



***St Maroun's College,***

***Dulwich Hill***

**2008**

***Annual Report***

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# Message from Key School Bodies

## *A Message from the Advisory Board Chair*

I am pleased to present to you the Annual Report of St. Maroun's College for 2008.

The Executive and staff of the College have worked hard to continue to improve the teaching and learning outcomes from Kindergarten to Year 12. This is evident by the pleasing results that the students of the College have achieved during the year.

The College has continued to improve and update teaching resources throughout the year and has worked tirelessly to adequately prepare for the NSW Board of Studies Registration and Accreditation process. This dedication has ensured that the College will continue to comply with all of its obligations and continue to offer a quality Catholic education to all students.

I wish to acknowledge my fellow Board members – Sr. Irene Boughosn, Sr. Martha Mechleb, Fr. Geoffrey Abdallah, Mr. Frank Chiment and Ms. Josie Isaac for their tireless efforts throughout the year. The goodwill and passion that each Board member brought to our regular meetings throughout the year was most appreciated.

I also wish to thank the Principal, the Executive Team and the staff, for their dedicated service to the College and we look forward to an exciting 2009.

Sam Hallab  
**BOARD CHAIR**  
**COLLEGE ADVISORY BOARD**

## *A Message from the College Principal*

St. Maroun's College, Dulwich Hill is registered by the New South Wales Board of Studies and is under the care of the trustees of the Maronite Sisters of the Holy Family.

This Report has significant relevance to the College stakeholders, as it highlights the many accountabilities to government and non-government agencies. This includes highlighting fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Annual Report also showcases information about the various initiatives and developments of major interest to the school community during the year.

This Report is another method of communication to the school community and beyond. It should be identified as being complementary to other communicative methods currently employed by the school, such as College newsletters and other regular communication sent by the school.

Information about this report and the College can be obtained from the College or from the College website - [www.stmarouns.nsw.edu.au](http://www.stmarouns.nsw.edu.au)

Sr. Irene Boughosn, mshf  
**PRINCIPAL**  
30 June, 2009

## *A Message from the Student Leadership Team*

In 2008, the Student Leadership Team was comprised of 6 students. The College Prefects attended meetings regularly to discuss and act upon student matters at school. The Prefects actively represented the College at numerous events in the local, Catholic and educational communities.

The College community was also fortunate to participate in the events of World Youth Day (WYD08). This was a tremendous opportunity for our teachers, students and families to share the unique experiences provided during this time. It was most insightful to meet many of the pilgrims from Australia and overseas.

The student leadership team also organized many and varied fundraising activities for charities including Project Compassion (Caritas), Genes for Jeans Day and Bandana Day (Canteen). During the year, the Prefects made themselves accessible to all students in the College for consultation and regularly gave presentations at the Secondary School Assembly and College Assembly.

### **COLLEGE PREFECTS**

**30 June, 2009**



## Our College

### Our Mission

Our school expectations are set to a high standard. We aim to develop admirable qualities of character in our students. Students at St. Maroun's College develop their potential to have:

- a good Christian spirit
- a commitment to justice
- intellectual competency
- honesty and courtesy
- respect and tolerance of themselves and others
- national pride in Australia and their parents' homeland

All of the policies and procedures at St. Maroun's College are designed to achieve these goals. We aim to foster and encourage in our students a deep commitment to prayer, love and respect that will manifest itself in their daily lives.

### Our Philosophy

The philosophy upon which we, at St Maroun's College, base our aims and objectives lies in the recognition of:

- the absolute worth of every human being
- the dignity of every human being
- the rights of every human being

### College Motto

*Faith, Friendship and Honesty*

*Within our Christ-centred community*

*We are committed to Catholic Discipleship, where the human dignity of all people is valued and respected.*

*We recognize the uniqueness of each individual and we are committed to excellence in teaching and learning.*

## College Features

St. Maroun's College, Dulwich Hill is located in Sydney's Inner Western Suburbs. Uniquely, the College draws students from many suburbs across Sydney, although a concentration of students do derive from the immediate areas. The school was established in the current site in 1989. The College draws on the valued traditions of the Maronite Sisters of the Holy Family.

The College prides itself on welcoming students and families from diverse cultural backgrounds. The school boasts over 25 different nationalities of students who work and learn together in harmony, tolerance and love.

St. Maroun's College operates within a Preschool - Year 12 framework. It offers a rich and diverse curriculum to meet the contemporary needs of students. Students are consistently challenged to reach personal excellence in all endeavours.

There is a strong link with the Maronite parishes. The College Chaplain, Fr. Geoffrey, delivers Mass to students on a weekly basis in our Chapel. Furthermore, the College Chaplain is also involved in celebrating all relevant religious feasts during the year and participates in various pastoral programs of the school.

## Religious Education and Catholic Life

Religious Education and Catholic life is a most important dimension of St. Maroun's College, Dulwich Hill. There were many and varied activities that were connected to this area during 2008. They were:

- The College had three Sisters on the school staff from the Maronite Sisters of the Holy Family.
- The College participated in the many events concerning World Youth Day 2008 (WYD08). This included having guest speakers for students, attending student and staff World Youth Day meetings in preparation for the event and student attendance at World Youth Day 2008.
- Mass was celebrated every Friday morning in the College Chapel for every year group. It was celebrated by the College Chaplain, Father Geoffrey Abdallah. Different themes and celebrations were covered during the course of the year.
- Resources were available to support parents/carers as the primary educators in their child's faith development.
- The school supported various charities during the year – including Project Compassion, Hero Day, Jeans for Genes Day, Daffodil Day, the Big Morning Tea and visiting the Maronite Sisters of the Holy Family on-site nursing home.
- The College staff participated in a Spirituality Day with the focus on Enneagram Awareness and Personal Spirituality. This professional development day was shared with our sister school – Our Lady of Lebanon, Harris Park.
- The Primary School teaching staff undertook professional development in the area of Religious Education with a focus on 'I wonder questions' which are part of the programme "To Know Worship and Love".
- Feast Masses were celebrated at various times of the year. These included St. Maroun's Day, the Assumption, Easter and Christmas. Other significant Masses included events such as Fathers Day, Mothers Day and the Maronite Sisters of the Holy Family Foundation day.

- Students from Years 2 – 12 took part in Reconciliation at different times during the year.
- Primary students in Year 2 participated in their first experience of Reconciliation.
- Primary students in Year 3 undertook their First Holy Communion at a ceremony held in the College Hall.
- There were weekly Primary School and Secondary School assemblies, where the students prepared and conducted prayer services. The students were also made aware of the significance of the Sunday gospel by the Principal.
- Primary classes participated in the Liturgy of the Word sessions throughout the year.
- Retreat, Camp and Reflection day Programmes were operated for Years 7, 9, 11 and 12. These all contained relevant themes for each year group.

## **Value Added Information**

The information below describes programs and initiatives which have been implemented in effectively improving the learning outcomes of the students.

- The Academic Analysis/Targets Framework (K-12) was ongoing. This framework incorporates analysing year groups undertaking external examinations including National Assessment Program in Literacy and Numeracy (NAPLAN), NSW School Certificate (SC) and the Higher School Certificate (HSC). After specific analysis, targets were set for student achievement in the prescribed external examinations. Middle Managers participated in observing colleagues teaching within their areas of expertise in order to maximise quality assurance.
- Teaching and Learning programmes (K-12) continued to be evaluated, reviewed and refined to ensure the implementation and compliance to the NSW Board of Studies syllabus documents and policies.
- Meetings with the College leadership team, Primary Schooling Co-ordinator and Studies Co-ordinators were held to review and discuss current results – Years 3, 5, 7 and 9 NAPLAN tests, Year 10 School Certificate and Higher School Certificate results.
- There were various incursions/excursions organised for students (K-12) in order for them to increase their learning of the relevant key learning area.
- A parent/teacher/student interview day (K-12) was held during the last day of Term 2, Semester 1.
- A study skills programme for Years 6, 9, 10 and 11 was facilitated in the school. This programme focused on improving learning skills that would assist students in attaining personal excellence in their academic studies.
- A Primary School Concert was organised in Term 4. This involved all classes performing, showcasing various themes.
- A two-day Canberra trip was organised for Stage 3, to develop students academically and socially.
- A Year 6 to 7 Transition programme (Headstart) was operated. This consisted of Year 6 students receiving briefings about secondary school life, experiencing secondary-style enrichment lessons, study skills, guest speakers and de-briefing sessions about their experiences.
- PM Assessment was used with the primary students to determine reading and comprehension levels of students.

