Saint Maroun’s College

Student Development Policy 2014
Student Development Policy K-12

St Maroun’s College policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

St Maroun’s College Anti-Bullying Policy
St Maroun’s College Attendance Policy
St Maroun’s Bus Travel Policy
St Maroun’s College Child Protection Policy
St Maroun’s College Code of Conduct
St Maroun’s Community Consultation Policy
St Maroun’s Complaints and Grievance Policy
St Maroun’s Consultation Policy
St Maroun’s Discrimination, Harassment and Bullying Policy
St Maroun’s Duty of Care Policy
St Maroun’s College Excursion Policy
St Maroun’s College Facilities Policy
St Maroun’s College First Aid and Medication Policy
St Maroun’s Homework Policy
St Maroun’s College Learning Support Policy
St Maroun’s Playground Supervision Policy
St Maroun’s Sports Handbook Policy
St Maroun’s College Risk Management Policy
St Maroun’s Suspension and Expulsion Policy
St Maroun’s Student Development Policy
St Maroun’s College Work and Safety Policy

POLICY REVIEW

These policies will be reviewed not less frequently than once every three years.
Safe Environment

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

Working With Children Checks (WWCC) are undertaken by both Staff and Volunteers in accordance with the Child Protection Policy. (Refer to Child Protection Policy for detail).

Supportive Environment

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

The St Maroun’s College community recognises the importance of individual spiritual growth and development where students not only develop an understanding of themselves but how they can grow in care, concern and compassion for others as a reflection of their understanding of Christian principles. This can be demonstrated by:

- Interactions characterised by friendliness, openness and effective listening.
- Active participation of Staff and students in such activities as prayer, liturgy, masses and assemblies.
- Commitment of Staff to speak with respect and courtesy ensuring that sarcasm, ridicule, undue impatience and punishments will not be used to diminish a students’ sense of worth.
- Awareness of and commitment by Staff to exert a positive influence on the College’s environment, to work in harmony with others, to be tolerant of the views of others and to be eager to find solutions rather than to criticise the actions or interests of others.
- Mutual respect shown for the needs and rights of others which is demonstrated in the way executive, staff and students relate.
- Careful development of a system of College rewards and sanctions that has as its primary focus the interests and growth of students.

St Maroun’s College is committed towards opportunities to fully engage students in learning opportunities and experiences which will allow the achievement of individual academic excellence for students by:

A common belief amongst the St Maroun’s staff is that all students can learn, that learning should be relevant, fun and a process in which all students experience success. Staff further understand that student assimilate knowledge and develop positive attitudes and intellectual skills appropriate to their age and abilities. These qualities are promoted in the College by:

- Employment of competent, qualified and dedicated staff.
- Offering a challenging and relevant curriculum which is flexible enough to create situations of challenge, choice and success for all students.
- Providing opportunities for students and staff to excel in areas where they are specifically talented and/or gifted and then affirming them publicly for their achievements and efforts.
- Demonstrating a sensitivity to the specific needs of all individuals.
- Designing and implementing quality teaching programmes which comply with BOS requirements.
- Implementing assessment and reporting procedures that are oriented towards affirming the achievement of individuals rather than comparing students with each other.
• Providing teaching/learning programmes that incorporate many and varied opportunities for engagement in active learning through the provision of a range of problem-solving and decision-making situations that cater for the different learning styles of our students.
• Ensuring that students are articulate, literate and numerate at levels appropriate to their age and ability.
• Encouraging and then providing students with opportunities to demonstrate a capacity for independent learning, as well as possessing a range of information handling skills including; problem solving; decision making; creative thinking. Such skills are features of autonomous learners, students who possess critically aware minds and who are self-motivated. These students typically value both knowledge and the seeking of knowledge. They further seek to understand the process rather than merely remember the result.
• Promoting and encouraging within students a desire to achieve personal excellence through a commitment to their learning and assessment opportunities.
• Providing students and staff with access to a registered psychologist to assist in the identification and support of students who may require targeted extension activities as well as those who may need additional help.

St Maroun’s College is committed to the education and care of the ‘whole person’ and therefore recognises the importance of the physical development of the student body. This commitment is demonstrated through a range of curricular and cocurricular initiatives such as:

• Implementation of policies and programmes which identify and promote healthy practices such as regular exercise, balanced diet and stress management.
• Development and implementation of policies to ensure the College community’s health and safety. (Refer to Work Health and Safety Policy; First aid and Medication Policies)
• The provision of a broad curriculum choice which allows students to more firmly pursue the benefits of exercise, rest and relaxation.
• Recognition of the relationship between positive, physical development and self-esteem by affirming those who are making progress in the mastery of physical skills and the acquisition of physical fitness.

