

# Maronite College of the Holy Family

## Student Development Policy K-12



Maronite College of the Holy Family policies have a commitment to Maronite Catholic ethos and values, and should be read in conjunction with other policies and procedures and with relevant legislation.

## **POLICY REVIEW**

The policy will be reviewed not less frequently than once every three years.

| <b>POLICY DATES</b>         |                   |                  |                                      |
|-----------------------------|-------------------|------------------|--------------------------------------|
| <i>Implemented</i>          | July 2013         | <i>Reviewed</i>  | 23/9/19                              |
| <i>Next Review Due</i>      | NOVEMBER 2022     |                  |                                      |
| <b>POLICY AUTHORISATION</b> |                   |                  |                                      |
| <i>Principal</i>            | Sr Irene Boughosn | <i>Signature</i> | Signed original in Sr Irene's office |

## **SAFE ENVIRONMENT**

All staff is responsible for the safety and welfare of students at the College. Staff will adhere to the policies and procedures summarised in the Staff Handbook as well as become familiar with and abide by existing policy documents which outline procedures to support this expectation.

Both Prohibited Employment screening and Volunteer Induction is carried out.

## **SUPPORTIVE ENVIRONMENT**

All staff is involved in the formation of the students, academically, spiritually, physically and socially.

*In the community of Maronite College of the Holy Family, which recognises the importance of the academic development of its students:*

Staff understand that the students assimilate knowledge and develop positive attitudes and intellectual skills appropriate to their age and abilities:

- The College has a competent, qualified and dedicated staff.
- The College offers a challenging and relevant curriculum which is flexible enough to create situations of challenge, choice and success for all students.
- Students and staff are given opportunities to excel in areas where they are specifically talented and are affirmed publicly for their achievements and efforts.
- The College is sensitive to the needs of all individuals.
- Teaching programmes detail the desired learning outcomes for students, and links are made with college aims, content process and assessment strategies.
- The assessment and reporting procedures are oriented towards affirming the achievement of individuals rather than comparing students with one another.
- The teaching/learning programmes provide students with many and varied opportunities for engagement in active learning through the provision of a range of problem-solving and decision-making situations.
- The students are articulate, literate and numerate at levels appropriate to their age and ability.
- The students are able to demonstrate a capacity for independent learning, as well as possessing a range of information handling skills including; problem solving; decision making; creative thinking. Such skills are features of autonomous learners, students who possess critically aware minds and who are self-motivated. Such students typically value both knowledge and the seeking of knowledge. They further seek to understand the process rather than merely remember the result.
- The development of such students is the ideal for which we, as teachers, are aiming. Consequently, all of our work in the areas of teaching, assessing and reporting is to have this goal in view.
- The College has a registered psychologist to provide staff and students with professional support. The Psychologist, along with Integration staff play a vital role in identifying and providing support for students with special needs (Refer to Special programs in Staff Handbook).
- 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.

*In the community of Maronite College of the Holy Family, which recognises the importance of the physical development of its students:*

- Policies and programmes exist which establish healthy practices such as regular exercise, balanced diet and stress management.
- The College has policies in place to ensure students health and also procedures in place for the distribution and monitoring of medication. (Refer to First Aid Medication Policy)
- The College curriculum includes an examination of lifestyles and an assessment of the place of work, leisure, exercise, rest and relaxation.
- The College recognises the relationship between positive, physical development and self-esteem by affirming those who are making progress in the mastery of physical skills and the acquisition of physical fitness.

*In the community of Maronite College of the Holy Family, which recognises the importance of the spiritual growth in which students not only develop an understanding of themselves but can grow in care, concern and compassion for others,*

- Interactions are characterised by friendliness, openness and effective listening.
- Staff and students actively participate in prayer, liturgy, retreat programmes, masses and assemblies.
- Staff will not use sarcasm, ridicule, undue impatience and punishments which diminish the students' sense of worth.
- Staff are aware that they are expected to exert a positive influence on the College's environment, to work in harmony with others, to be tolerant of the views of others and to be eager to find solutions rather than to criticise the actions or interests of others.
- Mutual respect for the needs and rights of others is demonstrated in the way executive, staff and students relate.
- The College has a system of rewards and sanctions that has been carefully developed with the interests and growth of the students as its main concern.

*In the community of Maronite College of the Holy Family we strive to foster the social development of students by:*

- Understanding that students and staff relationships are characterised by openness, trust and an acceptance of individual differences.
- Understanding that decision-making in the school which involves collaboration and consultation with those affected by the outcome leads to the development of a social conscience.
- Having a strong expectation that all staff contribute to the development of a cohesive College community that is characterised by the Gospel values of charity and justice. For staff to work effectively for the benefit of their students they must also be able to work cooperatively with their peers.

## STUDENT WELFARE

At Maronite College of the Holy Family student welfare is the concern of all College staff, parents and the students themselves. All students have rights that the College protects by implementing College policies including, but not limited to, the Student Development, Anti-Bullying and Attendance policies. Measures are taken to reward the achievements of the individual and sanctions are imposed, where necessary, for behaviours that reduce the learning capacities of classrooms or put at risk any student's safety.

### College Based Award Systems

As part of the Student Development Policy the College has:

- Clearly set out and communicated the rights and responsibilities of students.
- Clearly set the boundaries and limits of what behaviour is acceptable by students.
- Developed an understanding of the behaviours students should engage to achieve maximum progress and success.

Maronite College of the Holy Family emphasises and promotes academic, social and physical excellence for all its students. Throughout the school year student contributions and effort are acknowledged through:

- Weekly Awards
- Honour Board Awards
- End of Term Awards
- Merit Awards
- Awards Evenings/Assemblies
- Regular Newsletters
- Morning Announcements
- Alumni

Parents are invited and are welcomed to attend and participate in the above to highlight and celebrate students' achievements and promote excellence within the life of the College.

### Encouraging Excellence in Behaviour

Maronite College of the Holy Family offers numerous opportunities for students to excel and display excellence and leadership in the following ways:

- College Leadership Nominations
- Bus Prefect
- SRC Committee
- Peer Support
- Social Justice Group
- St Vinnies Group
- Library Monitors
- College Choir
- Fashion Parades
- Yearbook and Newsletter Articles
- Mock Trial
- Blood Donations
- Representative Coaching and Mentoring
- Public Speaking
- Various Community Fundraising such as Bandana Day and Project Compassion
- Representative Sport

## **Primary Awards**

### *Weekly Awards*

Each week classroom and specialist teachers reward one student who is demonstrating academic progress or social improvement an award to assist in modifying student behaviour and to recognise the achievements of the individual.

### *Honour Board Awards*

Each grade is given the opportunity to nominate a student each term for an honour board award in order to celebrate the creative talents of our students. Student work samples are displayed in the Primary Hall.

### *End of Term Awards*

At the end of each term the Primary Department holds an assembly in order to formally recognise students from each class in the following areas:

- Academic Excellence
- Academic Achievement
- Christian Values

Specialist teachers also nominate students within each grade who have excelled in their fields. Students who have participated in extra curricular activities including the Student Representative Council, choir, extension programs, representative sports and those who have held other positions of distinction are also recognised.

## **Secondary Awards (Merit Award System)**

To encourage excellence the College promotes the Merit Award System which is an integral part of the Student Development Policy. The process of the Merit Award System is as follows:

### *Merit Stamps*

Staff will issue a Merit Stamp Request to Year Advisors via the online form located on the teacher's computer. Students will be awarded Merit Stamps for Curriculum Excellence, Extra Curricula Excellence or Personal Development Excellence. Students' diaries will be stamped once the Merit Request Form is processed through the Year Advisor

### *All Rounder Award*

When a student receives six merit stamps, the student will be presented with an All Rounder Award at a Form Assembly. The student will be highlighted among their peers for excellence demonstrated.

### *Bronze Award*

When a student receives another six merit stamps then the student will be eligible to be rewarded with the Bronze Award. The parents of the student will be contacted and invited to attend a Secondary Assembly where their child will be recognised and awarded.