- The NSW Board of Studies Mathematical Assessment tools were utilised for Kindergarten, Year 2 and Year 4. This assisted in determining the Mathematical ability of students at the commencement of the school year.
- Primary School scope and sequences for all key learning areas were reviewed and revised in order to meet the needs of the students.
- University of NSW tests in Spelling, Writing, English, Mathematics, Computers and Science were undertaken by students in Years 3 to 6.
- The “Ants in the Apple” Literacy program was comprehensively implemented from Kindergarten to Year 6.
- Newly engaged teaching staff were in-serviced on implementation strategies and the use of online programming tools available for the Religious Education program “To Know Worship and Love”.
- During Book Week, primary school students participated in various activities relevant to the Book Week theme.
- A weekly morning Primary School Reading Program was undertaken, using Year 9 students as Peer Readers.
- A Literacy and Numeracy program was continued in the Secondary School for Years 7-10. This program was aimed at enhancing the literacy and numeracy skills of students with emphasis given to the development of NAPLAN based skills. An extra lesson per cycle was incorporated in the Secondary School timetable.
- The school Careers Education program was consolidated, whereby Year 12 students undertook information sessions facilitated by Universities, Private Colleges and TAFE personnel.
- A Youth Pathways program was continued in the Secondary School. This was aimed at Year 10 students who were uncertain of their education and work options post Year 10 studies.
- The College operated an ESL program in the Secondary School, which focused on improving English literacy for students who possess English as a second language.
- Year 10 Work Education students participated in a work experience program under the guidance of a Secondary School Work Experience Co-ordinator.
- Year 12 Prefects participated in an in-house one-day leadership course facilitated by senior teachers.
- The Pastoral Care programme, “You Can Do It!” was fully implemented across Year 7 to Year 12.
- Year 11 students completed the “HSC – All My Own Work” programme in order to foster academic integrity.
- Pastoral Care workshops were held for Years 7 – 12, incorporating themes such as bullying, communication skills and relationships.

## Co-Curricular Program Information

The College provides an extensive co-curricular program, which includes student opportunities in the following areas:

- Musical and cultural performances that are held annually and bi-annually
- Public speaking and debating
- Participation in a variety of representative sports (K-12) for both boys and girls that are conducted by the Sydney Archdiocesan Primary Sports Council (SAPSC) and the South West Independent Schools Association (SWISSA) competitions. Some sports include soccer, rugby league, netball, softball, volleyball, golf, touch football, chess, cricket, basketball and swimming.

# School Performance in Statewide Tests and Examinations

## National Assessment Program in Literacy and Numeracy (NAPLAN) Years 3 and 5

Students in Year 3 and Year 5 undertook the National Assessment Program in Literacy and Numeracy (NAPLAN) for the first time in May, 2008. NAPLAN replaces the previous state based Basic Skills Test (BST). NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists with school planning and is used to support teaching and learning programs.

The table provided highlights the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Students results are reported in six (6) skill bands. Year 3 results are reported across bands 1 to 6 and Year 5 are reported across bands 3 to 8.

Literacy is reported in four content strands – reading, writing, spelling, grammar and punctuation. Numeracy is reported as a single content strand.

The College results displayed are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends is available from the Main Administration Office.

The results show that students have performed well in 2008 with most results above the national average in Literacy and Numeracy. This is due largely to the effectiveness of the school's targeted intervention programs in both English and Mathematics for all students. Additionally, the Special Needs teacher has continued to develop individual education programs to meet the needs of specific students. Spelling has been a focus of our teaching and learning over the past few years and these results indicate the rigorous teaching and learning program implemented by the teachers. NAPLAN results will continue to be analysed to inform and guide the direction of future strategies to be implemented by the College. Overall, the high percentage of students achieving minimum standards, as compared with National figures, is testament to the focus on curriculum differentiation strategies, which have been developed and implemented.

NAPLAN 2008: % in bands		Year 3 <sup>A</sup>				Year 5 <sup>B</sup>			
		Band 6	Band 5	Bands 4, 5, 6	Bands 2, 3, 4, 5, 6	Band 8	Band 7	Bands 6, 7, 8	Bands 4, 5, 6, 7, 8
Reading	School <sup>1</sup>	15%	25%	64%	99%	18%	26%	57%	95%
	National <sup>2</sup>	18%	22%	62%	92%	9%	18%	53%	91%
Writing	School <sup>1</sup>	24%	32%	90%	100%	3%	28%	75%	100%
	National <sup>2</sup>	17%	27%	73%	95%	8%	18%	56%	93%
Spelling	School <sup>1</sup>	37%	27%	97%	100%	10%	36%	74%	97%
	National <sup>2</sup>	16%	22%	63%	92%	8%	18%	54%	92%
Grammar and Punctuation	School <sup>1</sup>	22%	24%	77%	100%	15%	18%	71%	99%
	National <sup>2</sup>	19%	21%	64%	92%	13%	20%	60%	92%
Numeracy	School <sup>1</sup>	15%	17%	65%	98%	15%	15%	66%	99%
	National <sup>2</sup>	12%	21%	61%	95%	7%	14%	46%	93%

Notes:  
<sup>A</sup> Year 3: Highest band = band 6; Lowest band = band 1; Bands 2-6 represent the % of students at or above minimum standards  
<sup>B</sup> Year 5: Highest band = band 8; Lowest band = band 3; Bands 4-8 represent the % of students at or above the minimum standards  
<sup>1</sup> Source: SMART data analysis package  
<sup>2</sup> Source: NAPLAN Summary Report 2008 ([www.naplan.edu.au](http://www.naplan.edu.au))

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## Assessment Program in Literacy and Numeracy (NAPLAN) Years 7 and 9

Students in Years 7 and 9 participated in the National Assessment Program in Literacy and Numeracy (NAPLAN) for the first time this year. This assessment replaces ELLA and SNAP assessments which were previously used for Year 7 and 8 students. The major difference between the two assessments is that NAPLAN is reported against National results Australia wide whilst ELLA and SNAP were reported against State averages.

The NAPLAN assessment results have provided the school with an excellent source of information on student's literacy and numeracy knowledge. By evaluating and analyzing these results the school has been able to review present teaching and learning programs to incorporate a strong focus on literacy and numeracy. The data has also provided the College with information it needs to develop target programs for students with extra needs and Gifted and Talented students. This will ensure literacy and numeracy skills are explicitly taught within all subject areas.

NAPLAN 2008 % in Bands		YEAR 7			YEAR 9		
		Band 9	Bands 7, 8	Bands 4, 5, 6	Band 10	Bands 8, 9	Bands 5, 6, 7
Reading	School	2%	28%	71%	2%	22%	76%
	National	8%	53%	94%	6%	46%	93%
Writing	School	6%	55%	38%	12%	34%	55%
	National	9%	52%	92%	8%	43%	87%
Spelling	School	10%	64%	24%	3%	51%	45%
	National	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School	2%	42%	50%	3%	27%	69%
	National	7%	49%	92%	5%	42%	90%
Numeracy	School	4%	47%	49%	2%	28%	68%
	National	12%	55%	95%	8%	47%	94%

**Note:**

**Year 7:** Highest Band = Band 9; Lowest Band = 4; Bands 5 – 9 represent the % of students at or above minimum standards

**Year 9:** Highest Band = Band 10; Lowest Band = 5; Bands 6 – 10 represent the % of students at or above minimum standards

**The percentages of students represented in the table above have been rounded and may not total to 100.**

## School Certificate

SCHOOL CERTIFICATE 2008				
	% of students in Bands 1 – 2		% of students in Bands 3 – 6	
	School	State	School	State
English	24%	10%	76%	90%
Mathematics	54%	28%	46%	72%
Science	28%	10%	72%	90%
Australian History	20%	16%	80%	84%
Australian Geography	18%	9%	82%	91%

Reviewing school data has highlighted the following achievements:

- Student achievement was reflected in strong results within Bands 5 – 6. These were:
  - English 12%
  - Mathematics 6%
  - Science 8%
  - Australian History 16%
  - Australian Geography 22%
- For the Computing Skills Test, 30% of students gained a score of Highly Competent in the online examination.
- Results in most courses reached State average.
- In comparison to previous years, the College is showing a trend which sees an improvement in the percentage of students achieving results in Bands 4, 5 and 6.

Additionally, the College has implemented a Year 11 Preparation Program, whereby students gain good grounding for the rigorous task of HSC studies. This program runs for 2 weeks after students have completed their School Certificate Examinations. Areas covered are:

- Literacy and academic writing skills
- Numeracy skills
- HSC: My Own Work program through the NSW Board of Studies online course.

## Higher School Certificate

The results for the College's HSC candidates have been reported on the selection of courses studied during 2008. The table provided outlines the percentage of students who have achieved in the different Bands. On average, the cohort achieved results on or slightly above State average.

HSC COURSE	Number of Students	PERFORMANCE BANDS ACHIEVED			
		Bands 1 – 2		Bands 3 – 6	
		School	State	School	State
Ancient History	8	25%	19%	75%	81%
Arabic Continuers	6	17%	7%	83%	93%
Business Studies	20	10%	11%	90%	89%
Chemistry	6	0%	11%	100%	89%
Drama	8	0%	2%	100%	98%
English Advanced	18	0%	1%	100%	99%
English Standard	17	29%	21%	71%	79%
General Mathematics	20	30%	17%	70%	83%
Legal Studies	10	20%	8%	80%	92%
Mathematics	6	0%	12%	100%	88%
Modern History	8	38%	8%	62%	92%
PDH & PE	12	8%	14%	92%	86%
Physics	5	0%	11%	100%	89%
Society and Culture	7	29%	14%	71%	86%
Studies of Religion I	22	9%	6%	91%	94%
Textiles and Design	10	0%	4%	100%	96%
Visual Arts	15	0%	1%	100%	99%

A review of the above results shows:

- 39% of students achieved a course mark which placed them in either Band 5 or 6 (a course mark between 80 – 100).
- In the course Mathematics, students gained results above State average.
- Students achieved strong results in Drama and Society and Culture. These were new courses which operated for the first time.