St Maroun’s College recognises the importance of a healthy life/work balance and the need to develop within individuals a raft of social competencies that allow students to take their place as functional and contributing members of society. Therefore we strive to foster the social development of students by:

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

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

**College Based Award Systems**

As part of the Student Development Policy the College has:

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

St Maroun’s College emphasises and promotes spiritual, academic, social and physical excellence for all its students. Throughout the school year student contributions and effort are acknowledged through:

- Merit Awards
- Commendation Letters
- Honour Board
- End of Term Awards
- Awards Evenings/Assemblies
- Regular Newsletters (SMC Connect)
- Daily Student Notices
- Weekly Assemblies

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

**Encouraging Excellence in Behaviour**

St Maroun’s College offers numerous opportunities for students to excel and display excellence and leadership in the following ways:

- College Leadership Nominations
- SRC Team
- Peer Support
- Library Monitors
- College Choir
- Newsletter Articles
- Representative Coaching and Mentoring
- Public Speaking
- Various Community Fundraising such as Caritas and Project Compassion
- Representative Sport
- Initiating, planning and implementing College events eg Harmony Day, ShowCase
- Strategic Plan Development
- Participation in selected College development day activities
Primary Awards

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

Yellow merit certificate are awarded in K – 2, while Merits are issued in the Student Diary for Years 3-6

Each week classroom teachers may award 5 students who are demonstrating academic progress or social improvement, an award to assist in modifying student behaviour and to recognise the achievements of the individual. Specialist teachers also reward class work and behaviour during their sessions using this system. Students may be awarded a yellow merit for Bookwork, Manners, Responsible Behaviour, Improvement, Considering Others, Being Hard Working and Completing their Read at Home Club.

Blue Merit Award
When a student has received ten yellow merits, they will be presented with a Blue Merit Award at Thursday’s primary assembly.

Principal’s Award
When a student receives three Blue Merit Awards, they will receive a Principal’s Award which is presented at a Thursday primary assembly.

Playground Token System
Playground tokens are kept in the first aid kits that teachers carry with them, whilst on playground duty. These tokens are awarded sparingly by the duty teacher for stand out behaviours such as: helping another student, cleaning the playground without being asked etc.

Once a class accumulates 60 tokens, an afternoon at Ness Park is awarded to that class.

Teachers whose class achieves this goal, are to let a primary Executive know the date and time they would like to attend the park so that a permission note can be arranged for their class.

Secondary Awards (Merit Award System)

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

Merit Issued in Student Diary
Staff will issue a Merit via the student’s diary. Students will be awarded merits for Curriculum Excellence, Extra Curricula Excellence or Personal Development Excellence.

Pastoral Care Award
When a student receives a tally of three positive merits, the student will be presented with a Pastoral Care Award by the Pastoral Care Teacher.

Year Coordinator’s Award
When a student receives three Pastoral Care Awards they are eligible for a Year Coordinators Award.
Welfare Coordinator’s Award
When a student receives three Year Coordinators’ Awards then the student will be rewarded with a Welfare Coordinator’s Award.

Principal’s Award
When a student receives three Welfare Coordinator’s Awards they will receive the Principal’s Award. The parents of the student will be contacted and invited to attend a Secondary Assembly where their child will be recognised and the award will be handed to them by the College Principal.

Discipline

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

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

At St Maroun’s College, all misconduct and breaches of College rules are investigated, followed-up, and acted upon. In all dealings with student discipline in the College will be underpinned by procedural fairness and will be conducted in a manner ensuring fair practice and equity, respect to all parties, and due observance of confidentiality.

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

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

Behaviour Code
The Behaviour Code has been developed based on the rights and responsibilities of students at St Maroun’s College. This Behaviour Code takes into account Duty of Care and Child Protection Policies.

The Behaviour Code aims to:
- Treat student members of our school community fairly and justly.
- Establish high behavioural expectations so as to well equip our students for life, work and citizenship.
- Actively promote an atmosphere conducive to effective teaching and learning.
- Create a supportive environment where students are free to make mistakes as they seek to 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 to accept the consequences of their action.