### *Silver Award*

When a student receives a further six merit stamps then the student will be rewarded with a Silver Award. The parents of the student will be contacted and invited to attend a Secondary Assembly where their child will be recognised and awarded.

### *Principal's Award*

When a student receives a further six merit stamps after being awarded the Silver Award then the student will be eligible to be rewarded with the Principal's Award. The parents of the student will be contacted and invited to attend a Secondary Assembly where their child will be recognised and the award will be handed to them by the College Principal.

## **DISCIPLINE**

### **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

## 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.<br>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.<br>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.<br>Engage fully in opportunities of differentiated learning that target my needs.<br>I have the responsibility to behave in such a way so as not to interfere with the right of other students to learn.<br>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.<br>I have the responsibility to ensure that all assignments are submitted on time and are original pieces of work.<br>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.<br>Ensure that I do not vandalise College equipment and resources.<br>Return to the College any resources that I have borrowed in the condition in which they were borrowed.<br>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.

## CLASSROOM ALLOCATION – K-12

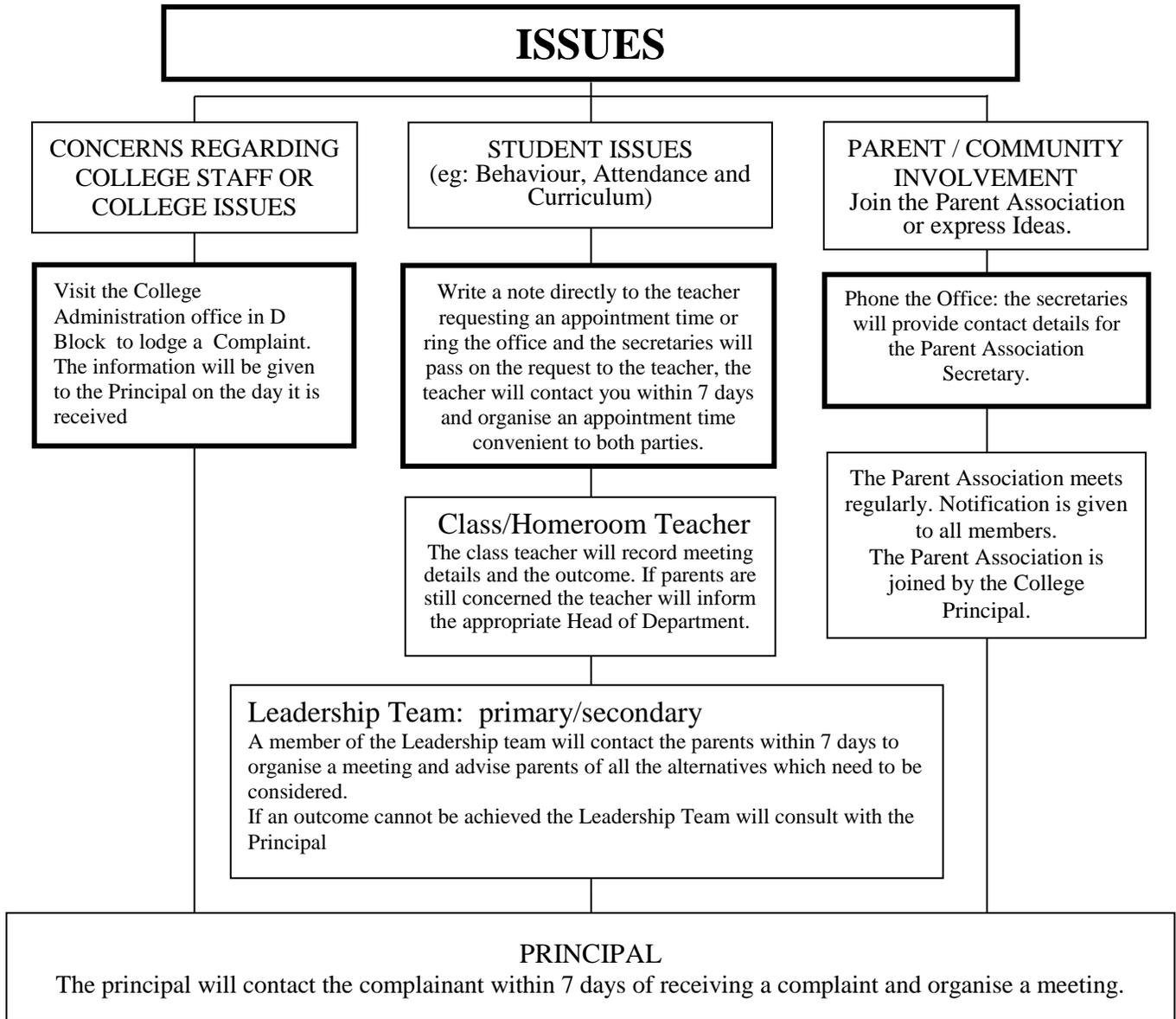
- Students are allocated to specific classrooms to ensure classes are formed in such a way as to best meet educational needs of students within the constraints of the resources provided.
- Class placements are based on professional judgements about meeting a student's educational needs, circumstances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

### **Process:**

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

## 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.



There are times when your children may sustain an injury outside of the College which impacts on their attendance at the College.

Any injuries which impact on the student's mobility must be notified to the College prior to the student attending so that a Risk Assessment can be formulated and in place on the students first day.

Parents should also make an appointment to see the Principal prior to the student returning to the College

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

## **NATURAL JUSTICE AND PROCEDURAL FAIRNESS**

- The student will have a fair opportunity to know and understand what the allegation is and what evidence supports it.
- The investigative process will be conducted in an impartial and objective manner.
- The student will be given a reasonable opportunity to think about the matter and prepare a response. In serious cases students may seek guidance from parents/guardians before responding.
- There will be impartiality in all procedures connected with the making of a decision.
- Decision-making will be based on a balanced and considered assessment of information without bias.

## **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.

## **EXCLUSION**

Exclusion is the act of preventing a student's admission to a number of schools. Exclusion is not practised at Maronite College of the Holy Family.

## **SUSPENSION**

Suspension means that a student's right to attend the College has been withdrawn for a period of time. It is a disciplinary measure which can only be invoked by the Principal when a student's conduct and behaviour are deemed to be prejudicial to the good order or reputation of the College.

Suspension allows a period of time when the College, parents and the student involved can work together on the resolution of the problem which has led to the student's suspension.

The Principal is the only person with the authority to suspend a student.

This decision is to be made, whenever possible, in consultation with the Primary or Secondary Leadership Team. All letters of suspension must be signed by the Principal.

In compliance with procedural fairness discussion by the Principal, the appropriate members of staff and the student will take place before the Principal decides on suspension.

Once a decision to suspend is taken, and before the suspension is implemented, the Principal will immediately inform the parents of the decision. Parents will be notified of the suspension in writing.

A student will not be suspended from the College for more than five (5) days at any one time. The student will be readmitted to the College after the period of suspension.

## **EXPULSION**

Expulsion means the total withdrawal of student's right to attendance at the College. It involves termination of the contract entered into by the College and the parents at the time of enrolment.

Expulsion of a student will take place when the student's presence at the College places other members of the College community at risk.

Expulsion must be preceded by suspension. Documentation relating to continued breaches of the College Discipline Code will be reviewed and a decision on expulsion will be made.

Parents will be informed of the expulsion in writing.

Documentation relating to the events which have led to the possibility of a student's expulsion must be kept.

The final decision regarding the expulsion of a student is made by the Principal.