- All students in the following courses gained a result of Band 3 or higher:
  - Chemistry
  - Drama
  - English Advanced
  - Mathematics
  - Physics
  - Textiles and Design
  - Visual Arts
- Students who studied a TVET course through TAFE averaged above State average for their HSC mark.
- Excellent outcomes from this cohort are:
  - One student gained Scholarship entry into the Bachelor of Law Degree program at Notre Dame University. However, this student took an offer of Bachelor of Law at University of Technology.
  - One student gained entry into the Early-Achiever Program at the Australian Catholic University and is currently enrolled in the Bachelor of Teaching Degree program.
- Feedback from Year 12 students post HSC and UAI results had shown that:
  - 42% of students gained entry into University courses with the majority of students gaining entry into Universities such as University of Sydney, University of New South Wales, University of Technology, University of Western Sydney, University of Notre Dame and Australian Catholic University.
  - The top UAI mark for this cohort was 90.20
  - 20% of students gained a UAI of 70 and above.
  - University courses accessed by students included Engineering, Information Technology, Business, Law, Criminology, Finance, Teaching, Science, and Health Sciences to name a few.
  - All other students gained entry into either TAFE courses or private college courses.
- TVET courses continue to be a popular draw card, with some students gaining entry into university courses because of their excellent VET result for that course. For other students, the transition into a TAFE course was made much easier, as their VET course continued at TAFE in either a Certificate IV or Diploma capacity.

# Professional Learning and Teacher Standards

## Professional Learning

The College Executive Team participated in Leadership Seminars conducted by the Catholic Commission of Employment Relations NSW, Catholic Education Commission NSW and the Catholic Education Office, Sydney. All the teaching staff participated in professional development on Curriculum development, First Aid and Spirituality development during scheduled school development days in 2008. The main service providers for training were the Catholic Education Office, Sydney, the Association of Independent Schools NSW, the NSW Board of Studies, the Catholic Commission for Employment Relations NSW and the Catholic Secondary Schools Association NSW. Additionally, the following professional development activities were undertaken by staff throughout 2008.

Description/Orientation of the Professional Learning Activity	No. of staff participating
Religious Studies	7
English	17
Mathematics	5
Science	6
PD/H/PE	1
Creative Arts	3
HSIE	6
TAS	3
Languages	7
Curriculum	22
Administration	9
Pastoral Care	3
Careers Education	3

The expenditure on Professional learning in 2008: \$26,906.77

It must be noted that some of the courses undertaken were free of charge for the College staff.

## Teacher Attendance and Retention Rates

### Attendance and Retention Rate

In 2008, the average daily staff attendance rate was 96%. The proportion of staff retained from 2007 is approximately 79%.

## Teaching Standards

Category	No. of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	50
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	3
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## Student Attendance and Retention Rates

### Student Attendance

94% of students attended school on average each school day in 2008. This was similar to the daily attendance in 2007.

### Student Retention Rates and Post School Destinations

65% of the 2006 Year 10 cohort completed Year 12 in 2008.

## Post School Destinations

Based on the information provided to the school when students leave, it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. Students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE, Private Colleges or pursued full-time employment.

## Enrolment Policy and Profiles

St. Maroun's College, Dulwich Hill has developed its enrolment principles in consultation with the Maronite Sisters of the Holy Family. The policy follows State and Commonwealth requirements.

The priority of enrolment will be given in the following order:

1. Children of practising Maronite Catholic families;
2. Children of Maronite Catholic families;
3. Children of practising Catholic families within the local area;
4. Children of practising Catholic families outside the local area;
5. Children of Catholic families;

6. Children of Orthodox or other Christian families;
7. Children of families with other religious convictions.

*(Catholic families are defined as families in which at least one parent is a Catholic, or in which the children have been baptised Catholics.)*

The trustees of the College - The Maronite Sisters of the Holy Family - have an expectation that Catholic students shall ordinarily make up approximately 90% or more of the enrolment.

It is important to state that St. Maroun's College has a requirement that all students re-enrol and confirm their enrolment for Year 7 and Year 11. During this process, the College will normally welcome students who have been polite and cooperative in their school life. Students who demonstrate that they cannot abide by the school requirements will normally not be accepted to continue with their studies at the College.

The College also welcomes applications from students with special educational needs. A partnership approach between parents, students and the school is seen as an important aspect for students to reach their full potential. The school recognises and appreciates that educational programmes and school procedures may need to be altered, in order for students to attain equity in the school environment.

All applications for enrolment have an interview process involved. Careful consideration is given to every parent/student.

## **Enrolment Profiles**

The College enrolment profile is as follows:

- There were 649 students enrolled in 2008. There were 46 students enrolled in Kindergarten for 2008.
- Overall, there was a slight decrease of 23 students in total enrolments.
- Our student population is made up of approximately 25 nationalities.

# College Policies

## Child Protection Policy

### General Introduction

As a caring educational community with a Catholic mission, St Maroun's College values students as individuals and exercises its duty of care most seriously. The college is committed to protecting all children in its care from child abuse and recognises that children have a right to feel safe and respected. This involves maintaining a school culture where abuse is not tolerated and positive influences are encouraged. The likelihood of abuse occurring will be reduced by a learning environment for children and young people that is free of violence and exploitation and provides services that foster their health, developmental needs, spirituality, self-respect and dignity. Children at risk are unlikely to learn and develop effectively. This child protection policy is important so that all members of the College community are clear on how to respond appropriately, if they are confronted with child abuse affecting a member of the College.

A dynamic child protection policy for St Maroun's College is not just a legal obligation, it is also essential to achieve the College's aims and is fundamental to the College's Catholic ethos.

The procedures followed are in accordance with all relevant legislation, and take into account other appropriate practices and guidelines aimed at the protection of students, parents and staff. The College's policy and detailed procedures will be amended from time to time to take into account amendments to legislation and regulations.

### Definitions

Child: Under this College's Policy, a child is a student enrolled at St Maroun's College.

Under the Children and Young Persons (Care and Protection) Act a child is a person who is under the age of 16 years.

Under the Commission for Children and Young People Act, the Prohibited Employment Act and the Ombudsman Act a child is a person under the age of 18 years.

Abuse/At Risk of Harm Neglect or ill treatment of a child. This includes any actions which expose or subject a child to behaviour that harms the child psychologically. Examples of abuse include:

- Basic physical or psychological needs are not met.
- Parents/caregivers fail or are unwilling to arrange medical care.
- There is evidence of physical or sexual abuse or ill-treatment or risk of these.
- There is a risk of serious physical or psychological harm on account of incidents of domestic violence in the child's home.
- There is a risk of serious psychological harm to the child on account of actions of the parent/caregiver/staff.
- The child is under 16 years of age and is homeless or is in temporary or transitory accommodation.

**Conviction:** Where a court has found a person guilty of an offence as charged. **Allegation:** A claim that may or may not have foundation.

**Head of Agency:** The person who has particular legal responsibilities for liaising with external agencies when dealing with allegations and reports of child abuse. In most cases at St Maroun's College the Head of Agency will be the Principal. If an allegation involves the Principal the Deputy Principal assumes this responsibility.

**Employee/Staff:** A person who works full or part time within the context of St Maroun's College in a paid, contractual or voluntary capacity.

**Disciplinary Proceedings:** Actions taken by the Principal as a consequence of an employee's actions.

**Mandatory Reporter:** Under the Child & Young Persons (Care & Protection) Act 1998, a mandatory reporter is an educational professional, i.e. a teacher, or other staff member, who has direct involvement with the supervision of children. A person who has a mandated responsibility has that responsibility personally. They should follow their agency procedures, but the responsibility for making a judgment and acting upon it rests with the person who has perceived a risk of harm. Under this policy, a mandatory reporter is any member of staff who has been told or who believes a student is or has been at risk of harm.

**Mandatory Reporting:** The legal obligation placed on all staff under the Children and Young Persons (Care and Protection) Act to report when they suspect a student is at risk of harm.

**Reportable Allegation:** An allegation of reportable conduct against a person or an allegation of misconduct that may involve reportable conduct. Section 25A [Ombudsman Act 1974](#)

**Reportable Conduct:** This is defined as:

(a) any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence); or

(b) any assault, ill treatment or neglect of a child; or

(c) any behaviour that causes psychological harm to a child; whether or not, in any case with the consent of the child.

Reportable conduct does not extend to:

(a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or

(b) the use of physical force that in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or

(c) conduct of a Class or Kind exempted from being reportable conduct by the Ombudsman under section 25CA of the [Ombudsman Act 1974](#)

Under the School's policy all staff are to report abuse to the Principal or Deputy Principal.

