absence if sufficient evidence is not provided.

### **Neglect: Education-Habitual Absence**

**Habitual absence is a minimum of 30 days absence within the past 100 school days.** Where a student is absent for a minimum of 30 days within 100 school days the College is required to investigate this as a possible 'Neglect' situation under Child Protection Legislation; Mandatory Reporting. Consideration will be given for a lack of awareness of educational requirements by families from culturally and linguistically diverse backgrounds, information needs to be provided to the parents.

Before referring to the Year Advisor the following steps must be undertaken:

- Contact the parents, discuss the issue of attendance and provide information and appropriate assistance to encourage regular attendance of the child

- Inform the parents of the impact that prolonged and continued absence can have on a child's education
- Ascertain if the parents are unwilling to address the non-attendance issues and if efforts to assist failed to increase attendance.
- Assess if reasonable explanations for the child's absences have been received throughout the year.

The Year Advisor will review each case and report to the College Psychologist if a Community Services referral becomes necessary. Community Services will advise the College on the appropriate action necessary.

### **Letters of Explanation**

A letter of explanation, signed by a parent, is required if a student is:

- absent from the College or arrives late to the College or needs to leave the College early
- has not completed or done homework/assessment task
- is not wearing the proper uniform
- cannot participate in an activity
- attending an excursion or an out-of-school activity

**'Slept in' and 'missed the bus' are reasons that the College will not accept as valid to explain an absence.  
Traffic will only be accepted pending on the situation.**

**IT'S NOT OK TO BE AWAY FOR  
NO VALID REASON**

## STUDENT LEADERSHIP

### College Leaders

At the College we believe all students should have the opportunity to develop leadership capacity through skills and qualities. Year 12 students undertake an election process to become College Leaders. It commences towards the end of year 11 where students participate in a Leadership Day. Following this, students in year 12 will nominate leaders as well as members of staff. The College Leaders are selected based on the nominations and the advice of the College Executive. The College Leaders are then presented to the College at an official ceremony.

#### *Key skills for Leadership*

- Communication
- Decision Making
- Planning
- Problem solving
- Perseverance
- Relationship Building

#### *Principles of Leadership*

- Students have the potential to develop leadership skills
- Identify and promote a range of leadership styles
- Roles need to be perceived as valuable by students and the school community
- Leadership skills can be developed through a wide range of programs and activities
- Catalyst for awareness that student views are important

#### *Characteristics of an Effective Leader*

Students develop their existing leadership potential by strengthening attitudes and skills required to be an effective leader:

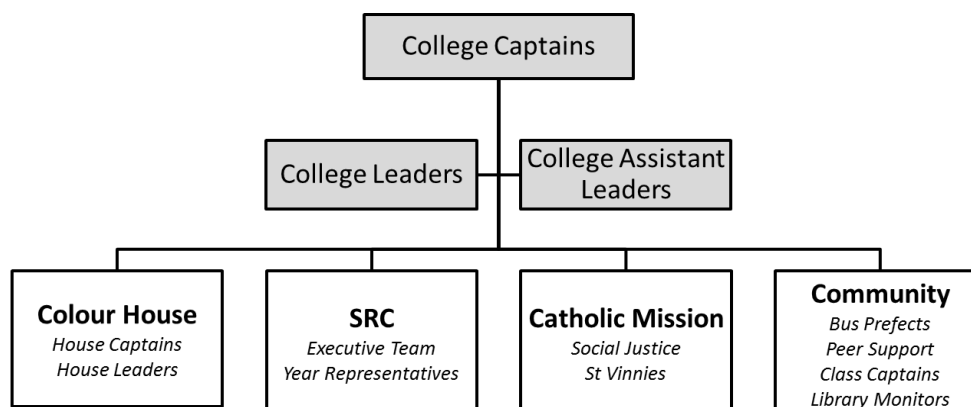
- Build self confidence and self belief
- Be more resourceful under pressure
- Communicate with understanding and influence
- Develop effective relationships across the organisation
- Motivate others to take responsibility
- Inspire others to action with optimism and a positive attitude
- Be more creative in planning in planning and problem solving
- Build trust, mutual respect and recognition for contributions
- Develop cooperative teamwork and value honest feedback
- Have more flexibility to manage change and difficult situations or people

#### *College Leaders will:*

- Be proud of the College and highlight the College motto to Know, Love and Serve.
- Be involved and liaise with staff and the SRC in College related matters, and to assist in supervision and provide appropriate documentation of matters raised.
- Be responsible for a Year Group. Have regular meetings in administration time with the cohort and highlight the College policies on uniform, clean classrooms, pride in the College, respect for one another and the promotion of self-discipline.
- Encourage peers to be ambassadors for the College and communicate to Year Advisors, any concerns arising.
- Organise and host College activities and assemblies.
- Assist in duties whenever requested by the staff.
- Be prepared to make time in order to hold meetings to discuss issues concerning the College.
- Assist the Year Advisor in the preparation of the Graduation Mass and the Formal.
- Be responsible, tolerant, fair and equitable, and to do their best to uphold the good image of the College Community and to work towards its betterment.



MCHF Secondary Student Leadership Model:



Role	Year Group	Student
College Captains	Year 12	1 Male and 1 Female student
College Leaders and Assistant Leaders	Year 12	7 Leaders and 5 Assistant Leaders with each student allocated a designated role: Year Group Allocation (1 x leader and 1 x assistant leader), Catholic Mission (1 x leader) and Community (1 x leader)
Colour House Captain	Year 11	1 Male and 1 Female student for each Colour House
Colour House Leaders	Year 10 and 11	4 Students (Male or Female) per Colour House
SRC Leadership Team	Year 11	President, Vice President (2 x students), Treasurer (2 x students), Secretary and Marketing (2 x students)
SRC Year Representatives	Year 7 – 10	2 students (1 male and 1 female) from each year group
Catholic Mission: Social Justice	Year 10	Any year 10 student (maximum 10 students)
Catholic Mission: St Vinnies	Year 9	Any year 9 student (maximum 10 students)
Community: Bus Prefects	Year 11	2 Students per bus
Community: Peer Support	Year 10	Minimum 16 students – maximum 24 students
Community: Class Captains	Year 7 – 11	1 Male and 1 Female student from every homeroom per semester
Community: Library Monitors	Years 7 – 9	Unlimited numbers

**2017 COLLEGE LEADERS**

**Captains:** Natalie Haddad and Assaad Faddoul

**Leaders:** John Paul Laba, Danielle Aboukaram, Maria Attie, Brianna Azar, Mona Katrib, John Youssef

**Assistant Leaders:** Mary-Therese Anjoul, Daniella Fares, Matthew Matouk, Tia Semaan, David Touma, Charbel Youssef

## **YEARS 7 – 10 CURRICULUM POLICY & PROCEDURES**

### **POLICY DESCRIPTION**

The 7-10 Assessment Policy and Procedures are required to maintain NSWESA Registration and Accreditation. Teachers, parents and students need to be informed of the 7-10 requirements.