## PRIMARY DISCIPLINE SYSTEM

### Classroom Discipline

1. Consequences for unacceptable behaviour must be in line with the Christian Ethos of the College and must not in any way breach the Child Protection Code of Ethics.
2. A set of class rules with acceptable behaviour and consequences for unacceptable behaviour must be clearly displayed in each classroom and discussed with students on a regular basis.
3. Positive reinforcement including class based rewards and incentives must be an integral part of classroom management.
4. Positive behaviour of students is also encouraged through the **Keys to Success** program. When students display the qualities of Persistence, Kindness, Honesty, Courage, Patience and Reverence they will receive a token. After 6 tokens accumulated, students will receive an award. There are 4 awards to obtain:
  1. **All Rounder Award** – Awarded in class
  2. **Bronze award** – Awarded in class
  3. **Silver award** – Awarded at morning assembly
  4. **Principal's award** – awarded at end of term assembly
5. The Level of Discipline will be recorded in the student's SAS records and a hard copy of evidence and meeting minutes will be filed in the student's file by the Stage Coordinator.

## Class Discipline Strategies

The following are guidelines for discipline within the classroom:

- If students misbehave in class they will be disciplined by their class teacher by following the guidelines set out below. Please remember that this table serves as a guide and teachers may include their own strategies and in-class systems.
- **Teachers must keep their own records** in order to complete the behaviour notification form to progress matters to Level 1.
- Teachers may deem an action serious enough to go straight to the highest level on the table where parents are called immediately. For example, this may include a serious incident of breaking the hands-off policy.
- Teachers may ask for support from their Stage Coordinator to help them develop behavioural management strategies.

| Low  | Medium   | High   |
|--|--|--|
| Verbal warning   | Student seated in isolation                            | Notify student they are at risk of a Level 1.  |
| Seating arrangements   | Class timeout  | Class detention  |
| Note to parents. This can be done through student diary (Yrs 3-6) or letter sent home (K-2). Letter must be signed and followed up by classroom teacher. | Call parent to notify them of their child's behaviour. | Parent meeting with classroom teacher and student ( <i>Fill Parent Communication form</i> ). |

Once a teacher has disciplined the student with no improvement after a **two-week period**, the student will progress to Level 1. The classroom teacher must notify their coordinator and complete a **Behaviour Notification** form detailing all recent incidences that have occurred, before further action is taken.

### Level 1: Stage Coordinator

#### Stage Coordinator

The Stage Coordinator will receive the completed Behaviour Notification Form. They will then complete the following actions:

- Meet with student involved
- Parent/Guardian notified through phone or parent meeting with both teacher and coordinator.
- Notify the Primary Leadership Team of the incident and action taken.
- Place the student on a Monitoring Card for a 2-week period. If the student frequently receives a rating of 0 or 1 they will move to a Level 2.
- Coordinators may deem an incident to be an automatic Level 2 and may refer it directly to the Primary Leadership Team.

### Level 2: Referral to Primary Leadership Team - PLT

If students continue to misbehave the Stage Coordinator notifies the Primary Leadership Team and the following actions occur:

- A meeting with the student's Parent/Guardian, Stage Coordinator, College Deputy/Principal (Compulsory).
- If required student is recommended to attend a counselling session
- In-School Suspension – Isolation for the full day

- Student is now placed on a Level 2 Monitoring Card which observes the student's behaviour over a 3-week period. If misbehaviour continues student will move to a Level 3.

### **Level 3: Referral to Principal / Deputy Principal – Primary**

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

- Parent/Guardian requested to attend a meeting regarding their child's behaviour
- Formal College suspension
- Student is now placed on a Level 3 Monitoring Card which observes the student's behaviour over a 3-week period.
- If misbehaviour continues this will result in the termination of the student's enrolment (expulsion).

### **Level 4: Referral to Principal**

If students continue to misbehave then the Primary Leadership Team will elevate the issue to the College Principal and the following actions will be taken:

- Parent/Guardian requested to attend a meeting regarding their child's behaviour
- Formal Notification of Expulsion

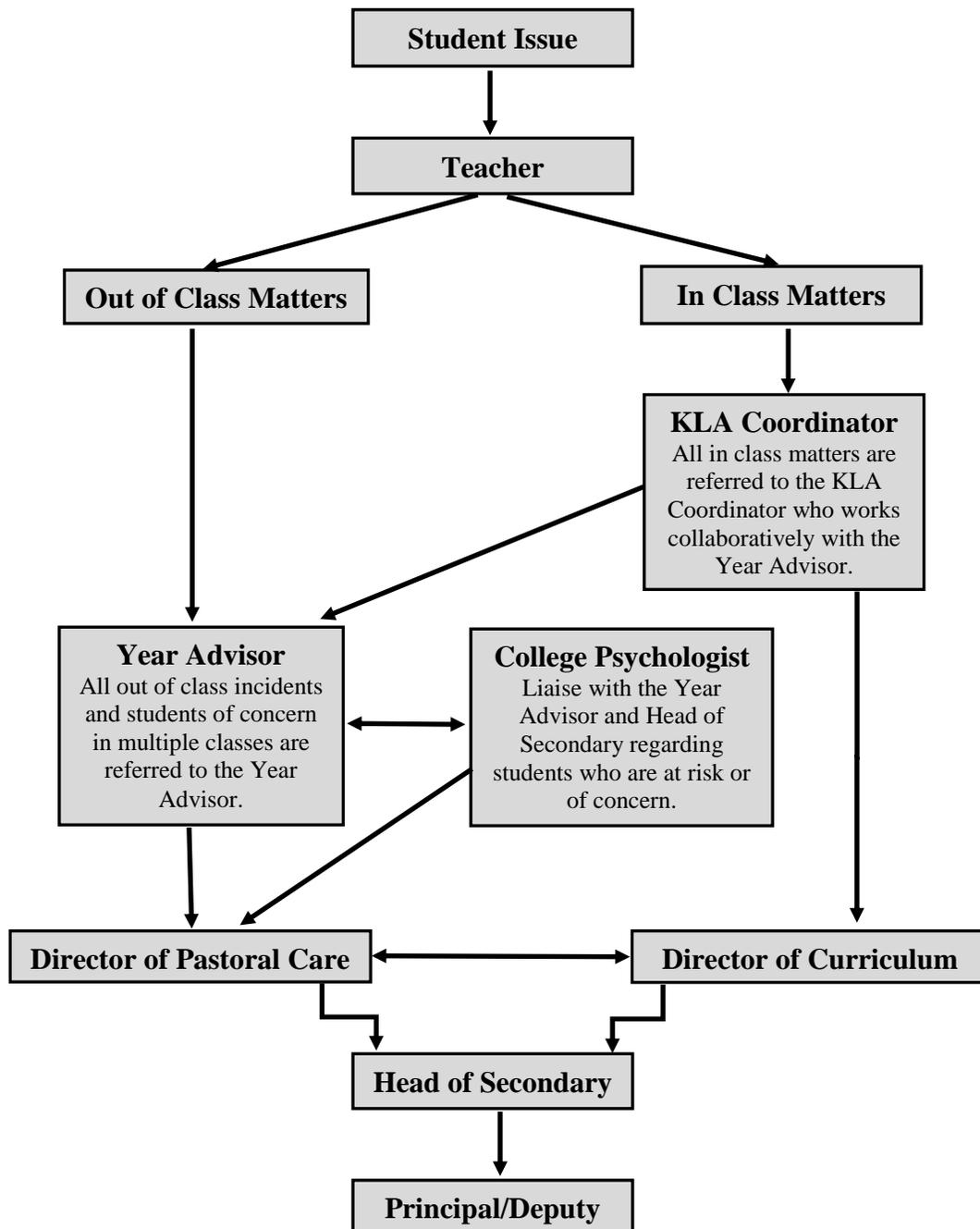
### **Incidences on the Infants and Primary Playground**

- Teachers on playground duty are responsible for monitoring playground behaviour.
- The following process should be followed when disciplining students on the playground:
  1. Verbal warning
  2. Time-out
  3. Detention
- When students breach the discipline rules, teachers notify the student that they will be placed on detention. They then record the student's name, class, the code of the infringement and their own name on the whiteboard in the Primary staffroom.
- The Stage Coordinator is to complete the detention record sheet and the detention note which will be given to the student. Notes must be signed by parents and returned to school the next day. The detention notes are to be placed in the student's file at the end of each term.
- Students with 3 lunch time detentions within a two-week period will receive an after school detention which will be held on a Wednesday afternoon from 3:30-4:30. This will be conducted by the Stage Coordinator. Parents will be notified with a letter sent home.
- Students found to have thrown a punch during an altercation will be immediately sent home for the remainder of the day and placed on a Level 1.

