Maronite College of the Holy Family

Parent Information Booklet

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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 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 Head of Secondary, Head of Curriculum and Innovation; KLA Coordinators, Year Advisors, or College Psychologist.
- 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
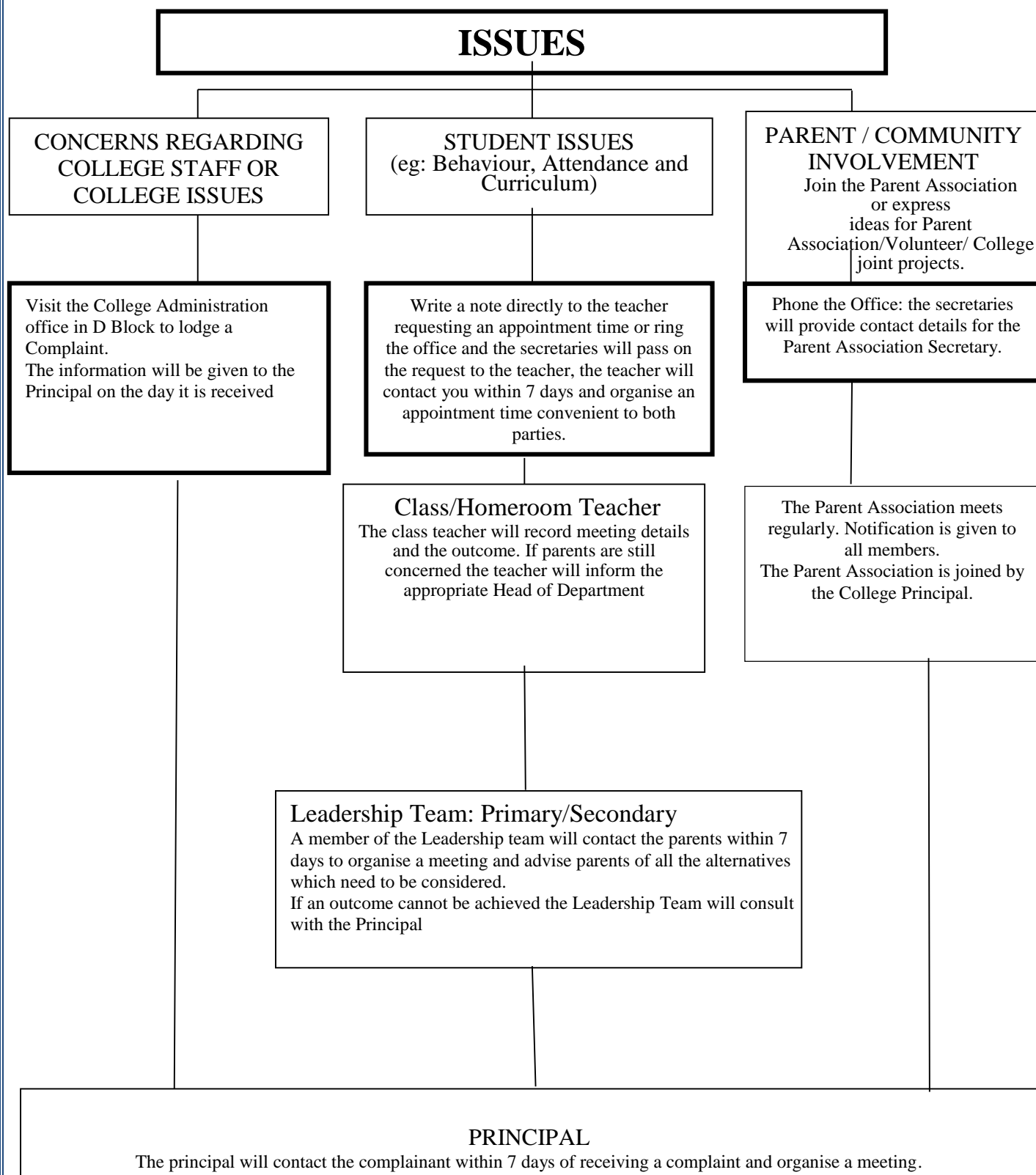
Policy

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

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.

ISSUES

CONCERNS REGARDING COLLEGE STAFF OR COLLEGE ISSUES

Visit the College Administration office in D Block to lodge a Complaint.
The information will be given to the Principal on the day it is received

STUDENT ISSUES
(eg: Behaviour, Attendance and Curriculum)

Write a note directly to the teacher requesting an appointment time or ring the office and the secretaries will pass on the request to the teacher, the teacher will contact you within 7 days and organise an appointment time convenient to both parties.

Class/Homeroom Teacher
The class teacher will record meeting details and the outcome. If parents are still concerned the teacher will inform the appropriate Head of Department

PARENT / COMMUNITY INVOLVEMENT
Join the Parent Association or express ideas for Parent Association/Volunteer/ College joint projects.

Phone the Office: the secretaries will provide contact details for the Parent Association Secretary.

The Parent Association meets regularly. Notification is given to all members.
The Parent Association is joined by the College Principal.

Leadership Team: Primary/Secondary
A member of the Leadership team will contact the parents within 7 days to organise a meeting and advise parents of all the alternatives which need to be considered.
If an outcome cannot be achieved the Leadership Team will consult with the Principal

PRINCIPAL
The principal will contact the complainant within 7 days of receiving a complaint and organise a meeting.

(Parent Information Handbook; Kindergarten Orientation Booklet; Student Development Policy; Complaint Handling Policy)

BELL TIMES

	Monday – Friday (excluding Thursday)			Thursday	
	Start	**End**		**Start**	**End**
Homeroom	8:40	8:55	**Homeroom**	8:40	8:50
Period 1 (Pastoral Period on Friday)	8:55	9:55	**Period 1**	8:50	9:38
Period 2	9:55	10:55	**Period 2**	9:38	10:26
Recess	10:55	11:25	**Recess**	10:26	10:46
Period 3	11:25	12:25	**Period 3**	10:46	11:34
Period 4	12:25	1:25	**Period 4**	11:34	12:22
Lunch	1:25	2:00	**Lunch**	12:22	1:00
Period 5	2:00	3:00	**Sport**	1:00	3:00
Homeroom	3:00	3:10	**Homeroom**	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
Available from the College • College Bag • Caps • Scarfs • Beanies		Boys and Girls Track Suit Jacket with Crest
		White Ankle Style Sport Socks
		Colour House Sport Polo with Logo

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

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 - 6:00 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 Executive 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

Corporal Punishment

The use of corporal punishment to enforce discipline by any member of staff is strictly prohibited. Furthermore the College does neither explicitly nor implicitly, sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline.