### **PURPOSE**

The purpose of the 7-10 Assessment Policy and Procedures is to ensure that the NSWESA requirements are met for students to be eligible for the completion of their studies and prior to beginning their senior studies at MCHF.

### **OBJECTIVES**

The objectives of the 7-10 Assessment Policy and Procedures are to:

- Outline the NSWESA assessment requirements
- Communicate and inform teachers, parents and students of the requirements
- Ensure good practice procedures are in place to facilitate meeting the requirements

### **PROCEDURE**

- i. Teaching and Learning Programs are designed to cater for differing levels of need within a class and grade group to ensure each student is able to achieve at their own academic level.
- ii. When developing programs teachers must be aware that they must not organise activities that include the use of peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include foods labelled ‘may have traces of nuts’.  
(Ref: Allergy and Anaphylaxis management within the Curriculum P-12 [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au))
- iii. Student Profiles are kept for each student. These are updated regularly to include a summary of information regarding a student’s academic and behavioural progress. Student Profiles are stored in the Administration Offices and used by Coordinators to review and track each student’s progress.
- iv. Teachers will assess students regularly in keeping with the College Assessing and Reporting policy.
- v. Names of students who are experiencing academic concern are forwarded to the KLA Coordinators for further review and assessment. Advice may be sought from other personnel such as the Secondary Leadership Team, College Psychologist, Specialist teachers.
- vi. Teachers make anecdotal comments to programs indicating achievement of outcomes by specific students.
- vii. Student performance is recognised via merits and awards.
- viii. Outstanding student performance is recognised at Academic assemblies.

### **STRATEGIES / PROCEDURES**

#### **5.1 Information on the nature and purpose of 7 - 10 Assessment.**

Student assessment should indicate the student’s overall achievement in a course on its completion. It should relate to the stated objectives and outcomes as described in the syllabus. The main purpose of 7-10 assessment is to provide information in order to allocate grades in all 100 hour and 200 hour courses. Formal assessment is based on the outcomes in each of the syllabi. Using this assessment and professional judgement, teachers will compare the student’s performance with the Course Performance descriptors in order to allocate grades.

## **5.2 Student responsibilities regarding assessment tasks, and the consequences of failure to submit assessment tasks.**

- a. The assessments listed will contribute to the achievement reported in the College reports issued at the end of each Semester.
- b. Each student is expected to complete the assessment tasks listed as well as all other assessments which teachers may use to determine student progress.
- c. Extensions of time may be granted only in exceptional circumstances by the KLA Coordinator / Director of Teaching & Learning. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) by filling out an extension form application from the Director of Teaching & Learning. This approval may involve independent documentary evidence e.g. a medical certificate. *A medical certificate from a doctor who is related to the student in any manner is not sufficient.*
- d. If it is not possible to submit an assessment task on the due date (as may be the case with sudden illness where there is a need to go to the doctor immediately) the College Office must be informed no later than 8.50 a.m. on the set day and the Director of Teaching & Learning will determine alternative arrangements.
- e. There will be a penalty for unapproved late submission of any assessment. This penalty will be 50% for each following day (Sat & Sun = 1 day) the student is late for submission without appropriate documentation e.g. medical certificate. Failure to submit or complete work on time is considered a non-completion and so may lead to an 'N' Award (non-award).

## **5.3 Details of procedures relating to assessment tasks. Includes how and when students will be notified of tasks, to whom and how tasks are to be submitted, whether the electronic submission of work is acceptable, what happens in cases of late submission and absence from tasks. These details would also include illness/misadventure provisions and the general procedures the College will adopt in the event that there are problems with a task.**

- a. Notification of assessments will be at least two College weeks before the Task is due. Written notification may include notification date; description of the task; outcomes that are being assessed, what students are expected to do for the task; the due date and where the task is to be handed in. Submissions are to be placed outside the appropriate KLA Coordinator's Office or directly handed to your classroom teacher.
- b. All assessment tasks must be submitted and printed in hard copy, unless stated otherwise by the teacher. Online submissions are accepted through the College's Intranet via your teacher's instruction. Computer hardware or software failure will not be accepted as an excuse for late submission. When working on assessments, students are advised to always have a backup copy of all tasks on their computer as well as draft printed copies for proof.
- c. Students are permitted to submit their assessment tasks with one of the following methods:
  - To the KLA Coordinator's Office – *a box will be placed outside their office for submission*
  - To the classroom teacher directly – *this is to be organised with the teacher before submission*
  - Online (if possible) via the College email or Moodle – *except for large documents and items that can't be submitted via an online environment.*
- d. Students can apply for Misadventure/Illness to be considered as impacting upon their performance on internal assessment tasks. Any Yr 7-10 student who wishes to apply for illness/misadventure should go directly to the Director of Teaching & Learning to begin the process. The decision by the Director of Teaching & Learning will be based on the nature of the task and professional judgement based on documentation provided by the student.

## **5.4**

**a. Definitions of malpractice in tasks and how the College will act should it become aware of any form of malpractice.**

A review panel consisting of the relevant KLA Coordinator and the Director of Teaching & Learning will be convened to adjudicate claims/accusations of malpractice or plagiarism. The consequence of cheating or plagiarism will be a mark of zero being awarded to the student. Malpractice includes speaking or carrying notes in your possession during an Examination.

**b. Students travelling overseas/holidays during Examination Periods.**

Any student in Years 7 – 10 that travels overseas or interstate during formal Examination periods **without being granted an exemption for leave** will receive a maximum mark of 40% for the Examination that they have missed. Estimate marks will no longer be granted.

**c. Incompletion of homework**

Students who do not do their homework for a minimum of three times will be asked to attend Homework Club Detention, which will be held normally on Wednesdays from 3:30 pm – 4:30 pm. Parents will be notified by an official letter from the College explaining the circumstances of the event relating to their child/ren.

**5.5 What feedback students can expect on their performance in assessment tasks.**

Students will be provided with meaningful feedback on all tasks, explaining how the marks were allocated and how they could improve their performance.