## 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 Leadership Team Disciplinary Action
- Stage 4: Principal/Deputy Principal Disciplinary Action



### 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:

| <b>KLA Coordinator Strategies</b>  |  | <b>Year Advisor Strategies</b>   |   |
|--|--|--|---|
| <b>Strategy</b>  | <b>Required Action</b>   | <b>Strategy</b>  | <b>Required Action</b>  |
| <ul style="list-style-type: none"> <li>• Interview student/s involved</li> </ul>                       | <ul style="list-style-type: none"> <li>• Keep a record of the meeting on the student management system.</li> </ul>   | <ul style="list-style-type: none"> <li>• Interview student/s involved</li> </ul>                       | <ul style="list-style-type: none"> <li>• Keep a record of the meeting on the student management system.</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• Meeting with the teacher and student</li> </ul>               | <ul style="list-style-type: none"> <li>• Keep a record of the meeting on the student management system.</li> </ul>   | <ul style="list-style-type: none"> <li>• Student issued with a Stage 2 Monitoring Card</li> </ul>      | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Formal Lunch Detention</li> </ul>                             | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> <li>• Record in Student Diary.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Participate in a Community Service Task</li> </ul>            | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> <li>• Coordinate the task and inform staff.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Afternoon Detention</li> </ul>                                | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> <li>• Record in Student Diary.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Parent/Guardian communicated via phone or meeting.</li> </ul> | <ul style="list-style-type: none"> <li>• Keep a record of the meeting on the student management system.</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• Parent/Guardian communicated via phone or meeting.</li> </ul> | <ul style="list-style-type: none"> <li>• Complete the Parent Communication Form</li> </ul>   | <ul style="list-style-type: none"> <li>• Meetings with teachers of specific students</li> </ul>        | <ul style="list-style-type: none"> <li>• Keep a record of the meeting on the student management system.</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• Punctuality Card</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> </ul>   | <ul style="list-style-type: none"> <li>• Formal Lunch Detention</li> </ul>                             | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> <li>• Record in Student Diary.</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Issuing of a N Warning Letter</li> </ul>                      | <ul style="list-style-type: none"> <li>• Liaise with Head of Curriculum and Innovation</li> <li>• Prepare and send warning letter to parents/guardians.</li> </ul> | <ul style="list-style-type: none"> <li>• Afternoon Detention</li> </ul>                                | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> <li>• Record in Student Diary.</li> </ul>              |
|  |  | <ul style="list-style-type: none"> <li>• In-School Suspension (partial or full day)</li> </ul>         | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>• Refer the student to counselling services</li> </ul>          | <ul style="list-style-type: none"> <li>• Complete the psychologist referral form.</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>• Undertake a Progress Report</li> </ul>                        | <ul style="list-style-type: none"> <li>• Email staff</li> <li>• Prepare the summary once feedback has been received.</li> </ul>                 |
|  |  | <ul style="list-style-type: none"> <li>• Punctuality Card</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Complete Stage 2 Disciplinary Action Form.</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>• Mentoring Program</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Arrange for a teacher mentor.</li> <li>• Email teachers of the student.</li> </ul>                     |

### STAGE 3: Secondary Leadership Team 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 Leadership 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 Director of Pastoral Care or Director of Curriculum).
- 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: Principal/Deputy 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 by the Head of Secondary. The following are possible strategies that the Principal/Deputy Principal 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

### Procedures to Address Pastoral Incidents

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                                 | <ol style="list-style-type: none"><li>1. Teacher disciplines at Stage 1</li><li>2. Repeat offenders are reported to the KLA Coordinator who will issue a Punctuality Card.</li></ol>  |
| Chewing gum   | <ol style="list-style-type: none"><li>1. Teacher reports the student to the Year Advisor.</li><li>2. The Year Advisor places the student on a Formal Lunch Detention.</li><li>3. Repeat offenders are disciplined at Stage 2 or 3 pending on severity.</li></ol>  |
| Class equipment and materials (including diary) not brought to class. | <ol style="list-style-type: none"><li>1. Teacher disciplines at stage 1.</li><li>2. On the third occasion, the teacher reports to the KLA Coordinator who will discipline the student at Stage 2.</li></ol>   |
| Out of bounds   | <ol style="list-style-type: none"><li>1. Teacher notifies the Year Advisor</li><li>2. Year Advisor places student on a Formal Lunch Detention</li></ol>   |
| Use of Mobile Phone or Smart Watch                                    | <ol style="list-style-type: none"><li>1. Year Advisor confiscates the phone/watch and issues a warning to the student (for first offence) and returns the phone/watch.</li><li>2. Second offence, Year Advisor confiscates the phone/watch and issues an Afternoon Detention.</li><li>3. Repeat offenders will be referred to the Director of Pastoral Care with a ban issued and a parent meeting arranged.</li><li>4. Further repeat offenders will be disciplined at Stage 3 with further long-term bans issued and parent meeting arranged.</li></ol> |

|  |  |
|--|--|
| Incorrect use of personal Electronic Devices   | <ol style="list-style-type: none"> <li>1. Teacher disciplines at Stage 1</li> <li>2. Repeat offenders are reported to KLA Coordinator who will discipline the student at Stage 2.</li> <li>3. Isolated incidents may be automatically disciplined at stages 2 or 3 pending the severity of the incident.</li> </ol>                            |
| Damaging/Graffiti to College property or students' books or equipment  | <ol style="list-style-type: none"> <li>1. Teacher interviews the student and reports it to the Year Advisor</li> <li>2. Year Advisor to discipline the student at Stage 2</li> <li>3. Pending on the severity of the incident, a student may automatically be disciplined at Stage 3 or Stage 4.</li> </ol>                                    |
| Unacceptable behaviour on the bus  | <ol style="list-style-type: none"> <li>1. Bus Prefect reports the incident to the Director of Pastoral Care</li> <li>2. The Director of Pastoral Care investigates the report.</li> <li>3. Pending on the severity of the incident, a student may be disciplined at either Stage 2 or 3.</li> </ol>  |
| Diary not signed by a parent/guardian (Yr 7-10 only)   | <ol style="list-style-type: none"> <li>1. Homeroom teacher keeps a record of student's signing their diary.</li> <li>2. Three times diary not signed is then reported to the Year Advisor and student is placed on a Formal Lunch Detention</li> </ol>   |
| Truancy  | <ol style="list-style-type: none"> <li>1. Student is reported to the Year Advisor and an investigation occurs.</li> <li>2. Year Advisor informs the Director of Pastoral Care</li> <li>3. Pending on the severity of the investigation, the student will be disciplined at either Stage 2 or 3.</li> </ol>                                     |
| Not wearing the correct uniform  | <ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor.</li> <li>2. Year Advisor records in the 'Out of Uniform' log in the diary and the Student Management System.</li> <li>3. Three times out of uniform with no valid explanation warrants an Afternoon Detention issued by the Year Advisor</li> </ol> |
| Failure to adhere to the College grooming policy   | <ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor.</li> <li>2. Year Advisor applies a deadline to rectify the concern.</li> <li>3. A student who fails to meet the deadline or concerns are consistent may be isolated or sent home until their grooming is rectified.</li> </ol>                      |
| Breaking hands off policy (including acts causing bodily harm)   | <ol style="list-style-type: none"> <li>1. Teacher reports the incident to the Year Advisor.</li> <li>2. Year Advisor conducts an investigation and reports to the Director of Pastoral Care</li> <li>3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 2, 3 or 4.</li> </ol>                   |
| Unacceptable behaviour in the Learning Centre  | <ol style="list-style-type: none"> <li>1. The student is addressed and disciplined at Stage 1 by the Learning Centre Supervisor</li> <li>2. Repeat offenders are disciplined at Stage 2 by the Year Advisor. A ban from the Learning Centre may be enforced.</li> </ol>  |
| Bringing the College into public disrepute   | <ol style="list-style-type: none"> <li>1. Teacher reports the incident to the Year Advisor.</li> <li>2. Year Advisor conducts an investigation and reports to the Director of Pastoral Care</li> <li>3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 2, 3 or 4.</li> </ol>                   |
| Bringing or using prohibited items/material/equipment to the College (including drugs, lasers, cigarettes, weapons, alcohol, | <ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor who undertakes an investigation in consultation with the Director of Pastoral Care.</li> <li>2. Pending on the severity of the incident, the student may be automatically disciplined at Stage 3 or 4.</li> </ol>                                    |