### External Agencies

- Department of Community Services (DOCS)
- Commission for Children and Young People (CCYP)
- NSW Ombudsman
- NSW Police

### Legislative Requirements

This policy is subject to the Children and Young Persons (Care and Protection) Act 1998; the Ombudsman Act 1974; the Commission for Children and Young People Act 1998; the Child Protection (Prohibited Employment) Act 1998 and any other relevant Child Protection Legislation that may be proclaimed in future. Failure to report allegations of child sexual abuse or a suspicion of child sexual abuse of a child who is under 16 years of age, based on reasonable grounds, is an offence under Section 316 of the NSW Crimes Act.

All employees sign Prohibited Employment Declarations and undergo child protection screening checks before they commence to work with students at this School.

All employees of St. Maroun's are required to report to the Principal or Deputy Principal when:

- a) an employee is aware that there has been an allegation of child abuse; or
- b) an employee has formed a belief on reasonable grounds that a child is in danger of being abused; or
- c) an employee is concerned that a child or young person is at risk of harm (see Definitions).

The Principal has ultimate responsibility to report child protection matters to external agencies on advice. However, this responsibility may be delegated to the School Counsellor or Deputy Principal. If there is a concern for the safety, welfare or well being of the child, the matter must be referred to DOCS (Mandatory Reporting). This agency will advise the College on any further action to be taken by the College. DOCS has dear responsibilities for the investigation and coordination of all services engaged to protect children, and for advocacy on the child's behalf.

The mandatory reporting by all staff covers all of the above circumstances and where staff have "reasonable grounds to suspect that a child is at risk of harm", and the grounds arise "during the course of or from the person's work" (527(2)). The word "reasonable" is viewed within the context of a person's professional responsibilities. All suspicions of "risk of harm" may be formed during

the course of the School day, during excursions and other School related activities where professionals are performing professional tasks. Suspicion of risk may also be formed at other times e.g. after School, weekends, holiday time and mandatory reporting is still required.

Where a person to whom the mandatory reporting section applies makes such a report in good faith, he or she will be protected by the provisions of Section 29 of the Act. Section 29 provides that in such circumstances, the report does not constitute a "breach of professional ethics or conduct, the person cannot incur liability for defamation, nor can it be a ground for malicious prosecution or conspiracy. Further protection is provided with restrictions on the use of the report and constraints on the release of the identity of the reporter.

If a child approaches a member of staff saying they are unsafe or outline any particular circumstances as previously mentioned, then this should be discussed initially with the School Counsellor.

If, after discussion and/or interviewing the child it is believed that the outlined circumstances exist then, if applicable, the Deputy Principal should be informed by the School Counsellor and all matters must be discussed with the Principal. Employees are not to investigate allegations or suspicions of abuse. Investigations must only be carried out by investigators specifically appointed for the purpose, e.g. DOCS, the Ombudsman.

Employees are required to report any allegations or evidence of abuse only to the nominated person and discussion with others should be avoided or limited to persons in their privileged communication path (normal reporting line). Failure to limit communication in this way will not only be a breach of this Policy, but will result in an employee not being protected under the law from potential civil proceedings for defamation.

The Principal or the Principal's nominee will report any matter that has been notified, as required by the relevant legislation. An employee who has made a report of child abuse will be advised of the action taken. If it is decided that there are not reasonable grounds to suspect abuse, and consequently, the matter is not going to be reported by the Principal to an external agency, the original notifier has an obligation under the legislation to report to DOCS if they believe that reasonable grounds still exist.

If a student discloses abuse to an employee the staff member is obliged to report the disclosure as stated above but must not investigate the matter. The School Counsellor will provide guidelines for assisting a child who disclosed abuse.

Investigation of allegations or evidence of abuse must only be carried out by the appointed investigators (from DOCS and/or NSW Ombudsman) whose duties will include informing parents or caregivers that a notification has been made.

Employees should not make any contact with parents or caregivers regarding the notification unless specifically authorised to do so.

Employees are required to confer with the Principal before responding to a request by DOCS or any other officers to attend an interview with a child (victim). Staff cannot be required by DOCS to

attend such an interview and the pros and cons of attendance need to be carefully assessed before a decision is made.

Employees may be required to report in a detailed manner on any matter regarding child abuse about which they have notified or been notified. The confidentiality of such a report will be maintained unless otherwise required by a court order. (Information relating to any matter of child abuse is to be entered on the appropriate form - available from the Principal or School Counsellor.)

The College places a very high priority on its efforts:

- To protect children in its care from abuse; and
- To protect staff from mischievous, misconceived and false allegations.

Compliance with the requirements of this policy will assist in the College's efforts to achieve these important objectives.

### **Prevention Strategies at St Maroun's College**

Child protection is a broad responsibility. It involves more than responding once an allegation has been made. It involves minimising the possibility of child abuse occurring in the first place. St. Maroun's College adopts a number of strategies aimed to prevent abuse at school.

The staff professional development programme. includes regular refresher courses on child protection issues, which includes clear definition of organisational roles within the College. New staff will be briefed on relevant policies, guidelines and procedures as part of their orientation. (They will. be given opportunity to clarify any issues arising).

Employment procedures include thorough reference checks, pre-employment screening by the CCYP and detailed questioning at interviews. These measures are designed to ensure that adults who are not suitable to work with young people and children are not employed, contracted or given opportunities to interact with the students of the School.

Volunteers/parents who may exercise a supervisory role are directly responsible to the teacher in charge of the activity and are obliged to abide by the School's Child Protection Policy and Code of Conduct.

Key elements of child protection are included in the formal curriculum (e.g. PDHPE courses). Students are encouraged to recognise abuse and power in relationships; they are taught protection strategies and useful communication techniques with adults. The right of children to say no if they feel unsafe or uncomfortable is protected and reinforced through the curriculum. Child protection is central to the Pastoral Care Programme.

## Investigation Processes for Employees/Staff

When an allegation of child abuse against a member of staff is reported, the Principal will seek advice regarding whether the allegation constitutes child abuse. The College will report the matter to external agencies as appropriate, seek advice regarding possible investigation of the matter and proceed to investigate as needed in a sensitive and confidential manner. Members of staff are not permitted to investigate child abuse allegations.

If an allegation of child abuse is made against an employee, the Principal is required to report this allegation to the Ombudsman within 30 days. The Ombudsman has a responsibility to ensure that there has been procedural fairness for all parties involved. Unless the allegation is found to be malicious, misconceived or false, the allegation must also be reported to the CCYP who maintain databases for future employment screening purposes.

The Principal is responsible for making ongoing risk assessments regarding the safety, security and well-being of the alleged victim(s). Upon receipt of an allegation of child abuse against an employee, the Principal is responsible for carrying out an initial risk assessment.

Carrying out an initial risk assessment prior to any investigation of the allegation. The purpose of the risk assessment is to identify and minimise the risk:

- to a child or children who are alleged victims of the abuse;
- to the employee against whom the allegation has been made;
- to other children with whom the employee may have contact;
- to the proper investigation of the allegation.

This may result, for example, in the employee being relieved temporarily of some duties; being required to avoid certain students or, in some special cases, being suspended from duty. Any decision to take action as a result of a risk assessment is not an indication of the guilt of the employee concerned.

Factors to be considered in deciding what action, if any, to take include the nature of the allegation; vulnerability of students; nature of the position occupied by the employee; the level of supervision of the employee; safety of the employee; any comments made by the employee.

In conducting an investigation into allegations of child abuse, the Principal is guided by the following principles: impartiality (in some cases an external investigator may be appropriate); confidentiality; avoidance of undue delay, thorough documentation, consideration of all evidence and procedural fairness. At the conclusion of investigations, the Head of Agency is required to make a finding on the balance of probabilities that:

1. The allegation was false; or
2. The allegation was vexatious; or
3. The allegation was misconceived; or
4. The allegation was not sustained; or
5. The allegation was not one of child abuse, but might constitute a breach of professional behaviour or judgement which requires further disciplinary action; or
6. The allegation was sustained and the matter required disciplinary action.

The employee is informed of the finding and possible consequences in writing. The employee has a right to respond in writing if they wish and to ask the Ombudsman to review the investigation and findings.

If the finding falls into categories 4 or 6 as listed above, the Head of Agency is required by law to notify the CCYP of completed disciplinary proceedings or actions taken against the employee as a consequence of the finding. The Head of Agency must also inform the employee that the CCYP has been notified. In such circumstances, the employee is entitled to examine the employer file in accordance with Freedom of Information principles.

## **Documentation for Employees/Staff**

All documentation related to allegations of child abuse against employees is highly confidential and will be treated as such by St. Maroun's College.

Information regarding notifications to the Ombudsman must be kept indefinitely by the College and stored in a secure location. The Principal is responsible for keeping and storing such records and for determining who will have access.

All staff are required to sign an acknowledgement that they have read, understood and are prepared to abide by the St. Maroun's Child Protection Policy

The following documentation supports this Child Protection Policy and is available on request for the information of staff, parents and students of St. Maroun's College:

- Prohibited Employment Documentation as used by St. Maroun's College

## **Behaviour Management Policy**

### **PRIMARY SCHOOL**

#### **Rationale**

At St. Maroun's College we aim to develop the whole person in an atmosphere where Christian attitudes and values are nurtured, the rights of all individuals are protected and respected, and children are encouraged to take responsibility for their own behaviour.