**5.6 Guidelines on how students can resolve any concerns about the outcome of a task.**

- a. A student may submit an appeal against the administration of any assessment task. This appeal must be submitted, in writing, within a week of a problem occurring and will be considered by an appeals committee comprising of the Director of Teaching & Learning and the relevant KLA Coordinator.
- b. An assessment review should focus on the College's procedures for determining the final assessment mark. Students are not entitled to seek a review of another teacher's judgements of the worth of individual performance in assessment tasks. The marks/grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

**5.7 Repeating a Year**

- In rare occasions where a student may not have fulfilled much of the outcomes stated by NSWESA at any given stage, at the discretion of the Principal, a request that a student repeats a year may be founded.
- The student should not repeat a year if it means that they will move to a lower stage of learning i.e. from Year 9 down to Year 8. However, a student may repeat Year 9 again or repeat Year 8 again etc. depending on the nature of the concerns.
- Examples of where students might repeat are: Alarming number of absences from College; Academic results are extremely poor due to laziness, inconsideration or purposefully.
- A meeting will be held with the Principal (SLT) and the parents of the student advising them of the intent to repeat their child.

**5.8 N-Determinations**

- Students are expected to attend every lesson with diligence and sustained effort. If a student's attendance / attitude are considered unsatisfactory, he/she is in jeopardy of receiving an 'N' Award; as they would not have fulfilled the required outcomes successfully as set by NSWESA for a subject.
- A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an 'N' determination has been awarded in Stage 5. The document will carry the statement "Not Eligible for the Record of School Achievement."

- A student who is given an ‘N’ determination in an additional course in Stage 5 and/or in a Stage 6 Preliminary course retains eligibility for the Record of School Achievement provided that all other requirements are met.
- The College Principal (via Director of Teaching & Learning) follows the appropriate protocol as set by NSWESA:
  - advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
  - advise the parent or guardian in writing (if the student is under the age of 18);
  - request from the student/parent/guardian a written acknowledgement of the warning;
  - issue at least one follow-up warning letter if the first letter is not effective; and
  - retain copies of all relevant documents
- Warning letters may be issued to the student informing parents of the expectations of the subject and the teacher. These warning letters are formal documents that can be used as evidence when an ‘N’ Award is issued. Two warning letters are initially sent, followed by a third warning letter which confirms the ‘N’ Award.
- Prior to a student receiving their second warning letter for an ‘N’ Award, the parents/guardians are contacted and a meeting is held with the student, the parents/guardians, the appropriate KLA coordinator and the Director of Teaching & Learning. This is initiated to explain the seriousness of the ‘N’ Award and to ensure that the student is given an opportunity to fulfil the requirements for the course involved.

## **6. RoSA (Record of School Achievement)**

- Students who are eligible for a Record of School Achievement may enter Preliminary courses. If a student is not eligible, they may still enter the Preliminary course provided that:
  - The College Principal accredits the student to achieving an award similar or in the same calibre as the RoSA
  - The College Principal feels confident that the student can satisfactorily complete the HSC course.
- Students study a variety of courses in Yr 11 that make up the mandatory hours required by NSWESA to satisfy the completion of a course.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the scope & sequence (assessment plans) which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
  - Examinations
  - Research Tasks
  - Oral Presentations
  - Practical Tasks (performances etc)
  - Observations

- Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.
- The marks are sent to the KLA Coordinator (Head of Faculty) to be checked and they are placed into the markbook and reporting system.
- KLA Coordinators make a professional on-balance judgement to decide which grade best matches the standard that the student have achieved, based on assessment information they have collected. The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses.
- Grades are given for individual achievement. Students receive the grade that best matches the standard of their achievement.
- The Final grades are submitted to the Director of Teaching & Learning where they are entered into the system for NSWESA and approved by the College Principal.
- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept at the College as per requested by NSWESA.

### **6.1 Allocation of Marks for HSC**

- Students who complete the RoSA – Preliminary are eligible to begin their HSC course.
- Students study a variety of courses for the HSC that make up the mandatory hours required by NSWESA to satisfy the completion of a course.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the scope & sequence (assessment plans) which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
  - Examinations
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  - Practical Tasks (performances etc)
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- Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.
- The marks are sent to the KLA Coordinator (Head of Faculty) to be checked and they are placed into the markbook and reporting system.
- The final assessment mark is based on the marks assigned to the various assessment tasks. This final assessment mark is usually best reached by the straightforward aggregation of the assessment task marks for each student.

- Statistical standardising procedures can be applied to the marks for individual assessment tasks, however, it is not encouraged as teachers need to be aware of the exaggerating effect of applying such statistical procedures on tasks which could lead to poor discrimination.
- Marks submitted to NSWESA should establish the rank order and reflect the relative differences between students' achievement in the course. This is also reflected in the reports that HSC students receive at the end of each semester.
- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept at the College as per requested by NSWESA.

## **6.2 RoSA - Transferring Students / Arrivals**

- Where a student wishes to enrol at MCHF for the Preliminary or HSC course from another NSW School, the Director of Teaching & Learning reactivates the student's entry for the Record of School Achievement, confirms the Stage 6 Preliminary program of study undertaken by the student, and confirms the NSWESA unique student number. Students transferring from another NSW school retain the student number allocated by the Board from the previous school's entry record.
- If a student is not eligible, they may still enter the Preliminary course provided that:
  - The College Principal accredits the student to achieving an award similar or in the same calibre as the RoSA
  - The College Principal feels confident that the student can satisfactorily complete the HSC course.
- If the transfer occurs before the end of Term 2, Year 11, MCHF must submit the grades. The Director of Teaching & Learning will consult the previous school about the validity of the grades. If the transfer takes effect in Term 3, Year 11, the previous school is responsible for submitting grades to NSWESA.
- If a student has been taking one or more Life Skills courses at the previous school, MCHF will continue to provide those Life Skills courses and ensure that the outcomes are achieved.
- Where a student arrives from overseas and wishes to be enrolled into Yr 11 or Yr 12, the Principal (via Director of Teaching & Learning) determines whether the student satisfies the requirements to complete the course successfully and courses are entered via Schools Online.

## **7. The Australian Curriculum in New South Wales**

7.1 NSW has joined with the Australian Government and all other states and territories in a joint endeavour to develop an Australian curriculum. NSWESA is responsible for advising the NSW Minister for Education on the appropriateness of curriculum for NSW schools and the structure and process of its implementation, including with regard to the Australian curriculum.

7.2 Once the Australian curriculum for a learning area is endorsed by state and territory Education Ministers NSWESA will commence its syllabus development process. The new syllabuses will include the Australian curriculum and retain many of the features familiar to NSW teachers.