Students Rights and Responsibilities

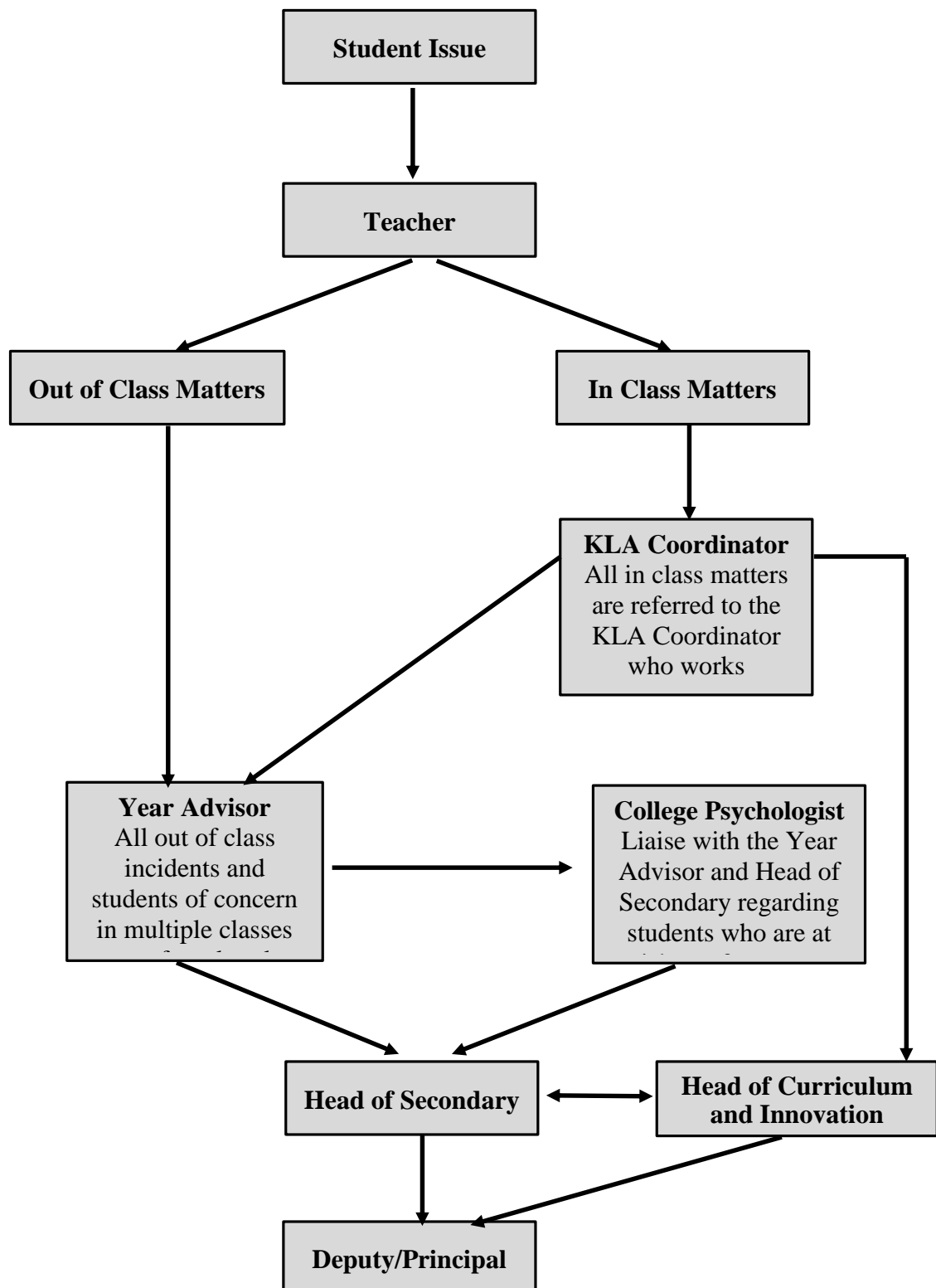| As a student member of the community I have the right to:	Therefore I have a responsibility to:
Be happy and to be treated with understanding.	Treat others with understanding – not to laugh at others, tease them or try to hurt their feelings. Respect the 'Hands Off" and Anti-Bullying policies that 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

Maronite College of the Holy Family administers a discipline system based on providing opportunities for students to improve their behaviour. There are numerous opportunities for students to work with members of the College to seek advice, strategies and feedback in developing into the best individual they can be. The College operates their discipline system on four stages:

- Stage 1: Teacher Disciplinary Action
- Stage 2: Coordinator Disciplinary Action
- Stage 3: Secondary Executive Disciplinary Action
- Stage 4: Deputy Principal/Principal Disciplinary Action

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                        │  Student Issue  │
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                                 ▼
                        ┌─────────────────┐
                        │     Teacher     │
                        └────────┬────────┘
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                    ▼                          ▼
         ┌──────────────────┐      ┌──────────────────┐
         │ Out of Class     │      │  In Class        │
         │ Matters          │      │  Matters         │
         └────────┬─────────┘      └────────┬─────────┘
                  │                         ▼
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                  │              │  KLA Coordinator    │
                  │              │  All in class matters│
                  │              │  are referred to the │
                  │              │  KLA Coordinator     │
                  │              │  who works           │
                  │              └──────────┬──────────┘
                  ▼                         │
         ┌──────────────────┐   ┌──────────────────────┐
         │  Year Advisor    │   │  College Psychologist│
         │  All out of class│──▶│  Liaise with the Year│
         │  incidents and   │   │  Advisor and Head of │
         │  students of     │   │  Secondary regarding │
         │  concern in      │   │  students who are at │
         │  multiple classes│   │                      │
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              │ Head of Secondary│◀─▶│  Head of Curriculum  │
              │                  │   │  and Innovation      │
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                        │ Deputy/Principal│
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Stage 1: Teacher Disciplinary Action

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:

- Teachers may deem an action serious enough to automatically escalate to higher stages. This must be communicated to the appropriate Coordinator pending on the incident.
- Teachers may ask for professional and pastoral support from Coordinators to help them develop behavioural management strategies, however Coordinators must not interfere until due process is followed.
- If students misbehave in class they will be disciplined by their class teacher by taking action from **each** of the following levels. This table serves as a guide and teachers may include their own strategies and in-class systems.

Levels of Classroom Management Strategies		
Low Level	**Average Level**	**High Level**
• Verbal warning by teacher	• In class isolation	• Time out room
• Seating arrangements	• Be issued with a Litter Bag	• Placed on *'Teacher Class or Individual Detention"*
• Record kept of misbehaviour	• Parent notification in the diary	• Meeting with teacher reflecting on behaviour/concern.
• Compensation / Restitution	• Confiscation of item	• Complete a Restorative Justice Form
• Other	• Other	• Other

- Teachers must keep records on the student management system when addressing student concerns within their classroom.
- Once a teacher has disciplined a student at each level, with no improvement, the concern must be communicated with the parent/guardian and advised that the matter may be escalated. *Parent Communication must be recorded on the student management system.*
- If no improvement has been demonstrated by the student, the teacher consults with their KLA Coordinator.

STAGE 2: Coordinator Disciplinary Action

Once a teacher has consulted with the KLA Coordinator, the coordinator will:

- Assess the report made.
- Apply strategies to resolve the matter.
- Collaborate with the Year Advisor if the issue needs to be referred.

The following are possible strategies that KLA Coordinators and Year Advisors may apply:

KLA Coordinator Strategies		Year Advisor Strategies	
Strategy	**Required Action**	**Strategy**	**Required Action**
• Interview student/s involved	• Keep a record of the meeting on the student management system.	• Interview student/s involved	• Keep a record of the meeting on the student management system.
• Meeting with the teacher and student	• Keep a record of the meeting on the student management system.	• Student issued with a Stage 2 Monitoring Card	• Complete Stage 2 Disciplinary Action Form. • Prepare and send letter to parent.
• Formal Lunch Detention	• Complete Stage 2 Disciplinary Action Form. • Record in Student Diary.	• Participate in a Community Service Task	• Complete Stage 2 Disciplinary Action Form. • Coordinate the task and inform staff.

• Afternoon Detention	• Complete Stage 2 Disciplinary Action Form. • Record in Student Diary.	• Parent/Guardian communicated via phone or meeting.	• Keep a record of the meeting on the student management system.
• Parent/Guardian communicated via phone or meeting.	• Complete the Parent Communication Form	• Meetings with teachers of specific students	• Keep a record of the meeting on the student management system.
• Punctuality Card	• Complete Stage 2 Disciplinary Action Form.	• Formal Lunch Detention	• Complete Stage 2 Disciplinary Action Form. • Record in Student Diary.
• Issuing of a N Warning Letter	• Liaise with Head of Curriculum and Innovation • Prepare and send warning letter to parents/guardians.	• Afternoon Detention	• Complete Stage 2 Disciplinary Action Form. • Record in Student Diary.
		• In-School Suspension (partial or full day)	• Complete Stage 2 Disciplinary Action Form. • Prepare and send letter to parents/ guardians.
		• Refer the student to counselling services	• Complete the psychologist referral form.
		• Undertake a Progress Report	• Email staff • Prepare the summary once feedback has been received.
		• Punctuality Card	• Complete Stage 2 Disciplinary Action Form.
		• Mentoring Program	• Arrange for a teacher mentor. • Email teachers of the student.