It is the responsibility of the school to provide a comfortable and secure environment where individuals feel safe, valued and respected. The aim of this policy is to provide students, staff and parents with a guide to behaviour management at our school and to develop effective relationships with students, so that the whole-school environment is one in which individuals want to learn and where each person is challenged to develop their own potential in a stable and supportive environment.

Integral to our policy is a commitment to consistent and fair practices that are positive, professional and ethical. Natural Justice and Procedural Fairness will be considered at all times. This means that:

- 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.

Maintaining a safe and welcoming environment in the tradition of our patron, St Maroun, helps us to develop a school community that will grow together to create a positive school environment.

## **Belief Statements**

### **At Saint Maroun's College we believe that:**

- ◊ All students and staff have the right to feel happy, safe and accepted.
- ◊ All students have a responsibility to ensure that other students that they relate to are happy, safe and accepted.
- ◊ Students, staff and parents have shared rights and responsibilities.
- ◊ Behaviour impacts on the learning of not only the students who are disruptive, but also on those around them.
- ◊ The classroom climate should be conducive to the personal growth and development of each student where they are encouraged to achieve at their own level.
- ◊ Behaviour management is more effective when the implementation of the policy is consistent.
- ◊ Behaviour management is more successful if all stakeholders have awareness of the schools policies.
- ◊ It is essential to work in partnership in order to achieve a positive outcome in regards to behaviour.
- ◊ Fairness is not about everyone getting the same; instead it is about meeting the needs of each individual.
- ◊ All students should contribute to the formulating of the classroom's rules.

## Rights and Responsibilities

<p><b>As a student I have the right to:</b></p>	<p><b>As a student it is my responsibility to:</b></p>
<ul style="list-style-type: none"> <li>• learn at my own individual level</li> <li>• learn at my full potential</li> <li>• be safe</li> <li>• be happy</li> <li>• be respected</li> <li>• receive my individual needs/support</li> </ul>	<ul style="list-style-type: none"> <li>• be a co-operative class member</li> <li>• act safely for the safety of myself and others</li> <li>• listen to all staff members</li> <li>• follow and obey school rules</li> <li>• be respectful of self, others and their property</li> <li>• take responsibility for my actions</li> </ul>
<p><b>As a member of staff I have a right to:</b></p>	<p><b>As a member of staff it is my responsibility to:</b></p>
<ul style="list-style-type: none"> <li>• feel safe and respected by all pupils in the school</li> <li>• be listened to</li> <li>• use my teacher profession without any unnecessary distractions</li> </ul>	<ul style="list-style-type: none"> <li>• listen to staff, students and parents</li> <li>• ensure all students feel safe and secure</li> <li>• treat and respect everyone equally</li> <li>• use my full potential in my teaching profession</li> </ul>
<p><b>As a parent/guardian I have a right to:</b></p>	<p><b>As a parent/guardian I have a responsibility to:</b></p>
<ul style="list-style-type: none"> <li>• be listened to</li> <li>• be respected</li> <li>• be informed</li> <li>• be treated fairly and have the needs of my child/children met</li> </ul>	<ul style="list-style-type: none"> <li>• make an appointment with the appropriate school personnel</li> <li>• follow through with recommendations from staff</li> <li>• show respect and privacy to the whole school community</li> <li>• read and respond to school correspondence</li> <li>• support my child's learning</li> <li>• inform the school of any issues/circumstances that may affect my child's learning</li> <li>• not take any situations concerning other children into my own hands</li> <li>• report any concerns/issues to the appropriate people</li> </ul>

## School Rules

- ◆ There will be no supervision prior to 8.00am.
- ◆ Be punctual and arrive at school before 8.40am
- ◆ No playing in the morning (before 8.15am) and after school (3.05pm).

- ◆ No child is to enter a classroom without a teacher at any given time.
- ◆ Walk quietly and safely in the school grounds when moving between classes.
- ◆ Address adults using their name and speak politely.
- ◆ No hat No play.
- ◆ Remain seating during eating time (12.35 – 12.45pm).
- ◆ Place all rubbish in the bins provided.
- ◆ Stop playing, pick up rubbish and go to the toilet, bubbler for a drink when the hand bell rings.
- ◆ Stop on the first electrical bell and listen to instructions of when to move off.
- ◆ Be prompt to your lines making sure you are quietly lining up by the second bell.
- ◆ On the second bell, line up quietly (in your specified area) and wait for your teachers signal to then move/walk quietly to your class.
- ◆ Remain inside the school gate until dismissed at 3.05, unless otherwise instructed by a teacher.
- ◆ Show reverence in the church.
- ◆ Take care of yourself, others and the school property.
- ◆ Speak to a staff member if you feel in any way unsafe/unhappy – do not take matters into your own hands.
- ◆ Hands off others at all times.
- ◆ Mobile phones are to be dropped off at the office and collected at the end of the day. No mobiles are to be kept in a students possession during the day.
- ◆ Expensive and/or electronic toys are not permitted at school.
- ◆ Correct school uniform to be worn at all times.
- ◆ No jewellery or other extra accessories to be worn at school. Girls wearing studs/sleepers are accepted.
- ◆ All students must behave in an appropriate manner outside the school grounds, whilst wearing their school uniform.

## Class Rules

At the beginning of each school year, the class teacher will spend time ensuring that the students are aware of the School Rules and Class Rules, therefore ensuring students take responsibility for their own actions.

The teacher, together with the students, devise a set of Class Rules which are expected to be followed by all students to ensure that a positive classroom environment is established and maintained. When written, these rules will be displayed in the classroom, and referred to weekly and at other times when dealing with disruptive behaviour. It may be necessary to review these rules and change them throughout the year.

## Positive Classroom Reinforcement

### Merit System

The aim of the Merit System is to acknowledge and reward the children for particular achievements or behaviour in the following areas:

- ◆ Bookwork
- ◆ Manners
- ◆ Cooperation
- ◆ Hard Work
- ◆ Improvement
- ◆ Responsible Behaviour
- ◆ Considering Others
- ◆ Any other area that teacher wishes to acknowledge

- 1) Whenever a child is recognised as having achieved one of the areas above, the teacher gives that child a *Merit Card*, which he/she must keep.
- 2) Once the child has collected 5 Merit Cards, then he/she gives all 5 to the class teacher. The teacher will attach these to a *Merit Certificate*. The student will be awarded this certificate at the next group Morning Assembly.
- 3) When the child accumulates 3 *Merit Certificates*, the school principal will personally present the child with a *Principal's Award*, at the next group Morning Assembly.
- 4) To further acknowledge the outstanding performance of these children, their names will be acknowledged in the School Newsletter so that they may be recognised by our whole school community. Also, their names will be posted in the display cabinet in a star design near the front office with the child's name in the star.

## **Playground: token system**

Playground tokens are awarded by the duty teacher for any positive behaviour that is sighted on the playground. Each class keeps a class tally; once 60 tokens are accumulated an afternoon at the park is awarded.

## **Demerit System**

Negative:

Classroom:

1. Any dangerous or threatening behaviour either physical or verbal should be referred directly to Primary Executive
2. Teachers are to use their classroom management skills to discipline students
3. If behaviour is not curbed and warrants it, a demerit may be given. A time out may also be given in conjunction with the demerit, if it is assessed by the teacher it will assist the process. This will be with a buddy teacher (other grade teacher) for approximately 15 -20 mins. This will need to be recorded on the class demerit file for the student
4. 3 demerits within a fortnight will warrant a lunch time detention
5. 3 lunch time detentions will warrant a green slip
6. 1 green slip will warrant an interview with Primary Executive; 2 with Assistant Principal, 3 with Principal
7. For children who are exhibiting continual behavioural issues, support can be offered to them through special needs assistance or counseling. If needed, outside agencies can also be linked up to assist these students.
8. A demerit is serious and teachers should use this as a last alternative, so students can see the seriousness and realise the consequences

## **Playground:**

1. Any obvious bullying or aggressive behaviour (verbal or physical) is to be sent to Primary Executive.
2. Demerit slips for playground behaviour are kept in the bum bags.
3. Support staff will each be given their own demerit slips which once filled out will be placed in relevant teacher's pigeon hole to be added to class demerit.

Note: If a student receives more than 5 demerits within a fortnight, they should be referred to the Primary Executive.

### **What warrants a demerit:**

1. Swearing or inappropriate language
2. Harassment of other students: physical and verbal
3. Continual disruption to the class by a student after being warned
4. Back chatting to the teacher
5. Any threatening and intimidating behaviour
6. Littering
7. Out of bounds on playground
8. Vandalism

### **Years 2-6**

9. 3 homework slips within a fortnight
10. 3 uniform slips within a fortnight
11. 3 late slips within a fortnight

### **Kindergarten – Year 1**

Refer to Primary Executive. Parental interview to be held. If behaviour continues, demerit will be given.