7.3 Implementation of the Australian curriculum is the responsibility of states and territories. NSW will implement the Australian curriculum through new syllabuses. NSWESA will provide notification and information about changes to NSW syllabuses as they are approved by the NSW Minister for Education.

7.4 Credentialing, and related assessment requirements and processes, remain the responsibility of NSWESA.

7.5 In April 2012, ACARA published the Curriculum Development Process (Version 6.0) which describes the curriculum development process used by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to develop the Australian Curriculum. It includes:

- an outline of the structures and the roles and responsibilities of the individuals and groups involved in the curriculum development process
- the major features of the four phases of the curriculum development process
- the key criteria for curriculum development
- the broad time frame and milestones for curriculum development that translate into specific curriculum development timelines for particular activities.

## **RELATED LEGISLATION, EXTERNAL DOCUMENTS AND WEBSITE REFERENCES**

8.1 Assessment Certification and Examination (ACE) Online 2013 – NSWESA  
<http://ace.bos.nsw.edu.au/>

8.2 RoSA (Record of School Achievement) – NSWESA [www.boardofstudies.nsw.edu.au/rosa](http://www.boardofstudies.nsw.edu.au/rosa)

8.3 Education Act 1990 (NSW)

8.4 Registered and Accredited Individual Non - Government Schools NSW Manual – Section 3: 3.3 Curriculum – NSWESA 2008. Website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

## **PRELIMINARY & HIGHER SCHOOL CERTIFICATE CURRICULUM POLICY & PROCEDURES**

### **POLICY DESCRIPTION**

The HSC Assessment Policy and Procedures are required to maintain NSWESA Registration and Accreditation. Teachers, parents and students need to be informed of the HSC requirements.

### **PURPOSE**

The purpose of the HSC assessment policy and procedures is to ensure that NSWESA requirements are met, for students to be eligible for the HSC award.

### **OBJECTIVES**

The objectives of the HSC Assessment Policy and Procedures are to:

- Outline the NSWESA HSC assessment requirements
- Communicate and inform teachers, parents and students of the requirements
- Ensure good practice procedures are in place to facilitate meeting the requirements

### **PROCEDURE**

- ix. Teaching and Learning Programs are designed to cater for differing levels of need within a class and grade group to ensure each student is able to achieve at their own academic level.
- x. When developing programs, teachers must be aware that they must not organise activities that include the use of peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include foods labelled ‘may have traces of nuts’.  
(Ref: Allergy and Anaphylaxis management within the Curriculum P-12 [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au))



- xi. Student Profiles are kept for each student. These are updated regularly to include a summary of information regarding a student's academic and behavioural progress. Student Profiles are stored in the Administration Offices and used by Coordinators to review and track each student's progress.
- xii. Teachers will assess students regularly in keeping with the College Assessing and Reporting policy.
- xiii. Names of students who are experiencing academic concern are forwarded to the KLA Coordinators for further review and assessment. Advice may be sought from other personnel such as the Secondary Leadership Team, College Psychologist, Specialist teachers.
- xiv. Teachers make anecdotal comments to programs indicating achievement of outcomes by specific students.
- xv. Student performance is recognised via merits and awards.
- xvi. Outstanding student performance is recognised at Academic assemblies.

## STRATEGIES / PROCEDURES

### **5.1 Information on the nature and purpose of HSC Assessment, and may include information on the judging, moderation and alignment processes used by NSWESA.**

- a. Each student's achievement in each course will be measured through formal assessment. This assessment will determine what a student knows, understands and is able to do. There will be a variety of assessment tasks in each course. The assessment plan in each course is designed to measure the extent to which each student achieves the defined outcomes of the course. In HSC courses the formal assessments all contribute to the assessment mark which is reported as part of the student's HSC results. The Assessment Mark is not to be regarded as an indication of how the student will perform in the HSC examination.
- b. It is a requirement that the student must make a genuine attempt in all their assessment tasks in the course. Failure to do so, in any course, will result in neither a moderated assessment mark nor an examination mark being awarded. Students should keep all completed assessment tasks until after the HSC examinations. At the end of the course the marks for each task are aggregated to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the Board, provide a rank order of students and show relative differences between students' performances.

### **5.2 Student responsibilities regarding assessment tasks, and the consequences of failure to submit assessment tasks.**

- a. The assessments listed will contribute to the achievement recorded in the College reports issued at the end of each Semester.
- b. Each student is expected to complete the assessment tasks listed as well as all other assessments which teachers may use to determine student progress.
- c. Extensions of time may be granted only in exceptional circumstances by the KLA Coordinator / Director of Teaching & Learning. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) by filling out an application for extension form from the Director of Teaching & Learning. This approval may involve independent documentary evidence e.g. a medical certificate.
- d. If it is not possible to submit an assignment on the due date (as may be the case with sudden illness where there is a need to go to the doctor immediately) the College Office must be informed no later than 8.50 a.m. on the set day and the Director of Teaching & Learning will determine alternative arrangements.
- e. If a student does not make a genuine attempt at an assessment task a zero mark may be recorded.

- f. Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in a zero mark being awarded for that task.
- g. The Director of Teaching & Learning, in consultation with the KLA Coordinator, will determine alternative arrangements for any missed assessment task.
- h. Failure to complete an Assessment Task within the allocated time provided, either as an in class period task or for an element of a larger task will result in a zero mark being awarded.
- i. Although zero marks may result due to lateness, students must continue to submit the task, unless stated otherwise. Failure to submit or complete assessment tasks will result in an 'N' determination for that task. The College uses standard warning letters guided NSWESA that inform parents about 'Non Completion' for a HSC task. Non-completion of a task may put the student's HSC in jeopardy.