|   |  |
|---|--|
| pornographic material)                              |  |
| Acts of a sexual nature on College premises         | <ol style="list-style-type: none"> <li>1. Teacher reports the student to the Year Advisor/Director of Pastoral Care who undertakes an investigation in consultation with the Head of Secondary and the Principal.</li> <li>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.</li> </ol>                 |
| Unacceptable behaviour at Representative/Form Sport | <ol style="list-style-type: none"> <li>1. Teacher/Coach reports the student to the Sport Coordinator who investigates the report.</li> <li>2. Sport Coordinator notifies the Year Advisor and both are to discipline the student at Stage 2.</li> <li>3. Pending on the severity of the incident, the student may be automatically disciplined at Stage 3</li> </ol>   |
| Failure to attend Formal Lunch Detention            | <ol style="list-style-type: none"> <li>1. The supervising teacher notifies the Year Advisor of any student who has not attended the detention.</li> <li>2. The Year Advisor interviews the student.</li> <li>3. The Year Advisor will inform the Director of Pastoral Care the reason for the student not attending, pending on the situation, will repeat the lunch detention or escalate into an afternoon detention.</li> </ol> |
| Failure to attend Afternoon Detention               | <ol style="list-style-type: none"> <li>1. The supervising teacher notifies the Year Advisor of any student who has not attended the detention.</li> <li>2. The Year Advisor interviews the student and reports to the Director of Pastoral Care.</li> <li>3. The student is then disciplined at Stage 3 or, pending on the situation, will repeat the afternoon detention or escalate to a Saturday morning detention.</li> </ol>  |

## EXPLANATION OF THE VARIOUS SECONDARY DISCIPLINE TASKS AND PROGRAMS

### **Issuing of Litter Bag**

Students who are issued with a litter bag are to complete it **during 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.
- 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.

### **Saturday Detention**

Students are placed on Saturday Detention in order to discipline students who do not meet the requirements of an afternoon detention. Saturday detention is rostered and under the supervision of a staff member.

- Parents/Guardians are notified of the date and time.
- A record is kept of detention on the student management system.
- During the detention students complete the Restorative Justice handout and 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         | 3 <sup>rd</sup> Occasion | Afternoon Detention  |   |
| 3               | Afternoon Detention            | 3 <sup>rd</sup> Occasion | In-School Suspension   |   |
| 3               | In-School Suspension           | 3 <sup>rd</sup> Occasion | Formal College Suspension  |   |
| 1               | Formal College Suspension      | Next Occasion            | Official Warning Letter<br><i>(pending on the student record will determine what number is issued)</i> | <ul style="list-style-type: none"> <li>• Official Warning Letter issued.</li> <li>• Parent Meeting with the Principal.</li> <li>• Referral to a counselling session.</li> <li>• Issuing of a Monitoring Card.</li> </ul>  |
| 1 <sup>st</sup> | Official Warning Letter        | Next Occasion            | Second Official Warning Letter   | <ul style="list-style-type: none"> <li>• Official Warning Letter issued.</li> <li>• Parent Meeting with the Principal.</li> <li>• Referral to a counselling session.</li> <li>• Participation in the mentoring program.</li> <li>• Issuing of a Monitoring Card.</li> </ul> |
| 2 <sup>nd</sup> | Second Official Warning Letter | Next Occasion            | Final Warning Letter   | <ul style="list-style-type: none"> <li>• Official Warning Letter issued.</li> <li>• Parent Meeting with the Principal.</li> <li>• Referral to a counselling session.</li> <li>• Participation in the mentoring program.</li> <li>• Issuing of a Monitoring Card.</li> </ul> |
| Final           | Final Warning Letter           | Next Occasion            | Termination of Enrolment   | <ul style="list-style-type: none"> <li>• Parent Meeting with the Principal.</li> </ul>  |

## LEADERSHIP OPPORTUNITIES

## **College Leaders**

At the College we believe all students should have the opportunity to develop leadership capacity through skills and qualities.

Year 12 students undertake an election process to become College Leaders. It commences towards the end of year 11 where students participate in a Leadership Day. Following this, students in year 12 will nominate leaders as well as members of staff. The College Leaders are selected based on the nominations and the advice of the College Executive. The College Leaders are then presented to the College at an official ceremony.

### *Key skills for Leadership*

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

### *Principles of Leadership*

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

### *Characteristics of an Effective Leader*

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

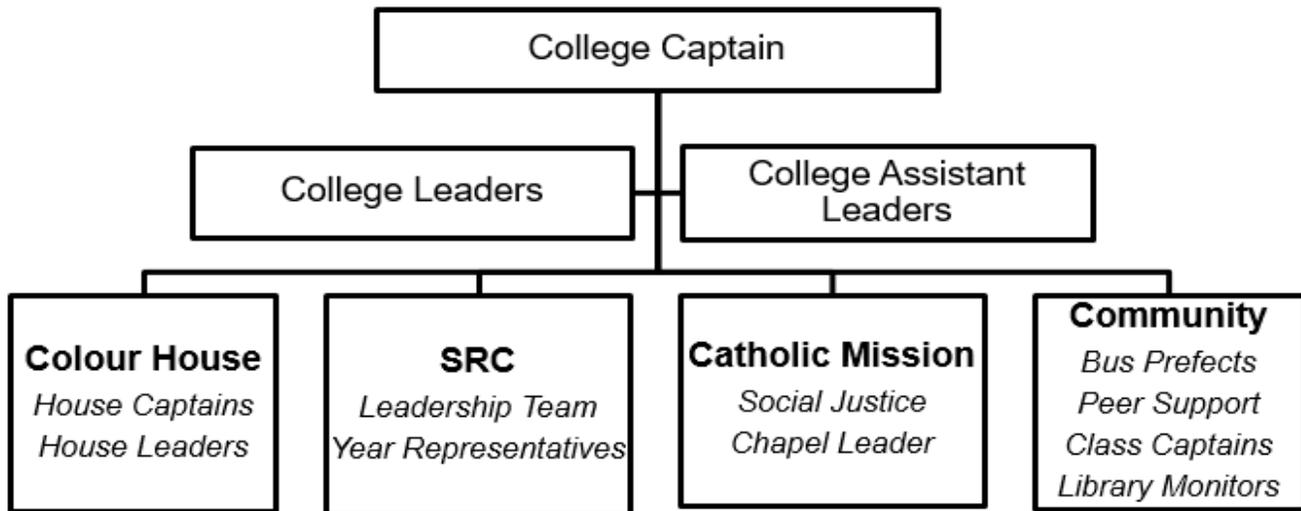
- Build self confidence and self belief
- Be more resourceful under pressure
- Communicate with understanding and influence
- Develop effective relationships across the organisation
- Motivate others to take responsibility
- Inspire others to action with optimism and a positive attitude
- Be more creative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

### *College Leaders will:*

- Be proud of the College and highlight the College motto to Know, Love and Serve.
- Be involved and liaise with staff and the SRC in College related matters, and to assist in supervision and provide appropriate documentation of matters raised.
- Be responsible for a Year Group. Have regular meetings in administration time with the cohort and highlight the College policies on uniform, clean classrooms, pride in the College, respect for one another and the promotion of self-discipline.
- Encourage peers to be ambassadors for the College and communicate to Year Advisors, any concerns arising.