**Students Rights and Responsibilities**

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

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

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

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

Corporal Punishment

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

Exclusion

Exclusion is the act of preventing a student’s admission to a number of schools. Exclusion is not practised at St Maroun’s College.

Suspension

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

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

The Principal is the only person with the authority to suspend a student. However this decision is to be made, whenever possible, in consultation with the appropriate College Executive. All letters of suspension must be signed by the Principal.

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

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

A student, in the case of a Short Suspension may be suspended for up to four days and in the case of a Long Suspension for up to twenty schooldays. The student will be readmitted to the College following a return from Suspension Interview with the Principal and nominated personnel.

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

Expulsion of a student will take place when the student’s presence at the College places other members of the College community at risk of harm or in the case of post compulsory students it may be for unsatisfactory participation in learning.

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

Parents will be informed of the expulsion in writing.

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

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

**Primary Discipline System**

**Classroom**
If there is any dangerous or threatening behaviour either physical or verbal the following steps should be followed:

1. A Primary Executive should be called.
2. If they are unavailable the Assistant Principal should be called
3. If they are unavailable the Principal should be called

- It is an expectation that teacher use their classroom management skills to discipline students in accordance with the College Policy

- If inappropriate behaviour is not curbed it will warrant a demerit, one may be given in the student’s diary for Years 1 to 6. A time out may also be given in conjunction with the demerit; if the teacher believes it will assist the process (professional judgment is to be used). Time out is to take place with a grade partner, if there is no grade partner prior arrangements need to be made between grades. Time out is to be for 15-20 minutes. If this is used it must be recorded on the student’s file in the merit/demerit folder

- Three demerits within a fortnight will warrant a lunchtime detention. A detention slip must be filled out with the relevant details and placed in the detention box located in the primary staffroom

- A single lunchtime detention will warrant a green slip which will be completed and given to the relevant student for their parent(s) to complete and return to school. The student is to give the green slip to their teacher who is then to place the slip in the detention box as a record

- One green slip will warrant an interview with a Primary Executive, two green slip...with the Assistant Principal and three with... the Principal. Parents may be called in for an interview as well depending on the behaviour

- For students who continue to exhibit continual unacceptable behaviour assistance will be offered through the counsellor
• A demerit is serious and teachers should use this as a last resort so students can understand the seriousness of the situation.

### Playground
• Any obvious bullying or aggressive behaviour (verbal or physical) is to be reported to the following:
  1. Primary Executive if available
  2. Assistant Principal
  3. Principal
• It is the responsibility of a duty teacher who gives a demerits to follow through with the necessary paperwork

• Copies of all slips are included in the merit/demerit folder. It is the responsibility of each teacher to have copies available for themselves

### What warrants a demerit?
• Harassment of other students (physical and or verbal refer to an Executive)
• Swearing and or inappropriate language
• Continual disruption to the class by a student after being warned
• Back-chatting to a teacher
• Any threatening and or intimidating behaviour
• Out of bounds on the playground
• Vandalism (Refer to an Executive)

### Years 2 to 6
• A homework slip *
• A uniform slip *
• Three late slips in a fortnight *

Teachers are to be sensitive about issuing demerits for these particular issues as the students may not be solely responsible. Parents need to be made aware of your concerns through the student’s diary. If the problems persist after the parents have been contacted, please inform an Executive for lower grades.

### Kindergarten to Year 1
• Refer to an Executive. Parent interviews will need to be held and recorded on relevant forms as having taken place by the teacher concerned.

A demerit does not replace classroom management techniques, but rather highlights the inappropriateness and seriousness of certain behaviours. It is important there is a clear consequence and set procedures to follow for all staff so that the students see this is a whole College approach is making our school a safe and happy place for all to attend.

### NOTE:
Any child protection issues i.e. signs of abuse or neglect and concern for the child’s safety or wellbeing must be referred directly to the Principal.