**5.3 Details of procedures relating to assessment tasks. Includes how and when students will be notified of tasks, to whom and how tasks are to be submitted, whether the electronic submission of work is acceptable, what happens in cases of late submission and absence from tasks. These details would also include illness/misadventure provisions and the general procedures the school will adopt in the event that there are problems with a task.**

- a. Teachers will provide prior written notification regarding the nature, content, marking scheme, nominated staff, place and time of submission for each assessment task. This notification will be provided at least three weeks prior for a research task and two weeks for all other tasks unless the Director of Teaching & Learning has approved a shorter notification period.
- b. If an assessment involves handing in a project or assignment completed out of class, this must be done by 8.50 am on the day the assessment is due. Students must attach the 'Submission of Assessment Task' cover sheet that gives details of where the task is handed in and which staff member received the task.
- c. Students are permitted to submit their assessment tasks with one of the following methods:
  - To the KLA's Coordinator's Office – *a box will be placed outside their office for submission*
  - To the classroom teacher directly – *this is to be organised with the teacher before submission*
  - Online (if possible) via the College email or Moodle – *except for large documents and items that can't be submitted via an online environment.*
- d. All assessment tasks must be submitted and printed in hard copy, unless stated otherwise by the teacher. Online submissions are accepted through the College's Intranet via your teacher's permission. Computer hardware or software failure will not be accepted as an excuse for late submission. When working on assessments, students are advised to always have a backup copy of all tasks on their computer as well as draft printed copies for proof.
- e. Misadventure/illness is an event immediately prior or during an assessment that is beyond the student's control and which allegedly affected the student's performance in that assessment (ACE Manual p. 218). Students can write an application for Misadventure/Illness using a 'Student Request Form' available from the Director of Teaching & Learning. Details include a written statement and documentation from a medical professional supporting the student's case. This documentation must be presented to the Director of Teaching & Learning on the first day of the student's return to College. A medical certificate will be required for any assessment task missed or submitted late because of illness. *A medical certificate from a doctor who is related to the student in any manner is not sufficient.*

**5.4 Definitions of malpractice in tasks and how the College will act, should it become aware of any form of malpractice.**

- a. Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

- b. Malpractice in any assessment task will result in a penalty. A Review Panel, consisting of the Director of Teaching & Learning and KLA Coordinator will adjudicate on claims/ accusations of malpractice or plagiarism. The consequence of cheating or plagiarism will be a loss of 0% to 100% of the available marks, depending on the extent of the malpractice. Malpractice includes speaking or carrying notes during an Examination.

c. **Students travelling overseas/holidays during Examination Periods.**

Any student in Years 11 & 12 that travels overseas or interstate during formal Examination periods without being granted an exemption for leave will receive a zero mark for the Examination that they have missed. Estimate marks will no longer be granted.

### **5.5 What feedback students can expect on their performance in assessment tasks and on their ranking in individual courses.**

Teachers are expected to submit a Marking Criteria (Guide) with all Assessment Tasks that are produced. The Marking Criteria should be categorised as a percentage (or mark) according to various abilities. Each category should entail an explanation for the student. *Students should be provided meaningful feedback on each assessment task.* Ranks may be provided at the end of each reporting period (Mid-Course and Final Reports).

### **5.6 Guidelines on how students can resolve any concerns about the outcome of a task.**

- c. A student may submit an appeal against the administration of any assessment task. This appeal must be submitted, in writing, within a week of a problem occurring and will be considered by an appeals committee comprising of the Director of Teaching & Learning and the relevant KLA Coordinator.
- d. An assessment review should focus on the College's procedures for determining the final assessment mark. Students are not entitled to seek a review of another teacher's judgements of the worth of individual performance in assessment tasks. The marks/grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

### **5.7 Repeating a Year**

- In rare occasions where a student may not have fulfilled much of the outcomes stated by NSWESA at any given stage, at the discretion of the Principal, a request that a student repeats a year may be founded.
- The student should not repeat a year if it means that they will move to a lower stage of learning i.e. from Year 9 down to Year 8. However, a student may repeat Year 9 again or repeat Year 8 again etc. depending on the nature of the concerns.
- Examples of where students might repeat are: Alarming number of absences from College; Academic results are extremely poor due to laziness, inconsideration or purposefully.
- A meeting will be held with the Principal (SLT) and the parents of the student advising them of the intent to repeat their child.

### **5.8 N-Determinations**

- Students are expected to attend every lesson with diligence and sustained effort. If a student's attendance / attitude are considered unsatisfactory, he/she is in jeopardy of receiving an 'N' Award; as they would not have fulfilled the required outcomes successfully as set by NSWESA for a subject.
- A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an

'N' determination has been awarded in Stage 5. The document will carry the statement Not Eligible for the Record of School Achievement.

- A student who is given an 'N' determination in an additional course in Stage 5 and/or in a Stage 6 Preliminary course retains eligibility for the Record of School Achievement provided that all other requirements are met.
- The College Principal (via Director of Teaching & Learning) follows the appropriate protocol as set by the NSWESA:
  - advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
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  - request from the student/parent/guardian a written acknowledgement of the warning;
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  - retain copies of all relevant documents
- Warning letters may be issued to the student informing parents of the expectations of the subject and the teacher. These warning letters are formal documents that can be used as evidence when an 'N' Award is issued. Two warning letters are initially sent, followed by a third warning letter which confirms the 'N' Award.
- Prior to a student receiving their second warning letter for an 'N' Award, the parents/guardians are contacted and a meeting is held with the student, the parents/guardians, the appropriate KLA Coordinator and the Director of Teaching & Learning. This is initiated to explain the seriousness of the 'N' Award and to ensure that the student is given an opportunity to fulfil the requirements for the course involved.

## **6. RoSA (Record of School Achievement)**

- Students who are eligible for a Record of School Achievement may enter Preliminary courses. If a student is not eligible, they may still enter the Preliminary course provided that:
  - The College Principal accredits the student to achieving an award similar or in the same calibre as the RoSA
  - The College Principal feels confident that the student can satisfactorily complete the HSC course.
- Students study a variety of courses in Yr 11 that make up the mandatory hours required by NSWESA to satisfy the completion of a course.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the scope & sequence (assessment plans) which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
  - Examinations
  - Research Tasks
  - Oral Presentations
  - Practical Tasks (performances etc)

- Observations
- Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.
- The marks are sent to the KLA Coordinator (Head of Faculty) to be checked and they are placed into the markbook and reporting system.
- KLA Coordinators make a professional on-balance judgement to decide which grade best matches the standard that the student have achieved, based on assessment information they have collected. The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses.
- Grades are given for individual achievement. Students receive the grade that best matches the standard of their achievement.
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- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept at the College as per requested by NSWESA.