- Organise and host College activities and assemblies.
- Assist in duties whenever requested by the staff.
- Be prepared to make time in order to hold meetings to discuss issues concerning the College.
- Assist the Year Advisor in the preparation of the Graduation Mass and the Formal.
- Be responsible, tolerant, fair and equitable, and to do their best to uphold the good image of the College Community and to work towards its betterment.

**MCHF Secondary Student Leadership Model:**



Role Descriptions include:

| 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: Chapel Leader       | Year 7-12      | Unlimited numbers  |
| 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: Anti-Bullying Ambassadors  | Years 11       | Unlimited numbers  |

**Student Representative Council Secondary**

### *What are SRC's?*

An SRC consists of students who work together to represent their fellow peers in the College.

- It works as an advocate for the structures which need to be set in place to address the needs of the College community
- Addresses relevant issues and sets achievable goals which support a whole school approach

### *Aims of SRC*

An SRC aims to:

- Develop leadership skills
- Ensure students views are heard in decision making processes
- Empower students to contribute towards a positive school culture
- Strengthen the College community through active participation

It is a program which actively involves students in their own education and welfare, develops leadership skills and empowers students to make a positive contribution to the College Community.

### *What is an Effective SRC?*

An effective SRC will enable students to:

- Act in the best interest of themselves, the SRC and the College community
- Investigate ideas and bring them to fruition
- Identify areas of change and initiate action
- Respond to the collective needs of the students which are in the best interests of the whole school
- Contribute to social and civic needs
- Use effective democratic processes
- Practice effective leadership
- Increase wellbeing and participation
- Become involved and involve the student body in decision making and problem solving
- Understand the roles and responsibilities of the SRC structure
- Communicate with students, staff and others
- Become responsible citizens

### **Student Representative Council Primary**

The Student Representative Council will consist of a body of 12 Year 6 students:

Two School Captains, two Vice Captains and eight SRC representatives.

#### *Election Procedure:*

1. Year 6 students will nominate from their peers at the start of the year.
2. Participating students will prepare and present a speech which will be judged by the Principal, Deputy Principal, and Year 6 teachers.
3. The chosen SRC will be inducted by the Principal and Deputy Principal at a full school Mass.

#### *Role of the Primary SRC:*

The SRC act as role models to the primary students and participate in a variety of day to day as well as special tasks that highlight their leadership qualities. SRC members organise weekly morning award ceremonies and take turns to present award winners. They collect and distribute lunch orders and assist at the Canteen lines during breaks one and two. SRC will work with their coordinating teacher to select

charities significant to them, for which they will raise funds. They advertise fundraising activities and encourage other students to give generously and participate actively in these events.

## **Secondary Student Representative Council**

Year 11 students are given the responsibility of the SRC in the Secondary Department. This prepares them to undertake the role of College Leaders when they are in Year 12.

### *Election Procedure:*

1. Year 11 students will nominate from their peers at the start of the year.
2. The procedure is led by the SRC Supervising Teachers.
3. The nominations are presented to the Secondary Leadership Team for approval
4. The chosen SRC will be inducted at a College Assembly.

### *Positions in Secondary SRC Leadership Team*

- President
- Vice President (x2)
- Secretary
- Treasurer (x2)
- Marketing (x2)

Other positions include:

- Year Representatives (x2 students nominated from years 7-10)

### *President*

- Facilitates the meetings
- Ensures that everyone has the opportunity to be heard
- Directs discussion
- Remains impartial
- Summarises and clarifies points
- Manages times
- Is an effective communicator

### *Vice President*

- Assists with the organisation and management of the SRC
- Supports the role of the President
- Manages times
- Is an organiser and a planner

### *Secretary*

- Deals with correspondence
- Records minutes of the meetings
- Prepares the agenda in consultation with others
- Writes letters

### *Treasurer*

- Handles the finances during activities
- Keeps records and manages progress of student payments

- Presents reports to meetings

### *Marketing*

- Designs all marketing and promotional materials
- Promotes SRC events and initiatives

### *Year Group Representatives*

- Act as role models and works with their year group
- Assists in areas if needed by the Year Advisor or homeroom teachers
- Represents their year group
- Acts as the main method of communication between the Executive Team and the year group
- Be leaders of the College working with staff and students
- Work toward improving the physical and social environment of the College
- Organise and assist with all student activities
- Cooperate with teachers and others in running activities

### **Playground Angels**

Year 5 students are given the opportunity to volunteer at Breaks one and two to assist staff members on playground duty in the infants and secondary playgrounds. Six students are chosen for each break every day and positioned in pairs near the gates in the infant's playground, under the shelter in the same playground and as roamers in the secondary playground.

Playground Angels are easily identified in the playground as they wear bright orange safety vests so that the K-3 students can quickly and easily locate them. The primary task of the Playground Angels is to provide additional support for the teachers on duty. They ensure the playground gates are kept closed to prevent younger students from leaving the College grounds, answer questions, hand out tissues or band aids as requested, open food packages and seek to find play friends for isolated students. In addition, they take with them stamps and stickers to help reinforce students who help keep the playground clean or those who have demonstrated Christian values.

### **Bus Prefects**

Year 11 students are selected each year as bus prefects on the basis that they display leadership skills in this role.

The prime responsibility of the bus prefect is to ensure the safety and proper behaviour of all students on the bus from K-12. Bus prefects locate themselves on the bus where they can see what is going on. As there are 2 or 3 prefects per bus, one should sit at the front, another midway and the final prefect towards the back. They are to warn students about improper behaviour which may include: eating on the bus, moving from their seats, causing damage, provoking other students with rude behaviour etc.

The prefects are not to handle students or use improper language. They must approach students in a persistent and mild manner. The prefects have the right to take down names which they will report to the Welfare Coordinator on arrival to school. Repeated misbehaviours by certain students must be recorded in writing and forwarded to the Welfare Coordinator who will investigate the claims and resolve the issue.

### **College Library Monitors**

Library monitors in the primary and secondary departments assist teachers, students and librarians in service delivery, by providing feedback on services and by representing their peers. They help to provide experiences to stimulate reading, promote the enjoyment of literature and use of the whole range of library material.

*Benefits of being a library monitor:*

- Student monitor develops and improves their computer and leadership skills in a school community.
- The role provides them with the opportunity for work experience and office skills.
- The role assists in developing their self-esteem.
- Student develops a positive attitude towards the library and the Library Staff as student takes ownership of their school and library.
- Student communication skills and their knowledge of the library improves, as well they pick up computer literacy skills that enhances their cognitive development.

*Attitude and skills required :*

- Being prepared to give some lunch breaks to help in the library - library monitors are rostered on lunch breaks, you can volunteer for others after talking with the Librarian
- Willing to take on library monitor responsibilities
- Being polite and helpful
- Demonstrating the ability to work independently but also collaboratively.
- Being organised
- Showing an interest in promoting the library
- Participating in library activities such as library competition and displays

*Expectations of a library monitor:*

- To be responsible for helping to keep the library a safe, welcoming place where people can come to work, read a book, research an assignment or study
- To demonstrate excellent Library Monitor behaviours – modelling library rules
- To attend rostered duties. Library monitors are responsible for showing up at their scheduled time. If you are unable to show up for some reason you need to let the library staff know, except if you are at home sick
- To listen to directions from library staff
- To do library jobs to the of their best ability
- To be polite and prompt with assistance
- To ask library staff for help if unsure of what to do
- Ensuring the Library computers are used effectively by everyone
- Becoming familiar with how to search ALICE (library catalogue)
- Understanding usage of content and index in encyclopaedias for research purposes

**Sport Colour House Leaders**

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)

### **Primary Colour House Captains**

Colour house captains are nominated by their teachers and selected into the position with consideration to the specific skills of the individual having been taken into account by the Principal and teachers. The boy and girl with the most votes for each colour is awarded the position and their badges are presented at the leadership mass held at the beginning of each school year.