### What does not warrant a Demerit?
• Messy bookwork
- Accidental touching
- Pulling faces, staring etc.
- Class work

**Secondary Discipline System**

**Class Teacher Discipline Strategies**

Teaching is a profession that requires teachers to be responsible and proactive in maintaining a positive classroom environment, while ensuring duty of care of students at all times. If students misbehave in class they will be disciplined by their class teacher. St Maroun’s College encourages class teachers to deal with matters in a timely appropriate manner and at the point closest to where the disciplinary breach occurred. Strategies that class teachers may employ to manage their student may include:

- Verbal warning
- Seating arrangements
- Write a Reflective Essay
- Confiscation of item
- Placed on ‘Lunch Detention’
- Parent notification in the diary
- Negotiated consequence

**KLA Coordinator Discipline Strategies**

**KLA Coordinator**

If the in-class issue is not resolved by the class teacher and persists, the KLA Coordinator will receive a completed Coordinator Referral form. The KLA Coordinator will complete one or more of the following actions:

- Interview student/s involved
- Conduct a “Restorative Justice Meeting”
- Place on an Afternoon Detention – letter sent home to notify parents
- Parent notified through phone
- Request a parental meeting
- Place on a Departmental Monitoring Sheet
- Notify the Curriculum Coordinator of the incident and the actions taken

The KLA Coordinator will then forward a copy of the Coordinator Referral form to the relevant Year Coordinator for their information and record only.

**Year Coordinator**

On an occasion where the Year Coordinator is notified via a Coordinator Referral, if the matter is deemed to be arising from a welfare issue, the Year Coordinator will assume responsibility and may take any or all of the following actions:

- Student Interviews and written accounts
- Restorative Justice
- Student placed on Monitoring Sheet
- Student placed on Level 1 Foundation Card (Green)
- Refer the matter to the Welfare Coordinator
Year Coordinator may also, at their discretion, take further action including:

- Placement on an Afternoon Detention – letter sent home to notify parents
- Referral of the student to counselling
- Commencement of a Progress Report
- Convening of Year Coordinator and Parent Meetings (Pastoral Care Issues)

### Welfare Coordinator / Curriculum Coordinator Strategies

If students continue to misbehave KLA/Year Coordinator seeks

- Parent/College Interview
  - Curriculum issue: Curriculum Coordinator and Curriculum Coordinator
  - Welfare issue: Welfare Coordinator and Year Coordinator
- Student is placed on a Level 2 Foundation Card
- Highly recommend to attend a counselling session
- In-School Suspension

### Referral to Principal / Assistant Principal

If students continue to misbehave then the Curriculum Coordinator / Welfare Coordinator will elevate the issue to the Assistant Principal / College Principal and the following actions may be taken:

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

### Pastoral Care Incidents

Any student/s involved in a Pastoral Care related incident is disciplined as per the College’s Student Welfare and Discipline Policy. Below is a summary of incidences that may occur and the action taken?

<table>
<thead>
<tr>
<th>Incident</th>
<th>Action to be Taken</th>
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</table>
| Late to classes with no valid reasons   | • Teacher administers a demerit  
• Continued lateness is referred to the Year Coordinator by way of a referral form                                                                 |
| Chewing gum                             | • Teacher disciplines the student by issuing a demerit  
• Repeat offenders are reported to the Year Coordinator by way of a referral form                                                                |
| Diary not brought to school/lost diary | • After repetition, teacher reports the student to the Year Coordinator  
• A diary replacement sheet is issued along with a demerit  
• Repeat offenders are placed on Afternoon Detention  
• Student to purchase a new diary (if lost)                                                                                                           |
| Use of an electronic device during class time without permission | • Teacher confiscates device and hands it in to the Office  
• A parent / carer of the student collects the device from the office  
• Repeat offenders will be required to attend a parent meeting                                                                                     |
| Out of bounds                           | • Teacher reprimands the student and issues a demerit  
• Continued breaches result in a referral to the Year Coordinator                                                                                   |
<table>
<thead>
<tr>
<th><strong>St Maroun’s College Student Development K-12 Policy</strong></th>
<th><strong>CRICOS 03333K</strong></th>
</tr>
</thead>
</table>
| **Damaging / Graffiti to college property or students books or equipment** | • Teacher interviews the student and reports it to the Year Coordinator  
• Year Coordinator refers the matter to the Welfare Coordinator  
• Pending on the severity of the incident, the matter may be reported to the Assistant Principal  
• Low level incidents may result in Community Service as cleaning duties  
• Parents invoiced for damages to school property |
| **Non attendance at lunch Detention** | • Referral to Year Coordinator  
• Afternoon detention given |
| **Diary not signed** | • Homeroom teacher calls parent / carer to inform them  
• Persistent breaches are referred to the Year Coordinator |
| **Not wearing the correct uniform or incorrectly groomed** | • Teacher reports the student to the Year Coordinator  
• Year Coordinator marks “Out of Uniform” sheet in the diary and corrects the issue if possible e.g. a student is given a razor to shave or a student is given time to address the issue  
• Persistent offenders may be sent home or internally suspended |
| **Late to College** | • Homeroom teacher amends Millennium if they attend roll call and a demerit is issued  
• The Office amend Millennium for lateness after roll call and issues a demerit  
• Repeat offenders are reported to the Year Coordinator  
• Students of severe concern may be referred to the Welfare Coordinator |
| **Any form of Bullying** | • Teacher reports the incident or directs the student to the Year Coordinator  
• The Year Coordinator will follow the steps of procedure to deal with the incident referring to the College’s Anti-Bullying Policy |
| **Consistent absence** | • Homeroom Teacher notifies the Year Coordinator when a student has been absent for three consecutive days  
• The Year Coordinator contacts the Parents for an update  
• Consistent student absence that is of concern is referred to the Welfare Coordinator |
| **Bringing the College into public disrepute** | • Teacher interviews the student and reports it to the Year Coordinator  
• Year Coordinator refers the matter to the Welfare Coordinator  
• Pending on the severity of the incident the matter is referred to the Assistant Principal |
| **Breaking ‘hands off’ policy** | • Teacher administers a demerit  
• Persistent breaking of ‘hands off’ policy is referred to the Year Coordinator for an Afternoon Detention to be given.  
• Inappropriate touching of a severe nature will be referred to the Assistant Principal |
| **Unacceptable behaviour in the Library** | • Teacher Librarian manages the situation  
• In more serious cases the Teacher Librarian reports the student to the Year Coordinator |
| **Truancy** | • Student is reported to the Year Coordinator  
• Year Coordinator interviews the student and parents are informed of the matter |
Explanation Of The Various Secondary Discipline Tasks And Programs