#### **6.1 Allocation of Marks for HSC**

- Students who complete the RoSA – Preliminary are eligible to begin their HSC course.
- Students study a variety of courses for the HSC that make up the mandatory hours required by the BOS to satisfy the completion of a course.
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- Where a student wishes to enrol at MCHF for the Preliminary or HSC course from a another NSW School, the Director of Teaching & Learning reactivates the student's entry for the Record of School Achievement, confirms the Stage 6 Preliminary program of study undertaken by the student, and confirms the NSWESA unique student number. Students transferring from another NSW school retain the student number allocated by the Board from the previous school's entry record.
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  - The College Principal accredits the student to achieving an award similar or in the same calibre as the RoSA
  - The College Principal feels confident that the student can satisfactorily complete the HSC course.
- If the transfer occurs before the end of Term 2, Year 11, MCHF must submit the grades. The Director of Teaching & Learning will consult the previous school about the validity of the grades. If the transfer takes effect in Term 3, Year 11, the previous school is responsible for submitting grades to NSWESA.
- If a student has been taking one or more Life Skills courses at the previous school, MCHF will continue to provide those Life Skills courses and ensure that the outcomes are achieved.
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7.2 Once the Australian curriculum for a learning area is endorsed by state and territory Education Ministers NSWESA will commence its syllabus development process. The new syllabuses will include the Australian curriculum and retain many of the features familiar to NSW teachers.

7.3 Implementation of the Australian curriculum is the responsibility of states and territories. NSW will implement the Australian curriculum through new syllabuses. NSWESA will provide notification and information about changes to NSW syllabuses as they are approved by the NSW Minister for Education.

7.4 Credentialling, and related assessment requirements and processes, remain the responsibility of NSWESA.

7.5 In April 2012, ACARA published the Curriculum Development Process (Version 6.0) which describes the curriculum development process used by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to develop the Australian Curriculum. It includes:

- an outline of the structures and the roles and responsibilities of the individuals and groups involved in the curriculum development process
- the major features of the four phases of the curriculum development process
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## **MOODLE**

### **What is Moodle?**

Moodle (*acronym for Modular Object-Oriented Dynamic Learning Environment*) is an e-learning platform, also known as a Learning Management System.

Nowadays, with the use of technology and the Internet, education is undergoing significant changes, contemplating new ways of teaching and learning. One of the widely methods of teaching used to promote knowledge consists in the use of virtual environments available in various formats, for example the teaching-learning platforms, which are available online.

The Internet access and use of Laptops have created the technological conditions for teachers and students to benefit from the diversity of online information, communication, collaboration and sharing with others. The integration of Internet services in the teaching practices can provide thematic, social and digital enrichment for the agents involved.

This platform is widely used worldwide by universities, communities, schools, instructors, courses, teachers and even businesses. This system was developed by Martin Dougiamas, thanks to his background in education as in computing, he managed to develop a tool with features technological and pedagogical satisfactory. The number of users and developers, who are working today in the form of collaborative communities to include more features in Moodle, has been increased.

### **Features of Moodle at MCHF:**

- Assignment submission
- Discussion forum
- Files download
- Grading
- Moodle instant messages

- Online calendar
- Online news and announcement (College and course level)
- Online quiz
- Wiki

Role	Function
Administrator	Manages the whole environment
Teacher	Generate events, courses or subjects according to the thematic areas defined Generate training or events which are designated
Student	Accesses and interacts with a specific event and participates in the subjects they are subscribed

### How does my child access Moodle?

<https://learn.mchf.nsw.edu.au>

Then log in with their username and password that they would normally use at College.

## HOMework EXPECTATIONS

Students are expected and required to complete homework on a daily basis. There is always work to do at home, whether it is homework, studying or completing assessments. Suggested times are:

- Years 7 & 8                    **1 hour to 1½ hours per evening**
- Years 9 & 10                **2 hour to 2½ hours per evening**
- Years 11 & 12              **Minimum 3 hours per evening**

### Nature of Homework

The nature of homework varies from subject to subject and from year to year, but generally fits within these categories:

#### 1. *Set Daily Homework*

Set by the teacher to consolidate the day's learning experiences. It is vital to keep up to date with this type of homework. Regular attention to homework is the essential basis of all good study habits.

#### 2. *Assignments*

Assignments vary in length and nature. Many require research, while others may require experiments or collections of data or specimens at home. It is most important to prepare the assignments over the whole of the time allocated and not leave it to the last minute. Time organisation is vital to the development of independent study skills.

#### 3. *Preparation for Work to be done the next Lesson*

Eg. Preparing practical work by reading through the experimental method; preparing drama/art/music exercises; organising books and other equipment needed; checking PE uniform is ready etc.

#### 4. *Revision of Daily Work*

Each evening, the day's learning should be reviewed to confirm what you have understood and to discover points of difficulty for you to check.

#### 5. *Revision of Past Work*

To prepare adequately and consistently for tests and exams. Also to improve memory retention, and remember what is taught.



## 6. Background Reading for New Topics

This may be from textbooks, library material, novels, magazines, newspapers and Internet. The College library and local libraries should be used.

## SECONDARY LEARNING CENTRE

### Located on the 1<sup>st</sup> floor of the A Block building

The Secondary Learning Centre, as a community place, is a place where students and staff can come to read, find information for research projects, and pursue other quiet learning activities.

There are rules for behaviour to ensure the library is a safe and pleasant environment for everyone.

Our rules for behaviour are:

- This is your Learning Centre. Take ownership of your Learning Centre.
- The Learning Centre is a place of respect, we expect you to act respectfully.
- Treat fellow students and adults with respect
- Computers are used for school work only, if you are not sure your activity is allowed please ask us.
- You may talk in the Learning Centre as long as it is in the whisper and is necessary for a project that you are researching. Social chitchat is not allowed and if you are overheard, we will ask you to stop. If you continue you will be asked to leave. Always remember that the name of the game is not to disturb others who are trying to do their own work.
- Any type of food or drink is not allowed in the Learning Centre.
- Return books when due, so others can enjoy.

The library contains the:

- Fiction and non-fiction holding for the secondary department
- Video, DVD, CD ROM and audio tape collection
- Journal collection
- Teachers' resources
- Audio Visual equipment
- Computers, colour printing and photocopy facilities

LEARNING CENTRE HOURS	BORROWING HOURS
<b>The Learning Centre is opened</b> Monday to Friday 8.15am – 3.30pm	<b>Borrowing hours are:</b> Monday to Friday <ul style="list-style-type: none"><li>• 8.00am – 8.30am</li><li>• Recess &amp; Lunch</li><li>• 3.10pm – 3:15pm</li></ul>

## COLLEGE BUS POLICY

- Stand back from the kerb until the bus stops completely.
- Secondary students must wait for primary students to get on first.
- Get on in a decent manner. No pushing or shoving.
- The bus pass must be shown to the driver or a fare shall be charged.
- Listen to and obey bus prefects.
- Absolutely no food or drink on the bus.
- No shouting! Speak quietly.
- Never put your arm or head out of a window.
- Stay in your seat until ready to get off the bus.
- Never damage property on the bus.