STAGE 3: Secondary Executive Disciplinary Action

A student who reaches Stage 3 is a student who is of concern for either participating in a serious matter or not demonstrating improvement during stage 2. At this stage the student has been referred to either by the KLA Coordinator or Year Advisor. The following are possible strategies that the Secondary Executive Team may apply:

- A meeting with all the teachers of the student of concern.
- Formal parent meeting.
- Student issued with a Stage 3 Monitoring Card (managed daily by the Year Advisor and overseen by the Head of Secondary).
- Referral to attend a counselling session or the mentor program
- Issuing of a temporary contract
- Issuing of an Official Warning letter
- In-School Suspension (partial or full day)
- Formal College Suspension

STAGE 4: Deputy Principal/Principal Disciplinary Action

A student who reaches Stage 4 is a student of serious concern for either participating in a serious matter or not demonstrating improvement during stage 3. At this stage the student has been referred to either by the Head of Secondary or the Head of Curriculum and Innovation. The following are possible strategies that the Secondary Executive Team may apply:

- Parent requested to attend an appointment
- Issuing of a temporary contract
- Issuing of an Official Warning letter
- Formal College Suspension
- Termination of enrolment

Pastoral Incident Ramification Process

Any student/s involved in specified incidents are disciplined according to the actions listed below:

Incident	Action to be Taken
Late to classes with no valid reasons	1. Teacher disciplines at Stage 1 2. Repeat offenders are reported to KLA Coordinator via the Stage 1 Discipline Notification Form. KLA Coordinator will issue a Punctuality Card.
Chewing gum	1. Teacher reports the student to the Year Advisor. 2. The Year Advisor places the student on a community service task. 3. Repeat offenders are disciplined at Stage 2.
Class equipment and materials (including diary) not brought to class.	1. Teacher disciplines at stage 1. 2. On the third occasion, the teacher reports to the KLA Coordinator via the Stage 1 Discipline Notification Form. 3. KLA Coordinator disciplines the student at Stage 2.
Out of bounds	1. Teacher notifies the Year Advisor 2. Year Advisor places student on a Formal Lunch Detention
Possession of Mobile Phone or any other banned electronic device (including watch phones)	1. Teacher confiscates and hands it to the Year Advisor 2. Year Advisor places student on Afternoon Detention and hands back the mobile phone at end of the day (for first offence) 3. Repeat offenders may be banned from brining the device for a certain period of time.
Incorrect use of personal Electronic Devices	1. Teacher disciplines at Stage 1 2. Repeat offenders are reported to KLA Coordinator via the Stage 1 Discipline Notification Form. KLA Coordinator disciplines the student at Stage 2.
Damaging/Graffiti to College property or students' books or equipment	1. Teacher interviews the student and reports it to the Year Advisor 2. Year Advisor to discipline the student at Stage 2 3. Pending on the severity of the incident, a student may automatically be disciplined at Stage 3 or Stage 4.
Unacceptable behaviour on the bus	1. Bus Prefect reports the incident to the Year Advisor 2. The Year Advisor investigates the report. 3. Pending on the severity of the incident, a student may be disciplined at either Stage 2 or 3.
Diary not signed by a parent/guardian (Yr 7-10 only)	1. Homeroom teacher keeps a record of student's signing their diary. 2. Three times diary not signed is then reported to the Year Advisor and student is placed on a Formal Lunch Detention
Truancy	1. Student is reported to the Year Advisor and an investigation occurs. 2. Pending on the severity of the investigation, the student will be disciplined at either Stage 2 or 3.
Not wearing the correct uniform	1. Teacher reports the student to the Year Advisor. 2. Year Advisor records in the 'Out of Uniform' log in the diary. 3. Three times out of uniform with no valid explanation warrants an Afternoon Detention issued by the Year Advisor

Failure to adhere to the College grooming policy	1. Teacher reports the student to the Year Advisor. 2. Year Advisor applies a deadline to rectify the concern. 3. A student who fails to meet the deadline or concerns are consistent may be isolated or sent home until their grooming is rectified.
Breaking hands off policy (including acts causing bodily harm)	1. Teacher reports the incident to the Year Advisor. 2. Year Advisor conducts an investigation. 3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 2, 3 or 4.
Unacceptable behaviour in the Learning Centre	1. The student is addressed and disciplined at Stage 1 by the Learning Centre Supervisor 2. Repeat offenders are disciplined at Stage 2 by the Year Advisor. A ban from the Learning Centre may be enforced.
Bringing the College into public disrepute	1. Teacher reports the incident to the Year Advisor. 2. Year Advisor conducts an investigation. 3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 2, 3 or 4.
Bringing or using prohibited items/ material/equipment to the College (including drugs, cigarettes, weapons, alcohol, pornographic material)	1. Teacher reports the student to the Year Advisor who undertakes an investigation in consultation with the Head of Secondary and the Principal. 2. Pending on the severity of the incident, the student may be automatically disciplined at Stage 3 or 4.
Acts of a sexual nature on College premises	1. Teacher reports the student to the Year Advisor who undertakes an investigation in consultation with the Head of Secondary and the Principal. 2. Pending on the severity and the seriousness of the investigation, the student is disciplined at Stage 4 with the enrolment of the student/s involved possibly terminated.
Unacceptable behaviour at Representative/Form Sport	1. Teacher/Coach reports the student to the Sport Coordinator who investigates the report. 2. Sport Coordinator notifies the Year Advisor and both are to discipline the student at Stage 2. 3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 3
Failure to attend Formal Lunch Detention	1. The supervising teacher notifies the Year Advisor of any student who has not attended the detention. 2. The Year Advisor interviews the student. 3. The Year Advisor will place the student on an Afternoon Detention or, pending on the situation, will repeat the lunch detention.
Failure to attend Afternoon Detention	1. The supervising teacher notifies the Year Advisor of any student who has not attended the detention. 2. The Year Advisor interviews the student. 3. The student is then disciplined at Stage 3 or, pending on the situation, will repeat the afternoon detention.

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 recess or lunch**. The student may be issued a litter bag for failure to act appropriately or for consistent misbehaviour in class.

- 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 by the supervising teacher.
- 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 by their teacher.
- 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/guardian and the teacher.
- The handout is then placed in the students file.

Formal Lunch Detention
Formal Lunch Detention occurs once a week and is supervised by the Year Advisors.
- A Coordinator records the issuing of the lunch detention in the student's diary.
- The Coordinator completes the Stage 2 Disciplinary Action Form.
- A record is kept of the Formal Lunch Detention on the student management system.
- During the detention, the student is given the Restorative Justice handout to complete and it is then placed in their file.
- The supervising teacher signs the detention in the student diary to confirm the student's attendance.

Afternoon Detention
Students are placed on an Afternoon Detention by a Coordinator 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 Coordinators who are rostered on each week.
- The Coordinator issuing the detention records the detention in the student diary.
- The Coordinator completes the Stage 2 Disciplinary Action Form.
- Students on Afternoon Detention are recorded in the weekly Staff Bulletin
- Parents/Guardians are notified that their child is placed on an Afternoon Detention via letter sent home. Afternoon Detentions may be an inconvenience to parents, therefore a week's notice will be given to provide parents with an opportunity to arrange travel home after the 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 supervising teacher.
- The supervising teacher signs the detention in the student diary to confirm the student's attendance.
- A record is kept of the Afternoon Detention on the student management system.

Stage 2 or 3 Monitoring Card
Students are placed on a Stage 2 or 3 Monitoring Card to demonstrate care and remorse. A monitoring card is issued to a student by a Year Advisor or member of the Secondary Executive Team 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.
- The Coordinator completes the Stage 2 Disciplinary Action Form.
- Parents/Guardians are notified of the issuing of the monitoring card.
- A record is kept of the monitoring card on the student management system.
- 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.
- At the end of each monitoring card, the student must ensure that the Year Advisor, their parents and a member of the Head of Secondary sign it before the student can be considered to have successfully completed it. If successfully completed, the student will be placed on a probationary period.

Punctuality Card
Students are placed on a Punctuality Card if they consistently late to a specific class. The punctuality card acts as a reminder for a student to ensure they are punctual to all their classes. A KLA Coordinator or Year Advisor may issue a student with a punctuality card.
- The punctuality card will be for a period of time as advised by the Coordinator.
- The Coordinator completes the Stage 2 Disciplinary Action Form.

- A record is kept of the monitoring card on the student management system.
- Students are required to take the punctuality card to every lesson for the subject it issued for and the teacher is asked to complete it.

Community Service Task

Students are placed in a community service task to demonstrate remorse for their actions and to provide assistance to the College. A Year Advisor or member of the Secondary Executive Team may place a student in a community service task.