Restorative Justice
- Students are given a handout to complete.
- Students identify their misbehaviour and reflect on the incident, the affects, their actions and setting goals for the future in order to decrease the chance of the incident occurring again.
- The handout is signed by the student, their parent and the College.
- The handout is then placed in the students file.

Lunch Detention
Students are placed on Lunch Detention by teachers in order to discipline students who conduct themselves incorrectly or not meeting the requirements of the College. Lunch Detention are set up and managed by the class teacher who administers the detention.
- A teacher records the issuing of the lunch detention in the students diary
- During the detention, the student is required to complete any tasks set up by the teacher.

Community Service
Community Service is designed for students to demonstrate care for the College and its Community by completing various tasks and activities to develop an understanding for the College and its community. Some of the main tasks that students may partake in include:
- Environmental tasks such as maintenance of the College equipment, facilities and grounds
- Design and create a wide range of posters and flyers to display on the College grounds
Monitoring Sheets and Foundation Cards
Students placed on this program would benefit from having their classroom attainment and behaviour assessed every lesson

- A Monitoring Sheet or Foundation Card is given to students who are struggling to meet the expectations of the college
- Students are required to take the monitoring sheet or Foundation card to every lesson and the teacher is asked to fill it out
- At the beginning and end of each day the student must show the monitoring card to the Year Coordinator (for Level 1) or the Welfare Coordinator (for Level 2 & 3).
- Coordinators sign off on monitoring sheets when they have been successfully completed for a week
- Unsatisfactory assessments on monitoring sheets result in moving up levels.
- If a student receives unsatisfactory grading on a level three foundation card they are given an internal suspension

Afternoon Detention
Students are placed on an Afternoon Detention by either KLA or Year Coordinators in order to discipline students who conduct themselves incorrectly or not meeting the requirements in repeated incidents or for severe incidents. Afternoon Detention occurs once a week and is supervised by a member of the Coordinators Team

- The KLA or Year Coordinator notifies the Welfare Coordinator of the student on detention.
- Parents are notified that their child is placed on an Afternoon Detention.
- During the detention, the student is given the Reflective Journal that relates to restorative justice to complete and it is then placed in their file.
- Students may also complete other tasks as directed by the coordinator e.g. assessment tasks, workbooks, etc.
- The Welfare Coordinator keeps a record of students placed on Afternoon Detention.
- Student’s attendance is recorded and the Year Coordinator is notified of any student that does not attend the afternoon detention as they are placed on a level one Foundation Card.

Leadership Opportunities

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

Year 12 students undertake an election process to become College Leaders. They are elected by the students they are entrusted to read, namely the students.