These rules are for the **SAFETY** of all students. Any student found breaking these rules will lose their bus pass for one week for a first offence, one term for a second offence, and one year for a third offence. If any student misbehaves and a complaint is received regarding behaviour on the bus, then the College will discipline the student as per the College Discipline Policy.

Parents may contact directly the bus companies if there are any concerns. The Bus Companies are:

- Transit Systems Bus (02) 8778 5830
- Veolia Bus (02) 8536 5199

### **BUS PREFECTS 2016 (YEAR 11 STUDENTS)**

<b>Morning Bus</b>	<b>Afternoon Bus</b>
<b>9400</b> • Sarah Lichaa	<b>9622</b> • Assaad Fadoul
<b>9401</b> • Elaine Saba • Angelina Bou-Said	<b>9623</b> • Elaine Saba • Sarah Lichaa
	<b>7522</b> • Angelina Bou-Said
<b>7009</b> • Mary Issa • Anthony Haykal	<b>7508</b> • Mary Issa • Anthony Haykal
<b>7012</b> • Natalie Haddad • Claudia Daher	<b>7513</b> • Natalie Haddad • Claudia Daher
<b>447</b> • Matthew Matouk • Mark Azar	<b>446</b> • Matthew Matouk • Mark Azar
<b>426</b> • Jebreen Mawad • Charbel Youssef • Khalil Jeitani	<b>434</b> • Jebreen Mawad • Khalil Jeitani
	<b>436</b> • Peter Gebrael • Charbel Youssef
<b>435</b> • Mona Katrib • Sandy Yaacoub	<b>438</b> • Mona Katrib • Sandy Yaacoub
<b>429</b> • Mary Anjoul • Maria Attie	<b>428</b> • Mary Anjoul • Maria Attie
<b>Early Bus</b> • Cynthia Rahi • Stephanie Brais	<b>Early Bus</b> • Cynthia Rahi • Stephanie Brais

### **DRIVING TO THE COLLEGE (Year 12 Students Only)**

- Students need to seek approval from the College to drive to the College. Students should approach their Year Advisor who then will issue a form for students to complete.
- The form comprises of five sections which must be completed and approved by the College before a student drives to the College
- Students driving cars to and from the College should realise the serious responsibilities they take on and always drive in a safe and considerate manner.
- Students are not to give lifts to other students. Siblings are only permitted with parental consent.

## MOBILE PHONE POLICY

Students are required to abide by the following conditions listed below regarding mobile phones at the College. Students will:

- Hand in the mobile phones during Homeroom to their homeroom teacher
- Ensure that the mobile phone is placed in the homeroom tub
- Ensure that the mobile phone is switched off before I enter the College grounds.
- Collect my phone from the tub during homeroom in the afternoon
- Ensure that my mobile is switched on once I leave the College grounds

Under no circumstance should these conditions be broken. A breach of the conditions of this contract will result in consequences as stated in the College's Student Development Policy.

## SECONDARY COLOUR HOUSES

In recognising the College sport leaders the staff and students of Maronite College of the Holy Family are recognising a unique group of individuals in both the primary and secondary departments who excel in the physical aspects of sport. In addition these individuals embody the qualities of sportsmanship, fair play, honesty, perseverance, dedication, compassion and respect for their opponents.

The Colour Houses are named after Saints. The colour houses are:

- Maroun (Red)
- Charbel (Yellow)
- Rafqa (Green)
- MacKillop (Blue)

### Secondary Colour House Captains

Colour house captains and leaders are nominated by the College to represent their respective colour house. The captains are year 11 students, while leaders are students selected from years 10 and 11 to give them an opportunity to experience leadership. They are given responsibilities to meet throughout the year in various College Sporting Carnivals and Competitions.

The students work closely with the Colour House Supervising Teacher to ensure their peers in their respective colour house are prepared for various sporting carnivals and competitions. They are required to provide support, encouragement, motivation and guidance to students in their colour house to compete to the best of their ability.

## FORM AND REPRESENTATIVE SPORT

Students attend sport for two afternoon lessons per week.

**Term 1:** Yr 7 Swimming lessons, PDSSSC Competition and Form Sport

**Term 2:** PDSSSC Competition, Hills Cup (Rugby League) and Form Sport

**Term 3:** PDSSSC Competition and Form Sport

**Term 4:** Yr 8 Swimming lessons, PDSSSC Competition and Form Sport

Students who are selected to represent the College in sport will be required to sign a contract understanding and adhering to the conditions set. Students not representing the College in sport will be involved in Form Sport. Students will have the opportunity to select a sport they wish to participate in during Form Sport. If selected to represent the College, students are expected to be available for training.

Attendance at College sport is a compulsory part of the curriculum. Students are not to schedule appointments with the doctor or the dentist during sports time, and only a serious medical reason will be considered for non-attendance at sport. This rule also applies to the College Carnivals (Swimming, Athletics, Touch Football) and Year 7 and 8 Swimming lessons.

## SUPPORT SERVICES

### College Psychologist

The role of the College psychologist is to provide staff and students with professional support.

The role of the clinical psychologist at Maronite College is diverse. On an individual basis students may be seen for the following reasons:

- Children may be referred for Psychometric Assessment: Assessment of general intellectual functioning and cognitive ability with assessment of any learning disabilities or exceptional ability.
- Children may be referred for therapy for various personal problems/clinical disorders, family issues, anger management, depression, behaviour management, etc.
- Students can make appointments to speak to the College Counsellor. From Kindergarten to Year 12, parental consent must be given prior to the commencement of sessions.
- Guidance with study skills, time management, organisation, and exam preparation.

All student referrals to the College Psychologist must be made through the Deputy Principal in each department; Director of Wellbeing Secondary or relevant Year/Stage Coordinators K-12

Staff wishing to refer students for assessment by College Counsellor must complete and submit College Psychologist Notification Form.

Reporting of incidences of child abuse or neglect must only be reported to the College Psychologist or the Principal. *Confidentiality must be maintained at all times.*

Additionally, students receiving disciplinary consequences for poor behaviour may be required to attend appointments with the College Psychologist for behaviour management, impulse control and anger management work. All assessments and therapeutic practices are specifically designed to suit the individual needs of each student.

Group psycho educational programs also play an important part in the development of our students. In the Secondary class seminars are regularly conducted by the College Psychologist to provide students with the necessary skills to deal with problems or situations that might arise in their school and everyday life. Topics of discussion at these seminars will include stress management, study skills, and personal development skills (i.e. goal setting, problem solving, decision making, relationship skills, effective communication, conflict management, self esteem, understanding feelings, and leadership qualities).