- The Coordinator completes the Stage 2 Disciplinary Action Form.
- Parents/Guardians are notified of the details of the task.
- A record is kept of the monitoring card on the student management system.
- The task is to be completed on the date and time as advised by the Year Advisor or member of the Secondary Executive Team.

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 be under the supervision of a member of staff.

- The Year Advisor or Sport Coordinator completes the Stage 2 Disciplinary Action Form.
- A record is kept of the Afternoon Detention on the student management system.
- During the detention students complete a community service task assigned and supervised by a member of staff.

Progressive Disciplinary Actions

The purpose of progressive disciplinary action is to ensure consistency and clarity is maintained when students are being disciplined. Individual incidents may warrant an automatic escalation to a higher stage pending on the severity of the incident.

#	Disciplinary Action	On the…	Consequence	Other Disciplinary Action
3	Formal Lunch Detention	4th Occasion	Afternoon Detention	
3	Afternoon Detention	4th Occasion	In-School Suspension	
3	In-School Suspension	4th Occasion	Formal College Suspension	
1	Formal College Suspension	Next Occasion	Official Warning Letter	• Parent Meeting with the Principal. • Referral to a counselling session. • Issuing of a Monitoring Card.
1st	Official Warning Letter	Next Occasion	Second Official Warning Letter	• Parent Meeting with the Principal. • Referral to a counselling session. • Participation in the mentoring program. • Issuing of a Monitoring Card.
2nd	Official Warning Letter	Next Occasion	Final Warning Letter	• Parent Meeting with the Principal. • Referral to a counselling session. • Participation in the mentoring program. • Issuing of a Monitoring Card.
Final	Official Warning Letter	Next Occasion	Termination of Enrolment	

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, Head of Primary/Secondary, the Psychologist, 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 bulling 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. **G**o 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 breech their contract if they use their phone to bully. If necessary, you can change the phone number;
2. **E**nsure 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. **T**ell someone about it; ignoring it may lead to it becoming worse. Tell an adult you trust, your parents, your Year Advisor, Stage Coordinator Primary or Head of Primary/Secondary.
4. **R**eport 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, Stage Coordinator Primary or Head of Primary/Secondary. Remember that If you have been threatened, this matter could be reported to the local police;
5. **I**gnore 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. **D**elete 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.

<u>Procedure in dealing with bullying incident</u>

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 Head of Secondary;

5. This is followed with both the Year Advisor and the Head of Secondary 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:

   - A meeting with all the teachers of the student of concern.
   - Formal parent meeting.
   - Student issued with a Stage 3 Monitoring Card (managed daily by the Year Advisor and overseen by the Head of Secondary).
   - Referral to attend a counselling session or the mentor program
   - Issuing of a temporary contract
   - Issuing of an Official Warning letter
   - In-School Suspension (partial or full day)
   - Formal College Suspension

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)
- Email College Reporting Hotline (reportinghotline@mchf.nsw.edu.au)

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 of 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 Head of Secondary. 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 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 Head of Secondary 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 in 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

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 Leaderhsip
- 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

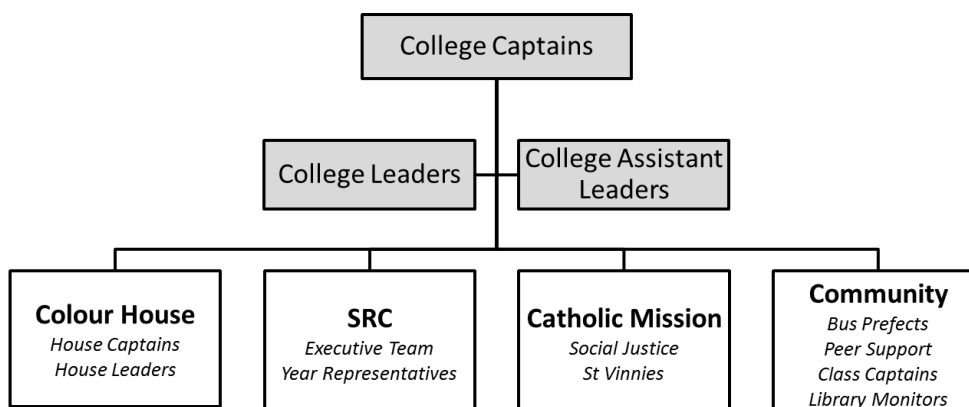*Characteristics of an Effective Leader*

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:

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                    ┌──────────────────┐
                    │ College Captains │
                    └──────────────────┘
                              │
           ┌──────────────────┴─────────────────┐
    ┌───────────────┐              ┌───────────────────┐
    │ College Leaders│             │ College Assistant │
    └───────────────┘              │     Leaders       │
                                   └───────────────────┘
                              │
   ┌──────────┬──────────────┼───────────────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌────────────────┐ ┌───────────────┐
│Colour House│ │   SRC    │ │ Catholic Mission│ │  Community    │
│House Captains│ │Executive Team│ │ Social Justice │ │  Bus Prefects │
│House Leaders │ │Year Representatives│ │  St Vinnies   │ │ Peer Support  │
└──────────┘ └──────────┘ └────────────────┘ │ Class Captains│
                                              │Library Monitors│
                                              └───────────────┘
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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

YEARS 7 – 10 CURRICULUM POLICY & PROCEDURES

POLICY DESCRIPTION

The Stage 4 and 5 (Years 7-10) Secondary Curriculum Policy and Assessment Guidelines are required to maintain NSW Education Standards Authority (NESA) Registration and Accreditation. Teachers, parents and students need to be informed of the Stage 4 and 5 requirements.

1. PURPOSE

The purpose of the Stage 4 and 5 (Years 7-10) Secondary Curriculum Policy and Assessment Guidelines is to ensure that the NESA requirements are met for students to be eligible for the completion of their studies and prior to beginning their Stage 6 studies at Maronite College of the Holy Family (MCHF).

2.1 What is Assessment

a) The assessments submitted by schools for a particular course are intended to measure their students' achievements relative to a pre-determined set of standards issued by NESA for each course offered in the HSC. The final assessment result will be based on a student's achievement measured by assessment tasks undertaken during the course.

b) The use of achievement measures at points during the course is seen as serving three purposes:

   i. It enables consideration to be given to those aspects of the course, the attainment of which can be best demonstrated over time in situations other than formal examinations, e.g. practical skills.
   ii. It caters for any "self-contained" elements such as fieldwork, which occur as an isolated part of the course.
   iii. It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.

c] The assessment is to encompass all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will also include that content, and those outcomes that are currently measured by the external examination. It should be stressed that the assessment will not take account of conduct.

2. OBJECTIVES

The objectives of the Stage 4 and 5 (Years 7-10) Secondary Curriculum Policy and Assessment Guidelines are to:
• Outline the NESA assessment requirements
• Communicate and inform teachers, parents and students of the requirements
• Ensure good practice procedures are in place to facilitate meeting the requirements

3. 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)

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 Executive 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.

4.   STRATEGIES / PROCEDURES

5.1   Nature and purpose of Stages 4 and 5 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 Stages 4 and 5 assessments 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,

The assessments identified in the assessment grid will contribute to the achievement reported in the College reports issued at the end of each Semester.

a.   Each student is expected to complete the assessment tasks identified in the assessment grid as well as all other assessments which teachers may use to determine student progress.

b.   Extensions of time may be granted only in exceptional circumstances by the KLA Coordinator / Head of Curriculum and Innovation. 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 completing an extension form application from the Head of Curriculum and Innovation. 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.*

c.   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 8.55 a.m. on the set day and the Head of Curriculum and Innovation will determine alternative arrangements.

d.   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 will lead to an 'N' warning letter.

5.3   Details of procedures relating to assessment tasks.

a.   Notification of assessments will be at least two school weeks before the Task is due. The notification may include notification date; description of the task; outcomes that are being assessed, the task description; 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 the 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 the 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 Illness / Misadventure to be considered as impacting upon their performance on internal assessment tasks. Any Stage 4 and 5 students who wishes to apply for Illness/Misadventure should go directly to the Head of Curriculum and Innovation to begin the process. The student is to complete the appropriate student section of the form supported with illness or misadventure evidence. The student is to then hand the form to their subject teacher and then to the KLA coordinator for review. Finally, the Head of Curriculum and Innovation will review all comments and recommendations and notify the student and teachers of the final decision.