The responsibilities of the colour house captains include fundraising to purchase new sporting equipment for all students to access, assisting the coordinating teacher to stock take sporting resources and ensure that they are accurately stored, preparing students in their colour house prior to the annual Athletics and Swimming Carnivals, encouraging active participation at the Carnival, advertising lunch time fitness activities and leading others to become healthier and fitter members of the College community.

### **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.

### **Mobile Phone Policy**

Mobile Phones and Smart Watches are not permitted to be accessed by students during College hours. Students accessing mobile phones or smart watches will be disciplined in line with the Discipline Policy outlined in the College Student Development Policy. The College will take NO responsibility for any damaged, lost or broken mobile phones or smart watches. Students needing to access mobile phones during the College day must be supervised by a teacher.

## **SUPPORT SERVICES**

### **College Psychologist**

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

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

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

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

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

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

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

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

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

### **English as a Second Language or Dialect (EAL/D)**

The role of the EAL/D teacher is to support teachers in providing a differentiated curriculum to meet the wide range of abilities. EAL/D 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 EAL/D Teacher will:

- Plan, deliver and assess modified grade programs for EAL/D students.
- Provide relief teaching one day per week or as required.
- ESL lessons are not to be cancelled either by the EAL/D teacher or the class teacher unless prior consultation with the Stage Coordinator has been made.
- Organise and attend meetings with class teachers regarding EAL/D 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.

### **Integration Education**

The role of the Integration Education teacher is to support teachers in providing a differentiated curriculum to meet the wide range of abilities. Integration teachers will work collaboratively as a grade partner across all KLA's. Primarily, the Integration Teacher will:

- Plan, deliver and assess Personalised Programs (PPs) for Special Education and Special Needs students.
- Provide relief teaching one day per week or as required.
- Integration lessons are not to be cancelled either by the Integration teacher or the class teacher unless prior consultation with the Stage Coordinator has been made.
- Organise and attend meetings with class teachers regarding Special Education and Special Needs 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.

### **Student Support Staff**

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

- Plan, deliver and assess Learning Support Programs (LSPs) for EAL/D students within the grade
- Teach the MULTILIT/MINILIT program when needed to students displaying Language difficulties.

### **Careers Advisor**

- Provides information to teachers and coordinators which will assist them in understanding the careers options available to students
- Advise and distribute career information to students and assist students exploring career options including traineeships, apprenticeships, SBAT, TVET etc.
- Manages and coordinates students transitioning out from the College.
- Attends 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 programs
  
- Coordinates Work Experience programs
- Informs students of timelines and requirements for applications for entry to post-school courses
- Advise Year 10-12 students regarding subject choices
- Inviting guest speakers from Universities and other training providers to share their course offers with senior students
  
- General counselling of students regarding future goals, withdrawal from subjects, and Australian Tertiary Admission Ranking (ATAR)
- Coordinates the annual Careers Expos (Years 10-12)
- Prepare careers related information for the Annual School Report

### **The College Chaplain**

The College Chaplain enjoys a unique professional relationship of support and collaboration with the Principal. Within this context, he works closely with the Principal in overseeing the key dimensions of the College's spiritual and pastoral life. The College Chaplain plays a crucial role in the mission of the College, and contributes to a collaborative leadership which shapes and implements the vision of the College in a way that reflects its Maronite Catholic character. The role of the College Chaplain includes:

- Pastoral Care of staff and students and parents
- Modelling of values
- Support in crisis
- Celebration of Masses
- Reconciliation
- Spiritual guidance for students and staff

## Contact Details of Support Services

| Service   | Contact Details  |
|---|--|
| School Liaison Officer – Parramatta Police Station (Cons. Dusan Dakic)<br>Strategies Schools can use with School Liaison Officers to address issues at schools<br>•Intervention programs organised by the School Liaison Officer in consultation with the school<br>•Mentor program offered by the School Liaison Officer<br>•Inviting the School Liaison Officer to have a police presence at the College for school events and/or to do presentations to students | School Liaison Officer<br>Dusan Dakic - Senior Constable<br>School Liaison Police -<br>Parramatta/Cumberland<br>Youth and Crime Prevention<br>Command<br>Ph: 9633 0703 E/n: 78703<br>Mob: 0437 882 232<br>daki1dus@police.nsw.gov.au |
| Youth Liaison Officer – Granville Police Station<br>Role of the Youth Liaison Officer and the School Liaison Officer<br>•They administer the Young Offender’s Act 1997<br>•They deliver cautions and attend youth conferences<br>•They support the youth policy statement<br>•They support and like to attend school based events such as assemblies, carnivals, open days, parent meetings etc<br>•They provide presentations for students and parents             | Youth Liaison Officer<br>Elie EL-Jammal<br>Cumberland Youth Liaison Officer<br>Granville Police Station<br>2 Carlton Street Granville<br>Telephone 02 98974199<br>Facsimile 02 98974111<br>eljaleli@police.nsw.gov.au                |
| Our Lady of Lebanon Community and Youth Centre  | 9689 2899  |
| MaroniteCare – youth, counselling and wellbeing services  | 8831 0000  |
| Westmead Children’s Hospital Emergency Department   | 9845 0000  |
| Mental Health Line  | 1800 011 511   |
| Kids Helpline   | 1800 55 1800   |
| Kidsafe   | 9845 0890  |
| Child Protection Helpline (Community Services)  | 133 627  |
| Headspace School Support  | 1800 688 248   |
| Poisons Information   | 13 11 26   |
| Family Referral Service   | 1300 403 373   |
| Salvo Crisis Line   | 9331 2000  |
| Redbank College   | 9633 1030  |
| E Safety Website  | <a href="https://www.esafety.gov.au/">https://www.esafety.gov.au/</a>  |

## PASTORAL CARE

Pastoral care is a valued and important aspect of life at Maronite College of the Holy Family. It underpins all we do both within the classroom and outside. Pastoral Care means being concerned for the total wellbeing of students and with the development of the whole person. Pastoral care incorporates the

implementation of programs and practices aimed at promoting and supporting wellbeing, the College ethos and the climate and atmosphere in which students and staff learn and work. The Student Development Policy is closely linked to pastoral care and promotes a respectful, safe and healthy environment for the whole College community. Pastoral Care is the heart of the College.

### **Primary Pastoral Care Program**

In order to meet the pastoral care needs of the Primary Department many programs have been created to develop the spiritual, physical, academic and social needs of the students. Pastoral care concepts are incorporated into Religious Education lessons as well as in programs specifically designed to promote and develop pastoral care in students.

**Kindy Buddies:** Year 6 classes pair up with a Kindergarten class and the older students assist the kindies to transition into school life. The “Kindy Buddies” play games, read books, help with art work and listen to the kindy children in order to provide additional support. This is of benefit to the older students who develop a greater sense of responsibility, empathy and nurturing, skills that they take with them as they progress to the High School.

**Protective Behaviours:** This program has been implemented to teach students important strategies for dealing with real life situations. The two themes; Nothing is so awful that you can’t tell someone and everyone has the right to feel safe all the time, are investigated and students learn what to do if they need help. This program is designed to empower the students and let them know they there are support networks that they can access in times of crisis.

**Personal Development:** Each year the year six students participate in a program designed to explain how they are developing and to answer questions relating to puberty, reproduction and the promotion of a healthy body image. Staff from Maronite Family Planning educates the students in a manner that is respectful to their religious upbringing and assist the students with any questions they may have.

#### **Lunch Time Groups:**

Each term the Stage Coordinators organise special interest groups that students can volunteer to attend. The activities covered include prayer sessions, writing tasks, creating art works, completing drama activities, playing chess and joining in for Zumba.