A demerit does not replace classroom management techniques, but rather highlights the inappropriateness and seriousness of certain behaviour. It is important there is consistency amongst the staff so the students realise this as a whole primary school approach – and do not try and manipulate the system.

### **NOTE:**

**Any child protection issues: signs of abuse or neglect, or concern for a child's safety or well being must be referred directly to the Primary Executive. If in doubt ask – it is better to err on the side of caution.**

### **What does not warrant a demerit:**

1. messy bookwork
2. accidental touching
3. faces : staring etc
4. class work
5. chewing gum – there is a fine

## Student suspensions

Student suspensions are decided by the Principal in consultation with the College Executive. Students that would be considered for suspension would normally be identified as repeat offenders for serious issues or students who pose a threat to the safety of members of the school community.

Procedural Fairness is enacted throughout the process.

## Termination of student enrolment

The termination of a student enrolment is made by the Principal in consultation with the College Executive. Procedural Fairness is enacted throughout the process. Any decision is made in consultation with the student, the family and the AIS, NSW.

## *Other Notes*

The College does not have a policy regarding non-exclusion of students.

***Corporal Punishment is prohibited at St. Maroun's College, Dulwich Hill. Additionally, the College does not explicitly or implicitly sanction the administering of Corporal Punishment by non-school persons, including parents, to enforce the discipline at the school.***

## SECONDARY SCHOOL

The welfare / discipline policy as followed by the college involves the following:

The Behaviour Management Policy has been developed taking into account the rights and responsibilities of students of St Maroun's College community. This Behaviour Management Policy takes into account the Child Protection Policy.

### Aim

- Treat student members of our school community fairly and justly. It is based on the Vision Statement of the school:

Our school expectations are set to a high standard. We aim to develop admirable qualities of character in our students and so students of St Maroun's develop their potential to have:

- A good Christian spirit
  - A commitment to justice
  - Intellectual competence
  - Honesty and courtesy
  - Respect and tolerance of themselves and others
  - National pride in Australia and their parents' homeland.
- 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.

Natural Justice and Procedural Fairness will be considered at all times. This means that:

- 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.

## Student Rights and Responsibilities

As a student member of this community, I can expect to have a right to:	Therefore I have a responsibility to:
Have my qualities and talents respected and nurtured	Develop my qualities and respect and support the gifts of others
Contribute positively to the life of the school community	Contribute positively to the school community and acknowledge the contribution made by others
Be accepted for who I am	Accept the uniqueness of each individual
Experience effective, competent, empathetic teaching in a Catholic environment	Contribute to a positive learning environment by allowing teaching and learning to take place
Be able to learn to the best of my ability	Strive to learn to the best of my ability
Experience a healthy and clean environment	Keep the school environment clean and healthy
Experience a safe environment	Follow safety procedures and the School Behaviour code and eliminate bullying and harassment
Be treated with compassion, integrity and dignity	Treat others as I would like to be treated, with compassion, fairness and dignity
Have the opportunity to participate in appropriate decision making	Participate and encourage others to have a voice in the school community

## Rationale

Affirmation, challenge and redemption are fundamental to St Maroun's College merit system.

Students receive affirmation for positive behaviour through merits. Negative behaviour is challenged by demerits. Students may redeem themselves by gaining more merits than demerits.

Through the reinforcement of such principles quality catholic education can be provided.

## Aims and Objectives

The merit system is the foundation of the pastoral care structure. It provides a coherent, easy to use system through which college rules, expectations and achievements can be monitored.

The system encourages and promotes appropriate behaviour using both positive and negative means.

Students are educated about what constitutes appropriate behaviour, in line with the catholic values of our college community.

**MERIT – students receive immediate 'affirmation' on a daily basis by being awarded Merit points in all areas of College life for:**

- Good work
- Good deeds
- Good actions

**DEMERIT – students are 'challenged' immediately on a daily basis by the allocation of Demerit points in all areas of College life for:**

- Demerits points are given for the breach of College rules (outlined in Diary) relating to inappropriate behaviour.
- Students have the opportunity on a weekly basis to redeem themselves and avoid an afternoon detention by gaining 'Merit points' to cancel 'Demerit points'.
- It remains the discretion of the Year Co-ordinator and the College Executive to deem actions and behaviours at a higher level where Merit/Demerit is not applied (Example: Breach of College 'Hands Off' policy).

**Demerit Points Tally and After School Detention:**

- If a student has 3 or more Demerit points at the time of the weekly tally they will be issued with an After School Detention and Parents/Carers will be notified by the Year Coordinator.
- Students can redeem themselves in any weekly period and avoid After School Detention by earning Merit points.

**Merit points CANCEL Demerit points.**

At the completion of weekly 'Merit/Demerit' tallies, the points return to zero for the beginning of the next school week.

The Merit/Demerit Register is retained by the Year Co-ordinator/Student Welfare Co-ordinator to ensure that:

- Students receive awards when required.
- Students are issued with Detention notices.
- Patterns of negative behaviour are observed and acted upon.

## **Student suspensions**

Student suspensions are decided by the Principal in consultation with the College Executive. Students that would be considered for suspension would normally be identified as repeat offenders for serious issues or students who pose a threat to the safety of members of the school community.

Procedural Fairness is enacted throughout the process.

## **Termination of student enrolment**

The termination of a student enrolment is made by the Principal in consultation with the College Executive. Procedural Fairness is enacted throughout the process. Any decision is made in consultation with the student, the family and the AIS, NSW.

## ***Other Notes***

The College does not have a policy regarding non-exclusion of students.

***Corporal Punishment is prohibited at St. Maroun's College, Dulwich Hill. Additionally, the College does not explicitly or implicitly sanction the administering of Corporal Punishment by non-school persons, including parents, to enforce the discipline at the school.***

# **School Community Grievance Procedures Policy**

## **RATIONALE**

St Maroun's College, Dulwich Hill believes that all members of the school community should be treated with respect and dignity. Good relationships within our school provide all stakeholders with an improved opportunity to belong to an effective and caring school.

To this end a process to deal with complaints and grievances is crucial in order to provide a fair and just approach to concerns raised. The College enacts the principles of "Procedural Fairness" and "Natural Justice" when handling issues in this area.

In an organisation the size of St Maroun's College, complaints or grievances may cover a wide range of issues. Parents and other members of the College community may, from time to time, wish to complain about a College matter. They may, for example, be unhappy with a College policy or with a particular staff member.

It is important that such complaints are dealt with sensitively, confidentially and effectively. The matter must be resolved as soon as possible and in a way which treats all parties with dignity and respect. It is important to note that anonymous complaints will not be accepted or acted upon.

## Procedures

Whenever any student, parent or citizen has a complaint relating to a College member, then the complainant should first attempt to resolve the dissatisfaction with the party/parties. When doing this the rights and responsibilities of all parties need to be respected and consensus achieved. However, if the complaint relates to *child protection* matters, the complainant should contact the Assistant Principal or Principal if possible; otherwise the complainant should contact a staff member at Coordinator level. Child Protection matters are dealt with in a procedure contained in the College's Child Protection Policy.

A procedure for resolving the dissatisfaction may involve the following.

The parties should be notified of the decision in writing with reasons.

The vast majority of concerns which arise from parents and others need never take the form of a formal complaint. The Principal, senior staff and teachers are available to discuss and resolve concerns in more informal ways.

If deemed necessary in the professional judgment of the Principal (or another senior staff member), a complaint may be addressed in a more formal manner.

It is important that a concern is directed to the correct person. The first point of contact for parents can often be the Receptionist or office staff. These staff members have a responsibility to direct calls to the appropriate member of staff. Calls are noted in order to track the time, source and nature of the call.

Issues relating to academic concerns are directed initially to the Class teacher (Primary), Subject Teacher and then to the Studies Coordinator/Primary Schooling Co-ordinator.

Issues relating to a pastoral or student management issue are relayed to the Class teacher (Primary)/ Teacher (Secondary) and then to the Year Coordinator/Primary Schooling Co-ordinator.

It is also important to note that the Assistant Principal and the Principal are available and can be contacted if a satisfactory response or resolution is not reached through the above channels.

In the instance where a complaint is made against staff member, the staff member concerned must be informed of the complaint. Teachers and other staff members are entitled to know the details of the complaint against them, including the name of the person raising the complaint as well as the specific details of the complaint. This is done by the Principal or delegate.

The staff member concerned must be given the opportunity to respond prior to any action being taken in response to the complaint.

Where there is a meeting of the staff member concerned with the Principal, parents, student/s or other staff member in relation to the complaint, the staff member must be told in advance the purpose of the meeting and who will be attending the meeting.

The staff member must be given the opportunity to be accompanied by a staff member of their choice.

Where action is taken the staff member must be involved.

If a matter is not raised with the staff member involved, then the matter cannot be raised at a later date or as part of another incident, as the staff member has not been given a right of reply.

If the complaint is not resolved through the conciliation process, the Principal must make a decision based on the substance of the complaint, all relevant information and any relevant policy.

In cases where there are non-custodial parents involved, the College will provide concurrent contact with them about relevant issues and also provide opportunities for them to participate in any school meetings, where the law permits.