5.4 Malpractice.
A review panel consisting of the relevant KLA Coordinator and the Head of Curriculum and Innovation 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.

5.5 Plagiarism and Collusion.

Plagiarism breaches the principles of academic honesty. It may take many forms and whether intentional or unintentional it is unacceptable in any assessment task or piece of class work. Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. An assessment task written or contributed to by parents or another person is also regarded as collusion.

Transcribing information from any source (eg book, web site etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct.
Examples of plagiarism include:
- An assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site or another student's work.
- An assessment task that is constructed of segments from a number of sources without acknowledgement and link by comments produced by the student.
- Summarisation of another person's work without acknowledging a source.
- An assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
- Referring to sources or evidence, which the student has not read.
- Creating and using false survey responses, data or experiment results.
- When working as part of a group activity, the submission of identical work to another student.

Students will be required to cite all sources. All research work submitted by a student must be properly referenced using the MCHF Referencing system (based on the APA system).

Any assessment task which is proven to contain plagiarized material or which is incorrectly referenced will render the student liable for a zero mark.

Any assessment task, which is proven to have been produced through collusion with other students, parent/guardian or any other person, will render the student liable for a zero mark.

5.6 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 approved leave will receive a zero mark for the Examination that they have missed. Estimate marks will no longer be granted.

5.7 Homework

Homework is an essential part of our school ethos. Students who do not do their homework for a minimum of three times will be asked to attend an Afternoon Detention, which will be held normally on Wednesdays from 3:20 pm – 4:20 pm. Parents will be notified by an official letter from the College explaining the circumstances of the event relating to their child/ren.

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**

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.

5.8 Feedback.

Students will be provided with meaningful feedback on all tasks, explaining how the marks were allocated and how they could improve their performance. Feedback may be formative or summative and be timely in manner.

5.9   Appeals.

a. A student may submit an appeal against the result or mark of any assessment task. This appeal must be submitted, in writing, within a week of receiving the task back from the teacher and will be considered by an appeals committee comprising of the Head of Curriculum and Innovation 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.

5.10   Repeating a Year

- In rare occasions where a student may not have fulfilled much of the outcomes stated by NESA 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, a member of the Secondary Executive Team and the parents of the student advising them of the intent to repeat their child.

5.11 N-Determinations (Stage 5)

- Students are expected to attend every lesson with diligence and sustained effort. If a student's attendance / attitude is considered unsatisfactory, he/she is in jeopardy of receiving an 'N' Award in Stage 5; as they would not have fulfilled the required outcomes successfully as set by NESA 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 retains eligibility for the Record of School Achievement provided that all other requirements are met.

- The College Principal (via the Head of Curriculum and Innovation) follows the appropriate protocol as set by NESA:

  o 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;
  o advise the parent or guardian in writing (if the student is under the age of 18);
  o request from the student/parent/guardian a written acknowledgement of the warning;
  o issue at least one follow-up warning letter if the first letter is not effective; and
  o retain copies of all relevant documents

- "N" 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 third 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 Head of Curriculum and Innovation. 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.

5. 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 NESA 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 Assessment Grids 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 to be checked and they are placed into the Centralised markbook and reporting system.

- Grades are given for individual achievement. Students receive the grade that best matches the standard of their achievement as per marking criteria.

- Samples of student work and corresponding assessment tasks in Stages 4 and 5 courses are kept at the College as per requested by NESA.

6. RELATED LEGISLATION, EXTERNAL DOCUMENTS AND WEBSITE REFERENCES

7.1 Assessment Certification and Examination (ACE) Online 2013 – NESA NSW
http://ace.bos.nsw.edu.au/

7.2 RoSA (Record of School Achievement) – NESA NSW www.boardofstudies.nsw.edu.au/rosa

7.3 Education Act 1990 (NSW)

7.4 Registered and Accredited Individual Non - Government Schools NSW Manual – Section 3: 3.3 Curriculum - Board of Studies - NSW 2008. Website: www.boardofstudies.nsw.edu.a

DISABILITY PROVISIONS POLICY – Stage 4 and 5

The Disability Provisions Policy contains the College's provisions for students with disabilities during major internal examinations and assessment tasks, consistent with NESA provisions for external examinations.

1. PURPOSE

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

2. OBJECTIVES

Applications are made for students with special needs sitting examinations, who comply with all requirements regarding testing and documentation as stipulated by NESA.

The College also recognises the need to provide disability provisions for major College-based examinations and assessments for students in other grades, i.e. Years 7 - 11. Major examinations and assessments refer to half yearly or mid-course examinations, yearly or end of course examinations and assessment tasks which contribute significantly to course marks. Practising provisions, such as learning how to use a reader and/or writer is essential for equipping students with the necessary skills to express what they have learnt under exam conditions.

Allowing disability provisions to be available in all years assists the College in achieving the aim of providing equal educational opportunities and access for all students.

3. STRATEGIES / PROCEDURES

3.1 Determination of Eligibility

Applications for special provisions are made for students who have:

- An identified learning difficulty.
- A medical condition or difficulty that may compromise their ability to complete an examination or assessment.
- A vision or hearing impairment.

All students currently enrolled at College who have qualified for Integration funding through the Catholic Education Commission (CEC), automatically meet the criteria for eligibility for disability examination provisions. Eligible students can be identified by the College Counsellor, members of staff and the Learning Support Teachers. Individual students and parents may approach the College to apply for disability provisions but they must be able to provide the documentation necessary to support an application in one of the categories listed above. The Learning Support Coordinator is responsible for undertaking the testing necessary to accompany and support an application. They are also responsible for compiling all the documentation received.

There are some conditions or situations which are not covered by disability provisions. They include:

- The lack of familiarity with the English language. The use of English/foreign language dictionaries is therefore not permitted.

- A condition that may or may not manifest during an examination session e.g. asthma, epilepsy as it will be covered by an illness/misadventure provision, should it occur.

Students in any grade, who are given disability provisions for College-based exams and assessments, are considered by the Learning Support Coordinator and College Counsellor to meet the criteria for application as described in http://ace.bos.nsw.edu.au/ace-10006 in the Assessment Certification and Examination (ACE) Online.

While it is important to train students to use provisions properly and to be familiar with processes involved, a balance must be achieved between preparing the student and receiving a successful application when time comes for an application to be submitted. The College would not be providing equal educational opportunities and outcomes by supporting a student during an examination with disability provisions if it was clear that the student did not meet the criteria for application.

3.2 College-based special provisions

- Integration students currently enrolled meet the criteria for disability provisions. The need for provisions and the provisions to be requested will be discussed with parents/caregivers during meetings with parents and the Learning Support Coordinator early in term one of the new school year.
- Other enrolled students who are deemed to be candidates for disability provisions qualify if they meet the criteria for receiving special provisions and appropriate evidence to support an application can be supplied.
- There are occasions where disability provisions can be granted to students at short notice due to an emergency e.g. a broken arm.

3.3 Communication with Parents and Students

- Information regarding the categories of disability provisions, testing, the disability provisions available and the documentation required is sent home with the student.
- A permission note is attached which must be signed by a parent or caregiver and returned to the Learning Support Coordinator otherwise the application will not be submitted.
- A date for the return of the permission note and documentation is given to allow the information to be collated on the application, to be submitted by the due date.
- Information regarding documentation for students applying for various medical provisions is given to students. It is the responsibility of the student and parents/caregivers to approach relevant doctors and specialists to obtain the medical information needed to support their application.
- Once a signed permission note has been returned, a time for testing for those students requiring reading, spelling and written tests are arranged at a suitable time.

3.4 Collation of Applications for Special Provisions in External Examinations

- The Learning Support Coordinator is required to collect College-based information to support a student's application. This includes:
    - Collecting comments from teachers for each student.
    - Providing additional documentation, such as a letter to explain a request for a specific provision to support an application.
    - Testing students as part of the application process. Students requesting a reader and/or writer under 'Learning Difficulty' or requesting a reader and/or writer under 'Medical Difficulty' must be tested and results presented on their application. All testing is conducted within Board of Studies specifications.
    - Collecting medical documentation from students as it is supplied.