The process commences towards the end of year 11 where students nominate themselves for leadership positions. Nominees present a speech to all students at the college from Year 5 to Year 11. Following these presentations there is a ballot. All members of the college who have witnessed the presentations may vote. The votes are tallied with a scrutineer present. The four students with the highest number of votes are elected with the Principal’s blessing. These four students are then interviewed by a community panel that elect the School Captain and Vice-captain.

The College Leaders are then presented to the College at an official ceremony.

Key skills for Leadership

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

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

Characteristics of an Effective Leader
Students develop their existing leadership potential by strengthening attitudes and skills required to be an effective leader:
• Build self confidence and self belief
• Be more resourceful under pressure
• Communicate with understanding and influence
• Develop effective relationships across the organisation
• Motivate others to take responsibility
• Inspire others to action with optimism and a positive attitude
• Be more creative in planning and problem solving
• Build trust, mutual respect and recognition for contributions
• Develop cooperative teamwork and value honest feedback
• Have more flexibility to manage change and difficult situations or people

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

Student Representative Councils

What are SRC's?
An SRC consists of students who work together to represent their fellow peers in the school.
• It works as an advocate for the structures which need to be set in place to address the needs of the school community
• Addresses relevant issues and sets achievable goals which support a whole school approach
**Aims of SRC**

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

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

**What is an Effective SRC?**

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

**Primary Student Representative Council**

The Student Representative Council will consist of a body of Year 6 students:
Two School Captains, two Vice Captains and two prefects.

**Election Procedure:**
1. Year 5 students will nominate from their peers or nominate themselves towards the end of the school year
2. Participating students will prepare and present a speech which will be judged by the Principal, Executives, staff and Years 3-5 students.
3. The chosen SRC will be inducted by the Principal and Executive at Graduation Mass for Year 6.

**Role of the Primary SRC:**

The SRC act as role models to the primary students and participate in a variety of day to day as well as special tasks that highlight their leadership qualities. SRC members organise weekly morning assemblies as well as take turns to present award winners during weekly assemblies. SRC will work with their coordinating teacher to select charities significant to them, for which they will raise funds. They advertise fundraising activities and encourage other students to give generously and participate actively in these events.

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**College Library Monitors**

St Maroun’s College Student Development K-12 Policy
Library monitors in the primary and secondary departments assist teachers, students and librarians in service delivery, by providing feedback on services and by representing their peers. They help to provide experiences to stimulate reading, promote the enjoyment of literature and use of the whole range of library material.

**Their duties include becoming proficient in helping their peers by:**

- Helping to keep the library a welcome and safe environment for every student to enjoy.
- Ensuring the Library computers are used effectively by everyone.
- Becoming familiar with how to search OLIVER (library catalogue).
- Understanding usage of content and index in encyclopaedias for research purposes.
- Encouraging students to use the library for recreational reading.
- Promoting literary events and helping to display and promote new library acquisitions.
- Providing effective interpersonal and communication skills with the ability to show initiative and flexibility when dealing with staff and students.
- Demonstrating the ability to work independently but also collaboratively.

**Benefits of being a library monitor:**

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

**College House Captains**

The College recognises Primary and Senior students that excel in academic and sporting events through the House leadership program. In addition these individuals embody the qualities of sportsmanship, fair play, honesty, perseverance, dedication, application, compassion and respect for their opponents. These students work in collaboration with the Head of Sport and other executive and coordinating staff members to establish academic and sporting events that contribute towards the College House Championship.

The Houses are named after figures that have significantly impacted the College’s foundation and history. The Houses are:

- De La Croix (Red)
- Hwayek (Green)
- John Paul II (Blue)

Students in Years 6 & 12 nominate themselves and must present a speech to students in their House outlining their suitability for the position. The boy and girl with the most votes for each House in both the Primary and Secondary is awarded the position and their badges are presented at the leadership mass held at the beginning of each school year.

The responsibilities of the House Captains include fundraising to purchase new sporting equipment for all students to access, assisting the coordinating teacher to stock take sporting resources and ensure that they are accurately stored, preparing students in their house prior to the annual Athletics and Swimming Carnivals, encouraging active participation, advertising lunch time fitness activities and leading others to become healthier and fitter members of the College community. Responsibilities also include assisting and promoting academic
events such as public speaking. These House Captains are required to provide support, encouragement, motivation and guidance to students in their colour house to compete to the best of their ability.