**STAND:** Short for: Stay calm, Try to ignore, Ask to stop, Never fight, Duty teacher, this program aims to teach students appropriate methods for dealing with playground issues. Posters appear around the College and staff on playground duty coach students into recalling the elements of the STAND program in an attempt to modify negative playground behaviours.

#### **Charitable Works:**

Each year students are asked to participate in fundraising events that support charities including the Westmead Children’s Hospital, St Vincent de Paul Society and Caritas Australia. Staff and students are asked to give of their time or donate goods or funds in an effort to support these charities. In addition, the choir and SRC hold a Christmas Carol sing along at a local nursing home and the elderly are presented with home made cards and gifts to develop in students an appreciation for others in the community.

### **Secondary Pastoral Care Program**

Pastoral Care takes on many shades but all types of pastoral care encompasses an attitude of concern, respect, and empowerment of the individual. At Maronite College of the Holy Family we provide pastoral care in a number of vital ways. Students are our asset and we need to look after them as best we can.

Over the College Year we will provide a weekly time slot on certain Fridays specifically for pastoral care activities. This time set aside is used for mentoring, motivational talks by guest speakers, discussion time, opportunity to reflect on life goals, a chance to prepare students for the bigger world, as well as being taught how to best manage their time and how to prepare for exams. The one hour time slot for pastoral care has been of benefit both to students and staff. However, it is not the only way that pastoral care is realised at the College.

Students have numerous possibilities to enhance their social and leadership skills through committees such as the SRC, St Vinnies group or the Social Justice group. They can take on the role of peer support or bus prefect, or they can show leadership potential through homeroom captain, College leader or Library Monitor roles. To further the gifts of our students there are numerous sporting activities where they can develop their prowess. There is the academic nourishment through mock trial and debating. There is the creative side that is developed through assembly presentations, concerts, Choir and end of year Expo Extravaganza.

The Secondary also has implemented a social structure where each student has a number of people they may approach or confide in, including the homeroom teacher, Year Advisor, Counsellor, Director of Pastoral Care/Career Advisor, College Chaplain and the Secondary Leadership Team. Pastoral Care also implies spiritual care and this is offered through times allocated for reconciliation and participation in the Eucharistic Liturgies as well as praying the rosary and praying before the daily announcements. There is also Reflection Days for students and staff. The Peer Support Program, as part of the Primary into Secondary Transition Program, is conducted during Pastoral Care sessions.

Overall the College has implemented a solid programme for pastoral care and faith formation for the secondary students. It is through these sacred times that students will hopefully grow in the grace of God and become young responsible and faith filled adults.

#### Secondary Pastoral Care Program Outcomes

- To address issues specific to the Year cohort
- To encourage leadership skills
- To develop respect in the students for people and property
- To discover a deeper dimension of themselves
- To understand the role of etiquette
- To discuss real life questions
- To find answers to the many questions in life
- To gain new knowledge that will help them grow in self esteem
- To acquire information on how to handle different situations

## **TRANSITION PROGRAMS**

### **PRIMARY INTO SECONDARY TRANSITION**

The Transition Program is a vital program supporting the development of students who are making the transition from Primary into Secondary education. It is essential for students to undertake the program as it prepares and assists them to make the transition from Primary into Secondary education.

The aim of the program is to:

- Introduce primary students to the life of secondary education

- Assist students to make the transition to Secondary as successful as possible
- Prepare primary students for secondary education
- Promote Secondary Curriculum and Pastoral Care to the students
- Inform the students of Secondary Policies and Expectations
- Assist students in their first year of secondary education through peer support

The Transition Program is compulsory for all students in years 5, 6 and 7. Students are expected to attend all sessions and participate in all activities throughout the program.

### **Program Structure**

The program targets students in year 5, year 6 and year 7. The structure of the program is as follows:

- Year 5 – Getting Ready Program: Three sessions at 2 hours and 20 mins each
- Year 6 – Almost Ready Program: Four sessions at 2 hours and 20 mins each
- Year 7 – Peer Support Program: Eight sessions timed at 1 hour each

Year 5 and Year 6 sessions are programmed to take place once a term and usually towards the end of each term. The Year 7 Peer Support program runs over eight sessions throughout Pastoral Periods on Friday mornings commencing in Term 2.

### **Peer Support Program**

The Peer Support Program is led by the Year 10 Peer Support leaders. The Year 10 students undertake training and on conclusion of the training, students are selected to become leaders. The aim of the program is to develop knowledge, skills and attitudes to build and enhance resilience within students. These skills act as protective factors to equip students with the capacity to cope with situations they may find challenging.

## **COLLEGE UNIFORM**

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.

### **Primary Department**

#### **Hairstyles and Grooming**

All students must wear their uniform with pride at all times. This includes having hairstyles that comply with College rules. Boy's hair must be cut in a neat and tidy manner with no steps or colouring of any kind. There should be no visible gel or hair products and the hair cannot be spiked up. Girls must have their hair tied up if it is longer than shoulder length and are not permitted to colour their hair. They are to use hair ties and headbands that are either navy blue or yellow, as per the College colours. Students with head lice are asked to remain at home until the problem has been rectified.

## College Uniform

| Boys Items                               | Girls Items                                       | Unisex Items                                    |
|--|---|---|
| LONG SLEEVE SHIRT<br>LAYBACK WITH CREST  | LONG SLEEVE SHIRTS<br>PETER PAN COLLAR WITH MCHF  | ZIP JACKETS (ALL SIZES)<br>WITH COLLEGE CREST   |
| SHORT SLEEVE SHIRT<br>LAYBACK WITH CREST | SHORT SLEEVE SHIRTS<br>PETER PAN COLLAR WITH MCHF | SPORT POLO – SHORT SLEEVE<br>WITH COLLEGE CREST |
| BLOCKER SHORT – NAVY                     | ALL SEASON TUNIC                                  | SPORT POLO – LONG SLEEVE<br>WITH COLLEGE CREST  |
| BLOCKER TROUSERS - NAVY                  |   | SPORT SHORTS ALL SIZES                          |
| ROYAL BLUE TIE                           |   | TRACK SUITS PANTS ALL SIZES                     |
| Large School Bags<br>Small School Bags   | Royal Slouch Hat<br>Library Bags                  | TRACK SUITS JACKET<br>WITH COLLEGE CREST        |

It is compulsory for all students to have a College hat all year round. The College complies with a “No hat- No play” policy in order to protect students from the damaging effects of the sun. Bucket hats, slouch hats and caps with the MCHF emblem can be purchased from the administration office. Students must wear hats when outdoors, particularly in terms 1 and 4. No jewellery is to be worn except for stud or sleeper earrings and a watch. Religious pendants are to be worn tucked under the school uniform.

Students not complying with uniform requirements after a verbal warning will be issued with a lunch time detention. Students will receive a detention notification at this time. This will indicate for parents which aspect of the uniform must be rectified. These notes must be signed by the parents and returned to the Stage Coordinator’s office. Students will be given a reasonable amount of time to purchase missing items or adjust hairstyles.

## Secondary Department

### 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 in the centre of the ear lobe. No Additional piercings or additional clear earrings are permitted.
- 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
- Tattoos of any size or shape are not permitted at the College
- 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 Short Sleeve House Polo with Logo |
| Tartan Tie (Yrs 11-12)  | Tartan Cross Over Tab Tie (Yrs 11-12) | Boys and Girls Long Sleeve Polo with Crest       |
| Grey/black Socks  | Navy/black Socks                      | Boys and Girls Sport Shorts                      |
| <b><u>Available from the College</u></b> <ul style="list-style-type: none"> <li>• College Bag</li> <li>• Caps</li> <li>• Scarfs</li> <li>• Beanies</li> </ul> |                                       | Boys and Girls Track Suit Pants                  |
|   |                                       | Boys and Girls Track Suit Jacket with Crest      |
|   |                                       | White Ankle Style Sport Socks                    |

***NOTE:*** Students in Years 7-10 are to wear their full College sports uniform only on sport days. The House Polos must be worn on Thursdays and at Carnivals. 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.