### ***Student Grievance/Complaint***

Where students have a concern or grievance, it is important that they convey it to the appropriate staff member. This should be done in an interview process and writing a letter explaining the details.

All academic issues concerning assessment, School Certificate or HSC information should be directed to the Primary Schooling Co-ordinator/Secondary Schooling Curriculum Co-ordinator. The Secondary Schooling Curriculum Co-ordinator also deals with appeals which are lodged with the NSW Board of Studies. If the complaint is not resolved, the Principal must seek resolution, as outlined above.

In the instance where a student has a pastoral or other concern, they should seek an appointment with their Class teacher (Primary)/Pastoral Care Teacher or Year Coordinator to discuss the issue, or where necessary the Primary Schooling Co-ordinator/Secondary Schooling Welfare Co-ordinator. The Pastoral Counsellor is also available for such discussions.

The focus for St Maroun's College in these cases is for effective complaint resolution through conciliation and acknowledging the rights of all concerned.

In cases where there are non-custodial parents involved, the College will provide concurrent contact with them about relevant issues and also provide opportunities for them to participate in any school meetings, where the law permits.

## **Review**

Either the complainant or respondent can request an internal review within 10 working days of the decision. This request is generally to the Principal.

The request must detail the grounds for the request. The Principal shall:

- \* Review all relevant material
- \* Make further inquiries, if necessary
- \* Decide whether further action is necessary
- \* Make a decision within 15 working days of receipt of the request
- \* Advise parties in writing of the decision and the reasons for the decision

*This policy may be accessed by the school community through requesting a copy from the College Administration Office or by accessing the College Annual Report on the College website.*

## **State of Repair of College and Buildings Policy**

### **AIM**

To ensure that all school the premises and buildings are effectively maintained in state of good repair.

### **RATIONALE**

- To comply with the Occupational Health and Safety Act and the Explosives Act 2003. Therefore, ensure that the campus is a safe environment and students, teachers and visitors to the site.
- To ensure that the facilities are suitable to enable quality teaching and learning.
- To ensure that the campus is aesthetically pleasing and conducive to a safe learning environment.

### **IMPLEMENTATION**

- Once every term, as part of an OH&S Committee meeting, a site inspection is carried out. Any issues are reported to the Maintenance Officer for action.
- There is an ongoing Maintenance Logbook kept at the Primary and Secondary School Offices, where staff are able to report any repairs and maintenance required.
- The Maintenance Officer checks the logbooks daily. He makes minor repairs and where needed, employs trades people when necessary.
- There is regular consultation with the school architect to ensure that the school complies with current legislation or any changes in reference to building requirements.

# Student Attendance Policy

## Aim

To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

## Rationale

Government authorities and St. Maroun's College require that children of school age are required to be in full-time attendance at school, unless formally exempt. Our school requires that post-compulsory aged students also attend school, unless a valid reason exists.

## Implementation

- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note to the school explaining why an absence has occurred.
- A staff member will be responsible for monitoring and investigating student absences on a daily and weekly basis.
- Parents of students who are to be absent are requested to telephone the school before to report the absence. The absence is then to be confirmed in writing by a note from parents.
- Independent students not living with parents or guardians are also required to provide notes.
- The designated staff member will telephone parents of absent students if communication from parents is not forthcoming.
- Unexplained or inadequately explained absences will cause the designated staff member to communicate with parents and the student involved so as to implement strategies that will resolve the problem.
- Students who aggregate more than 8 inadequately explained absences, will be reviewed and may be requested to repeat that year of study.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance parent meeting being organized by the Year Co-ordinator.
- The Primary Schooling Co-ordinator/Secondary Schooling Welfare Co-ordinator is responsible for informing the Department of Education and Training Officer with home school liaison responsibilities with the student's name, age and last known address where the destination of a student under fifteen (15) years of age is unknown.

- After consultation, unresolved attendance issues of post-compulsory students may result in the termination of enrolment from school. Unresolved attendance issues for students required to attend may result in year level failure and will be reported to the Principal.
- The Principal will ensure all student absences are recorded each period by teachers and are entered into the SAS data base. Notes are to be files in the student files.
- The NSW Board of Studies may seek student attendance records.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Student attendance data is reported to the Commonwealth Government, NSW Department of Education and Training and the wider community each year as part of the annual report.

## **A Safe and Supportive Environment Policy**

### **General**

The NSW Board of Studies Registered and Accredited Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students. Below is information concerning the College in order to meet these requirements.

### **Support**

1. The College wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the College. The College encourages consultation between all members of the College community in matters which affect them.

### **Security**

2. The College has measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgment as to what is required and will include in its consideration such matters as:
  - a) appropriate levels of supervision;
  - b) security of buildings;
  - c) procedures in case of fire;
  - d) use of grounds and facilities;
  - e) travel on School-related activities; and
  - f) other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

## **Supervision**

3. Appropriate measures will be taken by College staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

## **Conduct**

4. The School has a Code of Conduct for staff and students as appropriate, which may be supplemented from time to time by specific rules and directives. The Code of Conduct will include such matters as:
  - a) the rights and responsibilities of students and staff within the School community;
  - b) behaviour management;
  - c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
  - d) the management and reporting of serious incidents.
5. The School has established and implemented appropriate behaviour management practices for students, consistent with the philosophy of the College and with other aspects of this policy.
6. The School has a student leadership system.

## **Complaints and Grievances**

7. The College has processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

## **Pastoral Care**

8. Students will be made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the College.
9. The College takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
10. Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

## Communication

11. The College will provide both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; Principal; representative of an appropriate government, welfare, health or other authority.

## Welfare procedures for students undertaking distance education, and courses/subjects with an external provider for the purposes of their schooling.

12. All of the above policies and procedures will apply when the College has made arrangements for students of the School to undertake courses/subjects, either on or off-site for the purposes of their schooling.
13. Teachers, staff and any other persons involved in the provision of education for students of the College who are undertaking courses/subjects, either on or off-site which have been arranged by the College will be subject to the requirements of relevant child protection legislation.
14. Any student undertaking distance education, arranged by the College but outside of the School will have equal access to counseling and other student welfare services as appropriate.

All of the above policies will be implemented in a manner that is appropriate to the College, its students and the College community and with regard to the relevant legislative requirements that apply to the College.

*Related Policies: Behaviour Management Policy (K-6), Behaviour Management Policy (7-12), Child Protection Policy, Critical Incident Policy/Plan, Dispensing Medication Policy, Pastoral Care Policy, Student Attendance Policy, Excursion Policy, External Providers – Student Safety and Welfare Policy, Fire Safety Procedure Policy, First Aid Procedure Policy, Lockdown Policy, Medication Policy, Occupational, Health and Safety Policy, Risk Management-Student Safety Policy, School Community Grievance Procedures Policy, Staff Code of Conduct Policy, State of Repair-Premises and Buildings Policy, Student Leadership Policy, Supervision Policy, Welfare Policy (K-6), Welfare Policy (7-12)*

# School Determined Improvement Targets

## Academic Analysis/Targets Learning Framework (K-12)

The College consolidated a framework whereby external results were explicitly analysed. This analysis included faculty discussions, reflection and implementation of setting academic targets for students in order to improve overall student performance in external examinations in Years 3, 5, 7, 9, 10 and 12. These examinations include the National Assessment Program in Literacy and Numeracy, School Certificate and Higher School Certificate.

*Measured by:*

- Improved results in external examinations
- Increased professional dialogue about student academic attainment amongst classroom teachers, Co-ordinators and Executive staff
- Improved quality assurance in teaching and learning processes

## Staff Professional Development

Teachers (K-12) were sent to professional development opportunities in regards to new NSW Board of Studies syllabus developments, emerging trends in school education, pedagogy, quality literacy/numeracy strategies, child protection requirements, pastoral care, spirituality and religious education. The Australian Government Quality Teacher Program also has provided enhanced opportunities for staff holding Co-ordinator positions to further development in the area Leadership by undertaking Middle Management training.

*Measured by:*

- Improved leadership outcomes
- Improved awareness of leadership values/models
- Improved teacher/student relations
- Improved student learning outcomes
- Improved quality of teaching/learning in the classroom
- Increased awareness of updated child protection legislation

## Study Skills

The College study skills program was continued for Years 6, 7, 9 and 11. Students completed a series of workshops covering various skills that would improve their learning. Afterwards, these skills were reinforced by classroom teachers in various key learning areas. Furthermore, the school has complemented this initiative by implementing a literacy and numeracy skills program for Secondary School students, which assists in the preparation of external examinations.

*Measured by:*

- Improved academic results
- Improved student participation and application in classwork

## Literacy and Numeracy Student Achievement Review (K-6)

All Primary School teachers were requested to target areas of student strengths/weaknesses in literacy and numeracy and strategically plan teaching and learning activities to enhance student outcomes.

*Measured by:*

- Improved performance in student attainment of allocated outcomes

## Implementation of new Science and Technology and HSIE Programs (K-6)

The Primary School staff implemented the Science programme, Primary Connections. The new HSIE program was also implemented using the inquiry method. The Science and Technology program provided opportunities for students to test for fairness and reliability with associated tasks.