Liaison with teaching staff regarding student assessments and therapy needs is often required, whilst maintaining client confidentiality at all times.

### English as a Second Language (ESL)

The role of the ESL teacher is to support teachers in providing a differentiated curriculum to meet the wide range of abilities. ESL teachers will work collaboratively as a grade partner in the areas of Literacy for students who present with difficulty in the English language. Primarily, the ESL Teacher will:

- Plan, deliver and assess modified grade programs for ESL students.
- Provide relief teaching one day per week or as required.
- ESL lessons are not to be cancelled either by the ESL teacher or the class teacher unless prior consultation with the Stage Coordinator has been made.
- Organise and attend meetings with class teachers regarding ESL students regularly each term.
- Be involved in Profile Meetings with parents, teachers, Stage Coordinator, College Psychologist and other specialist staff.
- Collaborate with class teacher in joint construction of mid-year and end of year reports.

## **Careers Advisor**

The Careers Adviser seeks to ensure that the advice given to students in matter of post-school options actively promotes the Catholic ethos.

- Provides information to teachers and coordinators which will assist them in understanding the careers options available to students.
- Distributes career information to students.
- Assists students in exploring and accessing possible career options.
- Attends the meetings of Subject Coordinators.
- Attends the meetings of Career Advisors networks.
- Keeps abreast of changes to entry requirements for post-school courses.
- Maintains links with local employers to assist with Work Experience and Work Placement programs.
- Prepares students for Work Experience and Work Placement programs.
- Informs students of timelines and requirements for applications for entry to post-school courses.
- Assists the Special Education Coordinator in placing students with special education needs in appropriate programs of study and/or transition planning.
- Assists the Director of Teaching and Learning in the advising of Year 10 students regarding subject choices.
- Is available to students in accessing Traineeships and TVET courses.
- Liaises with TAFE Colleges regarding student's access and progress in TVET courses and Traineeships.
- Is aware of Work Health and Safety regulations and takes steps to implement them in the Careers Office.
- Is aware of Child Protection Legislation and takes steps to implement it when working with students.
- Keeps abreast of changing government labour market policies and how it could affect leaving students.
- Keeps abreast of Apprenticeship and Traineeships vacancies in case of leaving students who could use it.
- Invites guest speakers from Universities and other training providers to share their course offers with senior students.
- In-Charge of School Tax-File Numbers in school. A programme which enables students who have turned 14 years to apply for their Personal Tax-File Number (TFN) using minimal ID requirements.
- In-charge of Electoral Roll enrolment of Yrs 11 & 12 students in readiness to participate in government elections once they have turned 18.
- General counselling of students regarding future goals, withdrawal from subjects, and Australian Tertiary Admission Ranking (ATAR).
- Organise for annual visit to the Careers Expo (Yrs 10 & 12).

## **INFORMATION, COMMUNICATIONS & TECHNOLOGY (ICT) SERVICES**

This College Policy requires students wishing to use ICT Services of Maronite College of the Holy Family – Parramatta, to read the procedures below and sign the declaration.

### **Use of MCHF Technological Equipment (such as iPads, Laptops, Computers)**

- Students must use only the technological equipment assigned to me and log on with my account only.
- Students must not alter or attempt to alter any setting or configuration.
- Students must not share my password with others.
- Students must not damage or disrupt any part of the hardware or use the Network in an illegal or improper manner. This includes vandalism of hardware, software or furniture; the introduction of unauthorised data into the system such as loading software from any media; using media brought from another source, such as home; or introducing any type of malicious virus or content not educationally related.

### **Access to the Internet**

- Students will not post personal contact information about myself or other people including my surname, address, telephone number, credit card number, College address or private information.
- Students will notify a teacher immediately if I receive any message that is illegal, dangerous or offensive.
- Students will not attempt to gain unauthorised access to any other account. This includes attempting to log on without the appropriate teacher's approval.
- Students will not corrupt the computer through viruses or programs or download software onto any technological equipment of the College.
- Students will not attempt to by-pass College policies and systems to access blocked websites. This includes Proxy Sites.
- Students will not use MCHF's access to engage in any illegal activities such as dealing with drugs, manufacture of weapons, threatening of others or software piracy.
- Students I will not use technology to intimidate, identify, bully or defame students, or teachers at the College.
- Students will not post messages that could lead to disruption or damage.
- Students will not use MCHF Internet to view profane, obscene (pornographic), violent or discriminatory material.
- Students will not access social media websites, such as Facebook, Twitter, Instagram etc.
- Students will not use my private email account. My College email account will be used only.
- Students will not use obscene, lewd, profane, vulgar, rude, discriminatory or disrespectful language in electronic communications.

### **Plagiarism and Copyright Infringement**

- Students will not plagiarise work from the Internet (i.e. copy another person's words or ideas and use them as if they were my own).
- Students will respect the right of copyright owners. If I am unsure, I will request permission from the copyright owner and inform the teacher.

Section 85ZE of the Commonwealth Crimes Act states that a person shall not knowingly or recklessly:

- a) Use a telecommunications service supplied by a carrier to menace or harass another person; or
- b) Use a telecommunication service supplied by carrier in such a way as would be regarded by reasonable persons as being in all circumstances offensive.

### **Bring Your Own Device (BYOD)**

#### **BYOD Student Agreement**

**Students agree that they will abide by the College's BYOD policy by ensuring that:**

- Students will use the College's Wi-Fi network for learning.
- Students will use my device during College activities at the direction of the teacher.
- Students will ensure to continue to adhere to the mobile phone policy (*Secondary students only*).
- Students will not attach any College owned equipment to my device without the permission of the College.
- Students will use my own portal/internet log-in details and will not share them with others.
- Students will stay safe by not giving my personal information to others.
- Students will not hack or bypass any hardware and software security implemented by the College's ICT department
- Students will not use my own device to knowingly search for, link to, access or send anything that is offensive, pornographic, threatening, abusive and defamatory or considered to be bullying.
- Students will report inappropriate behaviour and inappropriate material.
- Students understand that my activity on the internet is recorded and that these records may be used in investigations, court proceedings, or for other legal reasons.
- Students acknowledge that the College cannot be held responsible for any damage to, or theft of my device.
- Students understand and have read the limitations of the manufacturer's warranty on my device, both in duration and in coverage.
- Students have reviewed the BYOD Device Requirements and have ensured my device meets the minimum outlined specifications.
- Students have read the BYOD Student Responsibilities and agree to comply with the requirements.