- Obtaining information to complete the application from College records i.e. student number, date of birth, special provisions given to the student in the past etc.
- Discussing with each student, the special provisions available to them that should be included on the application.
- Obtaining the signatures of the student and Principal (or Deputy).
- Keeping a copy of all completed applications and documentation.
- Submitting applications by the due date.

- Applications for renewal of disability provisions are required every year and must contain updated documentation.

3.5 Notification of Applications

- Students are notified of the results of their application as they are received at College.
- Students are given their written notification from NESA, along with any additional explanatory information to take home and discuss with their parents/caregiver.
- Copies of the results are given to the Learning Support Coordinator to keep in their student files as well as main student file.
- Organising Disability Provisions for Major College-Based Examinations and Assessments.
- Notices asking parents and the general College community to act as volunteer readers and/or writers for special provisions students are published in the College's newsletter throughout the year.
- Students using a reader and/or writer are given separate supervision and extra time to compensate for the writing/editing process. Extra time allowed for major exams is 5 mins per half hour of exams.
- Students may have a different reader and/or writer for different exams.
- Students using diabetic provisions or rest breaks due to anxiety conditions in major College based exams are allowed timed breaks and other provisions they would be entitled to in the Higher School Certificate Examinations.
- Rooms available for use during exams are determined by the Head of Curriculum and Innovation and Learning Support Coordinator.
- Readers and/or writers are organised from students from a grade higher than the cohort sitting an exam, which have already completed their own grade exams so they are not compromising their own learning.
- All students assisting with disability provisions are recognised for their assistance with a College Award.
- Where it is necessary to organise adult readers and/or writers for students and none can be arranged from the wider College community, Teacher Aides, other Support Staff and teachers who are able to assist are recruited.
- Timetables are produced by the Head of Curriculum and Innovation with the assistance of the Learning Support Coordinator that specify the student, the exam (subject), time allowed, other special provisions allowed, the room in which the exam will be completed and the name of the reader and/or writer.
- Copies of the timetable are given to the Secondary Executive Team and KLA Coordinators, a copy on the main hall or main exam room and copies for all teachers involved in special provisions.
- Students acting as readers and/or writers are informed of the date and time of the exam, the subject of the exam, and whom they are assisting with disability provisions.
- Students acting as readers and/or writers are given initial oral instructions to explain procedures and written instructions to refer to and view in their own time. These instructions, taken from those issued by the NESA, explain what is required of them as a reader and/or writer and the importance of confidentiality.
- No consideration i.e. allocating extra marks when papers are marked are to be given to a student on the basis of a student's disability.

3.6 Special Provisions for Other In-Class Assessments

- Parents/caregivers and students are informed that it is not always possible to provide disability provisions (readers and/or writers, extra time, separate supervision etc) to students for all in-class assessments. The focus for special provisions is on all major assessments and examinations.
- The student's mainstream teacher approaches the Learning Support Coordinator to determine the possibility of organising special provisions for a student.

3.7 Use of Computers / Laptops:

- There have been occasions where a student has been granted the provision of the use of an iPad, PC/laptop in a test/assessment task.
- A College computer and other equipment e.g. a mouse and a USB, need to be booked from the IT Department to be used for the test/assessment task. By using the College computer, it can be assured that devices used to assist such as spell check and grammar check can be disabled. Only the programs needed for the student to be able to respond are loaded on to the computer so cheating is avoided.
- The Learning Support Coordinator is responsible for liaising between teachers and the IT Department and establishing a file on the College Secondary Drive so that teachers can easily deposit exam papers which can be easily retrieved by the IT Department.
- The student is given a hard copy of the exam paper as well as having access to the paper on the computer.
- The student saves responses to the hard drive of the computer and the USB. The Learning Support Coordinator needs to check that this has been done correctly.

4. RELATED LEGISLATION, EXTERNAL DOCUMENTS AND WEBSITE REFERENCES

4.1 Assessment Certification and Examination (ACE) Online – Board of Studies NSW
http://ace.bos.nsw.edu.au/

4.2 Education Act 1990 (NSW)

4.3 Prohibited Employment Declaration Form

4.4 The Child Protection Legislation Amendment Act 2002

4.5 The Child Protection (Prohibited Employment) Act 1998

ASSESSMENT POLICY & PROCEDURES – Preliminary & HSC

1. POLICY DESCRIPTION

The HSC Assessment Policy and Procedures are required to maintain NSW Education Standards Authority (NESA) Registration and Accreditation. Teachers, parents and students need to be informed of the HSC requirements.

2. PURPOSE

The purpose of the HSC Curriculum Policy and Assessment Guidelines is to ensure that NESA requirements are met, for students to be eligible for the HSC award.

2.1 What is Assessment

a) The assessments submitted by schools for a particular course are intended to measure their students' achievements relative to a pre-determined set of standards issued by NESA for each course offered in the HSC. The final assessment result will be based on a student's achievement measured by assessment tasks undertaken during the course.

b) The use of achievement measures at points during the course is seen as serving three purposes:

(i) It enables consideration to be given to those aspects of the course, the attainment of which can be best demonstrated over time in situations other than formal examinations, e.g. practical skills.

(ii)It caters for any "self-contained" elements such as fieldwork, which occur as an isolated part of the course.

(iii) It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.

c] The assessment is to encompass all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will also include that content, and those outcomes that are currently measured by the external examination. It should be stressed that the assessment will not take account of conduct.

3. OBJECTIVES

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

- Outline the NESA 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

4. 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

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 Executive 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.

5. STRATEGIES / PROCEDURES

5.1 Nature and purpose of HSC Assessment.

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 NSW Education Standards Authority (NESA), provide a rank order of students and show relative differences between students' performances.

5.2 Student responsibilities regarding 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 / Head of Curriculum and Innovation. 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 Head of Curriculum and Innovation. 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 Head of Curriculum and Innovation 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 Head of Curriculum and Innovation, 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 NESA 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 classes will be given a task notification sheet relating to a specific task, at least ten school days before the completion date for an assessment task. In some instances, a longer period of notice may be required by the nature of the task (e.g. large research projects). An Assessment information/notification sheet will provide the following details:
    i.   the date the task is due and any relevant procedures (e.g. use of hand-in box). the weighting of the task;
    ii.   the nature of the task; e.g. research or practical;
    iii. the content of the task;
    iv.   the outcomes to be assessed; and
    v.   a marking criteria where applicable;
    vi.   instructions for the submission of the task
    vii. The Assessment Information/notification sheet can be found in electronic form on the school's Moodle page.

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 'Illness/Misadventure form' available from the Head of Curriculum and Innovation. Details include a written statement and documentation from a medical professional supporting the student's case. This documentation must be presented to the KLA Coordinator on the first day of the student's return to College and then this is passed on and completed by the subject teacher and finally to the Head of Curriculum and Innovation. 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 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 Head of Curriculum and Innovation 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.

5.5 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 approved leave will receive a zero mark for the Examination that they have missed. Estimate marks will no longer be granted.

5.6 Feedback.

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.***

5.7 Appeals.

a. A student may submit an appeal against the result/mark 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 Head of Curriculum and Innovation 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.

c. Students may appeal against decisions concerning aspects of the award of the Higher School Certificate/Year 11 Record of Achievement on a number of basis. These may be summarised as follows:
    i. student appeals against the withholding of a Record of Achievement (attendance/application).
    ii. student appeals against 'N' awards in particular subjects.

5.8 Repeating a Year

- In rare occasions where a student may not have fulfilled much of the outcomes stated by NESA at any given stage, at the discretion of the Principal, a request that a student repeats a year may be founded.
- Examples of where students might repeat are: Alarming number of absences from College; Academic results are extremely poor due to laziness, inconsideration or purposefully and hence has been "N" determinated.
- A meeting will be held with the Principal, a member of the Secondary Executive Team and the parents of the student advising them of the intent to repeat their child.