*Measured by:*

- Increased knowledge by students, specific to outcome requirements
- Improvement in student results, based on internal assessment events.

The areas that were targeted in the 2007 report indicate:

- The proficiency level of Literacy amongst students in the Primary School saw a steady progress in the ability of students to independently undertake various text types.
- The Primary School teaching staff successfully commenced delivering the Religious Education program – “To Know Worship and Love”.
- The Primary School staff became proficient in their knowledge to comprehensively deliver the new Primary Science and HSIE programmes.
- The Study Skills program in Years 7, 9 and 11 was effective. Students were clearly able to demonstrate enhanced knowledge in areas of time management, note-taking, study plans and essay writing.
- Staff professional development was identified as an ongoing effective tool for teachers to improve their awareness about educational issues and practice. This proved most crucial, as staff brought a significant amount of extra expertise in various domains.
- The College Academic Analysis/Targets Learning Framework has continued to be an effective tool for reflection for staff and students alike. This has continued the positive trend of improved student results in external examinations.

## **Respect and Responsibility**

St. Maroun's College wants all students to recognize that they are valued integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences.

In 2008, the College participated in interschool programs, where students from our College attended classes and cultural activities which allowed them to get to know each other as Australians from a wide variety of cultural backgrounds and beliefs. A Values Education parent forum was also held where key school values were explored and discussed with the audience.

This has greatly assisted in promoting respect for the individual and the rights of others. These ideas were further emphasised at school assemblies by the College leadership team. The new Secondary School Pastoral Care program, You Can Do It!, also re-enforced relevant issues confirming the importance of these values.

## **Parent, Student and Teacher Satisfaction**

Parent involvement is welcomed and encouraged by the College. The Parents and Friends Committee meet regularly and provide various avenues for parents to express their level of satisfaction. The level of parent involvement in the Parents and Friends Committee is consistent and various discussions throughout the year indicated that parent satisfaction is very positive.

The school operates a Peer Support program which provides the students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution.

Informal feedback from teachers and discussions with the College Executive and Co-ordinators indicates that during 2008, staff were generally satisfied in all areas of our College, particularly in terms of relationships, staff morale, school operations, work roles and work value. The ability for staff to utilise open lines of communication with the College Executive was generally appreciated.

## Parental Involvement

Several information meetings were scheduled to ensure that parents were adequately informed and involved in their child's education. These included:

- a. Parent /teacher/student school report interviews (K-12)
- b. Kindergarten Information and Orientation day
- c. General Parent Information Evening (K-12)
- d. Values Education Forum Parent Meeting
- e. Drug Education Forum Parent Meeting
- f. Year 7 Orientation meeting
- g. Year 8 subject selection information evening
- h. Year 10 course selection information for the Preliminary course
- i. Year 12 student progress information evening.
- j. Parent volunteers in tutoring students in reading.
- k. Parent volunteers in library services.
- l. Parent volunteers in fundraising activities.
- m. Parent volunteers in school excursions.

## College Community Partnership

A day was organised for Morning Tours (P-12) in Term 1. It was an ideal opportunity for prospective Preschool to Year 12 parents and students to view some student work samples and the facilities of the school.

A general parent information evening was held in Term 1. The session highlighted to the community the current school priorities and the future directions of the school.

Academic testing in literacy and numeracy was conducted for prospective Year 7 students. This was followed by an orientation day, which eased the transition for students from Year 6 into Year 7.

The College used various communicative tools to deliver information to parents, students and staff. These included:

- a. The student diary
- b. The College newsletter (K-12)
- c. College letters to parents
- d. Internet website – [www.stmarouns.nsw.edu.au](http://www.stmarouns.nsw.edu.au)
- e. Weekly staff memo (K-12)
- f. Weekly staff briefing (K-12)
- g. Regular staff meetings
- h. Various parent meetings

## Resources and Facilities

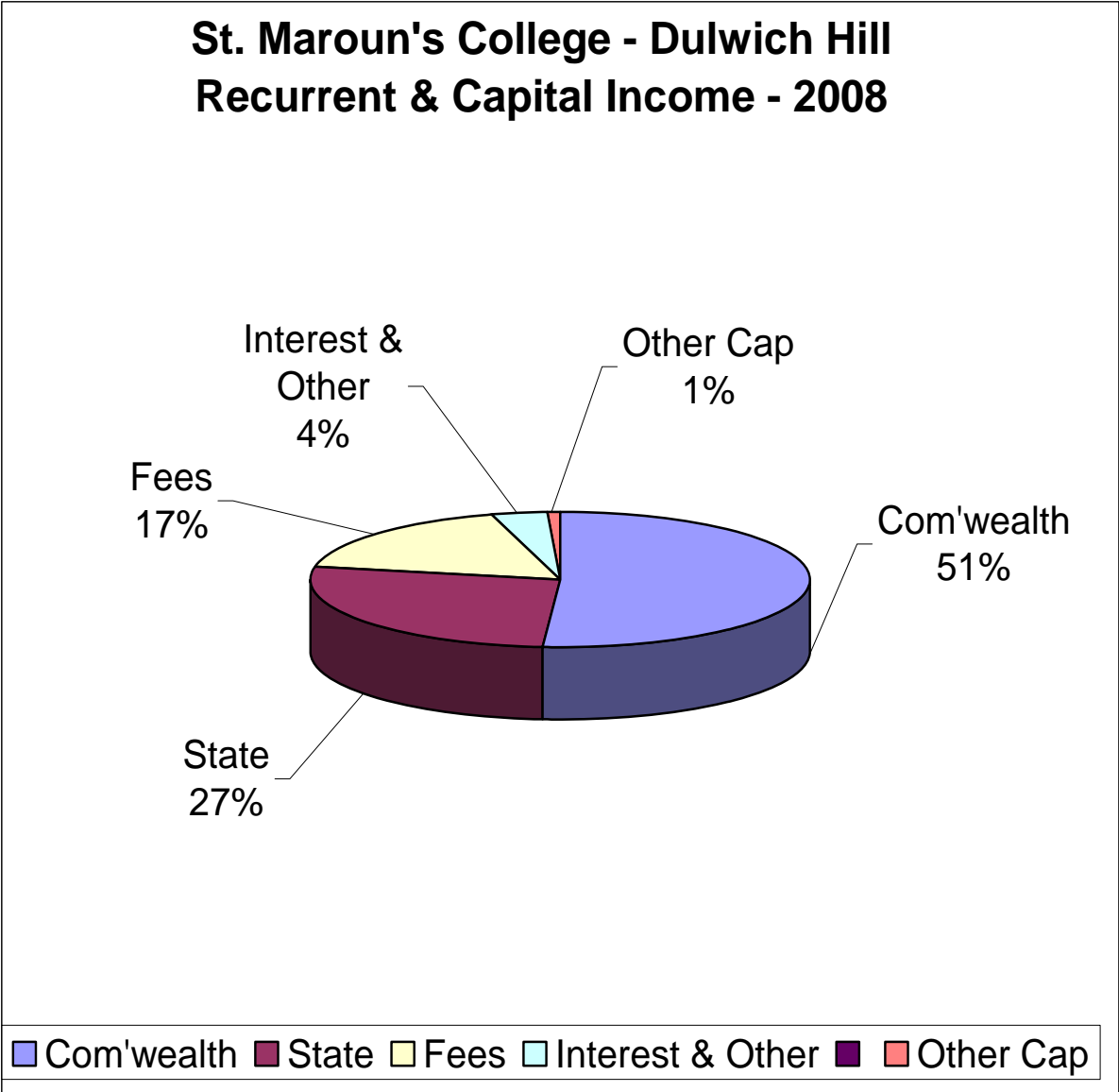
The following improvements occurred in the area of Resources and Facilities:

- Painting was undertaken in the areas of the Primary School and the Secondary School.
- Fire Protection equipment was maintained and updated on the campus.
- The air-conditioning systems were maintained and serviced on the campus.
- All operable walls were inspected and serviced.
- Ongoing landscaping improvements were made to various areas of the school campus.
- Various teaching and learning resources were purchased to support curriculum delivery.
- The College significantly upgraded Information Technology infrastructure across the campus. This included the purchase and installation of new servers, fibre-optic cabling, wireless networking and new computers. Additionally, the College purchased 82 notebook computers for student use in Years 9 – 12. This was funded by the Commonwealth Government under the National Schools Secondary Computer Fund.
- Closed-circuit television (CCTV) security equipment was installed around the campus.

**St. Maroun's College - Dulwich Hill**

**Income Summary 2008**

			<u>2007</u>
Com'wealth	51%	3,245,386	3,234,972
State	27%	1,709,938	1,666,924
Fees	17%	1,108,173	994,015
Interest & Otl	4%	234,415	212,975
Other Cap	1%	49,600	0
	100%	6,347,512	6,108,886



**Expenditure Summary 2008**

Salaries	64%	4,111,682
Salaries Rela	9%	546,279
Non-salary	26%	1,683,432
Capital	1%	34,851
	100%	6,376,244

<u>2007</u>
4,134,787
370,952
1,470,431
85,927
6,062,097