5.9 N-Determinations

- Students are expected to attend every lesson with diligence and sustained effort. If a student's attendance / attitude is 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 NESA for a subject.
- A student who is given an 'N' determination 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 the Head of Curriculum and Innovation) follows the appropriate protocol as set by the NESA:
    – 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. (documents are found on Schools Online via the NESA website)
- Prior to a student receiving their third 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 Head of Curriculum and Innovation. 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.

5.10 Plagiarism and Collusion.

Plagiarism breaches the principles of academic honesty. It may take many forms and whether intentional or unintentional it is unacceptable in any assessment task or piece of class work. Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. An assessment task written or contributed to by parents or another person is also regarded as collusion.

Transcribing information from any source (eg book, web site etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct. Examples of plagiarism include:

- An assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site or another student's work.
- An assessment task that is constructed of segments from a number of sources without acknowledgement and link by comments produced by the student.
- Summarisation of another person's work without acknowledging a source.
- An assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
- Referring to sources or evidence, which the student has not read.
- Creating and using false survey responses, data or experiment results.
- When working as part of a group activity, the submission of identical work to another student.

Students will be required to cite all sources. All research work submitted by a student must be properly referenced using the MCHF Referencing system (based on the APA system).

Any assessment task which is proven to contain plagiarized material or which is incorrectly referenced will render the student liable for a zero mark.

Any assessment task, which is proven to have been produced through collusion with other students, parent/guardian or any other person, will render the student liable for a zero mark.

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 NESA 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 Assessment Grids 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 to be checked and they are placed into the centralised 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 and course descriptors 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 Head of Curriculum and Innovation where they are entered into the system via NESA 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 NESA guidelines and RANGS.

6.1 Allocation of Marks for the 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.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the Assessment Grid 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 centralised 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 NESA 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 NESA through RANGS.

6.2   RoSA - Transferring Students / Arrivals

- Where a student wishes to enrol at MCHF for the Preliminary or HSC course from an another NSW School, the Head of Curriculum and Innovation 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 NESA unique student number. Students transferring from another NSW school retain the student number allocated by NESA 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 Head of Curriculum and Innovation 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 NESA.
- 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 the Head of Curriculum and Innovation) 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. NESA 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 NESA 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. NESA 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 NESA NSW.

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.

8. RELATED LEGISLATION, EXTERNAL DOCUMENTS AND WEBSITE REFERENCES

8.1 Assessment Certification and Examination (ACE) Online 2013 – Board of Studies NSW
http://ace.bos.nsw.edu.au/

8.2 RoSA (Record of School Achievement) – NESA NSW
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 - Board of Studies - NSW 2008. Website: www.boardofstudies.nsw.edu.au

DISABILITY PROVISIONS POLICY – Preliminary & HSC

The Disability Provisions Policy contains the College's provisions for students with disabilities during major internal examinations and assessment tasks, consistent with NESA provisions for external examinations.

1. PURPOSE

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

2. OBJECTIVES

Applications are made for students with special needs sitting for the Higher School Certificate examinations, who comply with all requirements regarding testing and documentation as stipulated by the NESA. Provisions granted by NESA for Higher School Certificate exams for qualifying students in Year 12 are similarly implemented in all major College-based examinations and assessments.

The College also recognises the need to provide disability provisions for major College-based examinations and assessments for students in other grades, i.e. Years 7 - 11. Major examinations and assessments refer to half yearly or mid-course examinations, yearly or end of course examinations and assessment tasks which contribute significantly to course marks. A student who has been identified as a likely candidate for disability provisions in their Higher School Certificate year will receive disability provisions for most major exams, as the College recognises the need for these students to be trained in the use of special provisions so they are familiar with the processes involved, enabling them to use such provisions most efficiently and effectively. Practising provisions, such as learning how to use a reader and/or writer is essential for equipping students with the necessary skills to express what they have learnt under exam conditions.

Allowing disability provisions to be available in all years assists the College in achieving the aim of providing equal educational opportunities and access for all students.

3.1 Determination of Eligibility

Applications for special provisions are made for students who have:

- An identified learning difficulty.
- A medical condition or difficulty that may compromise their ability to complete an examination or assessment.
- A vision or hearing impairment.

All students currently enrolled at College who have qualified for Integration funding through the Catholic Education Commission (CEC), automatically meet the criteria for eligibility for disability examination provisions. This forms part of the strategy to assist these students to meet the requirements to be eligible for the credential of Higher School Certificate when they reach Year 12. Eligible students can be identified by the College Counsellor, members of staff and the Learning Support Teachers. Individual students and parents may approach the College to apply for disability provisions but they must be able to provide the documentation necessary to support an application in one of the categories listed above. The Learning Support Coordinator is responsible for undertaking the testing necessary to accompany and support an application. They are also responsible for compiling all the documentation received.

There are some conditions or situations which are not covered by disability provisions. They include:

- Any difficulties experienced in undertaking a course and preparing for the Higher School Certificate Examination.
- The lack of familiarity with the English language. The use of English/foreign language dictionaries is therefore not permitted.
- A condition that may or may not manifest during an examination session e.g. asthma, epilepsy as it will be covered by an illness/misadventure provision, should it occur.

The College does not assume that once all documentation is collected, appropriate provisions for the Year 12 student requested and the application submitted, that provisions will automatically be granted. It is for this reason that students in any grade, who are given disability provisions for College-based exams and assessments, are considered by the Learning Support Coordinator and College Counsellor to meet the criteria for application as described in http://ace.bos.nsw.edu.au/ace-10006 in the Assessment Certification and Examination (ACE) Online.

While it is important to train students to use provisions properly and to be familiar with processes involved, a balance must be achieved between preparing the student and receiving a successful application when time comes for an application to be submitted. The College would not be providing equal educational opportunities and outcomes by supporting a student during an examination with disability provisions if it was clear that the student did not meet the criteria for application.

3.2 College-based special provisions

- Integration students currently enrolled meet the criteria for disability provisions. The need for provisions and the provisions to be requested will be discussed with parents/caregivers during meetings with parents and the Learning Support Coordinator early in term one of the new school year.

- Other enrolled students who are deemed to be candidates for disability provisions qualify if they meet the criteria for receiving special provisions and appropriate evidence to support an application can be supplied.
- There are occasions where disability provisions can be granted to students at short notice due to an emergency e.g. a broken arm.

3.3 Communication with Parents and Students

- At all times, it is made clear to students and parents that the College does not decide the provisions granted for the Higher School Certificate Examinations. The College completes the application with a set of requested provisions but it is the NESA who decides which of these are approved or declined.
- Information regarding the categories of disability provisions, testing, the disability provisions available and the documentation required is sent home with the student.
- A permission note is attached which must be signed by a parent or caregiver and returned to the Learning Support Coordinator otherwise the application will not be submitted.
- A date for the return of the permission note and documentation is given to allow the information to be collated on the application, to be submitted by the due date.
- Information regarding documentation for students applying for various medical provisions is given to students. It is the responsibility of the student and parents/caregivers to approach relevant doctors and specialists to obtain the medical information needed to support their application.
- Once a signed permission note has been returned, a time for testing for those students requiring reading, spelling and written tests are arranged at a suitable time.

3.4 Collation of Applications for Special Provisions for External Examinations

- Where possible, Learning Support Teachers begin collecting relevant information for Year 12 applications when the students are in Year 11. The application requires a timed written response from students under examination conditions. Collecting a written extended response produced by students in their end of year exams or an in-class assessment task satisfies this requirement.
- The Learning Support Coordinator is required to collect College-based information to support a student's application. This includes:
  - Collecting comments from teachers for each student.
  - Providing additional documentation, such as a letter to explain a request for a specific provision to support an application.
  - Testing students as part of the application process. Students requesting a reader and/or writer under 'Learning Difficulty' or requesting a reader and/or writer under 'Medical Difficulty' must be tested and results presented on their application. All testing is conducted within NESA specifications.
  - Collecting medical documentation from students as it is supplied.
  - Obtaining information to complete the application from College records i.e. student number, date of birth, special provisions given to the student in the past etc.
  - Discussing with each student, the special provisions available to them that should be included on the application.
  - Obtaining the signatures of the student and Principal (or Deputy).
  - Keeping a copy of all completed applications and documentation.
  - Submitting applications by the due date.

- Applications for renewal of disability provisions are required every year and must contain updated documentation.

3.5 Notification of Applications

- Students are notified of the results of their application as they are received at College.
- Students are given their written notification from NESA, along with any additional explanatory information to take home and discuss with their parents/caregiver.
- Copies of the results are given to the Learning Support Coordinator to keep in their student files as well as main student file.
- Organising Disability Provisions for Major College-Based Examinations and Assessments.
- Notices asking parents and the general College community to act as volunteer readers and/or writers for special provisions students are published in the College's newsletter throughout the year.
- Students using a reader and/or writer are given separate supervision and extra time to compensate for the writing/editing process. Extra time allowed for major exams is 5 mins per half hour of exams.
- Students may have a different reader and/or writer for different exams.
- Students using diabetic provisions or rest breaks due to anxiety conditions in major College based exams are allowed timed breaks and other provisions they would be entitled to in the Higher School Certificate Examinations.
- Rooms available for use during exams are determined by the Administration and Curriculum Coordinators.
- Readers and/or writers are organised from another year cohort to assist.
- All students assisting with disability provisions are recognised for their assistance with a College Award.
- Where it is necessary to organise adult readers and/or writers for students and none can be arranged from the wider College community, Teacher Aides, other Support Staff and teachers who are able to assist are recruited.
- Timetables are produced by the Head of Curriculum and Innovation with the assistance of the Learning Support Coordinator that specify the student, the exam (subject), time allowed, other special provisions allowed, the room in which the exam will be completed and the name of the reader and/or writer.
- Copies of the timetable are given to the Secondary Executive Team and Studies Co-ordinators, a copy on the main hall or main exam room and copies for all teachers involved in special provisions.
- Students acting as readers and/or writers are informed of the date and time of the exam, the subject of the exam, and whom they are assisting with disability provisions.
- Students acting as readers and/or writers are given initial oral instructions to explain procedures and written instructions to refer to and view in their own time. These instructions, taken from those issued by the NESA, explain what is required of them as a reader and/or writer and the importance of confidentiality.
- No consideration i.e. allocating extra marks when papers are marked are to be given to a student on the basis of a student's disability.

3.6 Special Provisions for Other In-Class Assessments

- Parents/caregivers and students are informed that it is not always possible to provide disability provisions (readers and/or writers, extra time, separate supervision etc) to students for all in-

class assessments. The focus for special provisions is on all major assessments and examinations.

- The student's mainstream teacher approaches the Learning Support Coordinator to determine the possibility of organising special provisions for a student.

3.7 Use of Computers / Laptops:

- There have been occasions where a student has been granted the provision of the use of an iPad, PC/laptop in a test/assessment task.
- A College computer and other equipment e.g. a mouse and a USB, need to be booked from the IT Department to be used for the test/assessment task. By using the College computer, it can be assured that devices used to assist such as spell check and grammar check can be disabled. Only the programs needed for the student to be able to respond are loaded on to the computer so cheating is avoided.
- The Learning Support Coordinator is responsible for liaising between teachers and the IT Department and establishing a file on the College Secondary Drive so that teachers can easily deposit exam papers which can be easily retrieved by the IT Department.
- The student is given a hard copy of the exam paper as well as having access to the paper on the computer.
- The student saves responses to the hard drive of the computer and the USB. The Learning Support Coordinator needs to check that this has been done correctly.
- A hard copy of the student's responses is given to the teacher marking the paper and an additional copy is kept by the Learning Support Coordinator in the student's file as an additional backup measure. The exam paper can be shredded after marked papers have been returned to students.

4. RELATED LEGISLATION AND ONLINE POILCY'S

4.1 Assessment Certification and Examination (ACE) Online – Board of Studies NSW http://ace.bos.nsw.edu.au/

4.2 Education Act 1990 (NSW)

4.3 Prohibited Employment Declaration Form

4.4 The Child Protection Legislation Amendment Act 2002

4.5 The Child Protection (Prohibited Employment) Act 1998

Maronite College of the Holy Family is committed to cater for the varied individual needs of all students so that they may grow in "knowledge, love and service." It is understood that some children may have exceptional learning talents that require program modification in order for them to develop their full potential.

1. PURPOSE

In accordance with the definition of extended students adopted by the Department of Education, Employment and Workplace Relations, the NSW Department of Education and Training and the NSW Education Standards Authority (NESA), Maronite College of the Holy Family define:

   i.   students who are 'gifted' are those who have potential distinctly beyond the average for the student's age. This giftedness can be seen in one or more of a range of domains – intellectual, creative, socio-emotional and physical.
   ii. Students who are 'talented' are those who show achievement distinctly beyond the average for the student's age as a result of training and practice in any of the range of domains. Gifted and talented students are found in all communities and include those students who are underachieving and who have disabilities.

In-class provision will be the main focus for the education of extended students. This will be supplemented / complemented by appropriate withdrawal programs and one-off projects or activities.

2. OBJECTIVES

The objectives of the Education of the Extended Student Guidelines are to:

• Raise awareness of the concept of giftedness and the needs of gifted students;
• Develop increased understanding of the educational implications for giftedness;
• Expose teachers to teaching strategies, central to gifted education, in order to enhance learning outcomes for students;
• Offer a range of strategies in curriculum design to meet the needs of students at all levels of abilities;
• Develop understandings of ICT and skills appropriate for gifted learners.

3. STRATEGIES

Because each student has different abilities, different learning needs and different learning styles, teachers need to be skilled to cater for this diversity. The (class) program will involve teachers' identifying and acknowledging the diversity of needs within their classes, reviewing their existing teaching strategies and expanding their repertoire. It will also involve a review of existing teaching programs to ensure that they are relevant to each learner.

3.1 Identification of extended students.

When extended students are identified, strategies should:

• be early and ongoing;
• be school-wide;
• use multiple criteria;
• be culturally fair;
• ensure that all domains of giftedness and talent are identified;
• recognise degrees of giftedness and talent;
• be organised and linked to differentiation;
• involve input from all stakeholders;

- include specialised strategies that will identify underachievers; students with disabilities; and, students from minority groups.

3.2 Development of gifted and talented students.

This will be done through:

- Creating a flexible curriculum to meet individual needs;
- Developing differentiated programs across the Key Learning Areas;
- Developing Learning Profiles for students and tracking the students across the year and from year to year;
- Providing opportunities for students to develop specific skills and talents;
- Extending and challenging students at levels appropriate to their ability;
- Providing opportunities for students to advance through school stages at rates, suited to ability, personal maturity and learning outcomes;
- Providing equity in accessing opportunities and resources;
- Providing the opportunity for contact with similarly talented or gifted peers;
- Promoting links within and across the College and other schools.

3.3 Supporting teachers to cater for the needs of the diversity of students.

This will be done by:

- Providing training and professional development opportunities for teachers and appropriate personnel;
- Providing ongoing support for students, teachers and parents;
- Providing resources to meet the needs of gifted students.

4.   RELATED LEGISLATION, DOCUMENTS AND WEBSITE REFERENCES

4.1 Education Act 1990 NSW

4.2 NSW Board of Studies Syllabus and Support Documents

4.3 The Adelaide Declaration on National Goals for Schooling in the Twenty First Century – Goals

4.4 MCEETYA 1999

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.

SECONDARY LEARNING CENTRE

Located on the 1st 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
The Learning Centre is opened Monday to Friday 8.15am – 3.30pm	**Borrowing hours are:** Monday to Friday • 8.00am – 8.30am • Recess & Lunch • 3.10pm – 3:15pm

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

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 compromises 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 Inter-House Competition
Term 2: PDSSSC Competition, Hills Cup (Rugby League) and Inter-House Competition
Term 3: PDSSSC Competition and Inter-House Competition
Term 4: Yr 8 Swimming lessons, PDSSSC Competition and Inter-House Competition

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 the Inter-House Competition (Thursday afternoon sport). Students will have the opportunity to select a sport the wish to participate in during Thursday afternoon 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, Walk-a-Thon) 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 relevant Year Advisor/Stage Coordinators.

Year Advisor/Stage Coordinators wishing to refer students for assessment by the College Psychologist must complete and submit the College Psychologist Referral 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 Learning Support Coordinator in placing students with learning support in appropriate programs of study and/or transition planning.
- Assists the Head of Curriculum and Innovation 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.