Support Services

College Counsellor
The role of the College Counsellor is to provide staff and students with professional support. On an individual basis students may be seen for the following reasons:

- Children may be referred for Psychometric Assessment: Assessment of general intellectual functioning and cognitive ability with assessment of any learning disabilities or exceptional ability.
- Children may be referred for therapy for various personal problems/clinical disorders, family issues, anger management, depression, behaviour management, etc.
- Guidance with study skills, time management, organisation, and exam preparation.

All student referrals to the College Counsellor/Psychologist must be made through the Welfare Team.

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

Reporting of incidences of child abuse or neglect must only be reported to the College Principal. Confidentiality must be maintained at all times. (Refer to Child Protection Policy)

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

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

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

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

- Plan, deliver and assess modified grade programs for ESL students.
- Plan, deliver and assess Learning Support Programs (LSPs) for New Arrival students.
- Teach the MULTILIT program when needed to students displaying language difficulties.
- Provide relief teaching one day as required.
- ESL lessons are not to be cancelled either by the ESL teacher or the class teacher unless prior consultation with the Curriculum Coordinator has been made.
- Organise and attend meetings with class teachers regarding ESL students regularly each term.
• Be involved in Profile Meetings with parents, teachers, Curriculum Coordinator, College Counsellor and other specialist staff.
• Collaborate with class teacher in joint construction of midyear and end of year reports.

**Learning Support**
The role of the Special Education teacher is to support teachers in providing a differentiated curriculum to meet the wide range of abilities (See Learning Support Policy) Learning Support teachers will work collaboratively as a grade partner across all KLA’s. Primarily, the Learning Support Teacher will:
• Plan, deliver and assess Individualised Education Programs (IPs) for Special Education students.
• Teach the MULTILIT program when needed to students displaying Language difficulties.
• Provide relief teaching as required.
• Special Education lessons are not to be cancelled either by the Special Education teacher or the class teacher unless prior consultation with the Curriculum Coordinator has been made.
• Organise and attend meetings with class teachers regarding Special Education students regularly each term.
• Be involved in Profile Meetings with parents, teachers, Curriculum Coordinator, College Counsellor and other specialist staff.
• Collaborate with class teacher in joint construction of midyear and end of year reports.

**Pastoral Care**
Pastoral care is a valued and important aspect of life at St Maroun’s College. It underpins all we do both within and outside the classroom. Pastoral Care means being concerned for the total wellbeing of students and with the development of the whole person. Pastoral care incorporates the implementation of programs and practices aimed at promoting and supporting wellbeing, the school ethos and the climate and atmosphere in which students and staff learn and work. The Student Development Policy is closely linked to pastoral care and promotes a respectful, safe and healthy environment for the whole school community. Pastoral Care is the heart of the College.

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

Kindy Buddies: Year 5 classes pair up with a Kindergarten class and the older students assist the kindies to transition into school life. The “Kindy Buddies” play games, read books, help with art work and listen to the Kindy children in order to provide additional support. This is of benefit to the older students who develop a greater sense of responsibility, empathy and nurturing, skills that they take with them as they progress to Year 6.

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

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

Lunch Time Groups:
Each term the music teacher organises a special interest group of students to develop their understanding and playing of a musical instruments. This could include: the recorder, ukalale or guitar depending on the needs of the students.

Charitable Works:
Each year students are asked to participate in fundraising events that support charities including the Westmead Children’s Hospital, St Vincent de Paul Society and Caritas Australia. Staff and students are asked to give of their time or donate goods or funds in an effort to support these charities. In addition, the students visit the two Sisters of the Holy Family nursing homes where the residents are entertained.

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

Over the College Year we will provide a weekly time slot on Fridays specifically for pastoral care activities. This time set aside is used for mentoring, motivational talks by guest speakers, discussion time, opportunity to reflect on life goals, a chance to prepare students for the bigger world, as well as being taught how to best manage their time and how to prepare for exams. This time is also used to deliver our Pastoral Care Program, ‘You Can Do It!’ which focuses upon the development of emotional intelligence. The one hour time slot for pastoral care has been of benefit both to students and staff. However, it is not the only way that pastoral care is realised at the College.

Students have numerous possibilities to enhance their social and leadership skills through committees such as the SRC, fund-raising, etc. They can take on the role of peer support, or they can show leadership potential through College leadership roles or Library Monitors. To further the gifts of our students there are numerous sporting activities where they can develop their prowess.

The Secondary also has implemented a social structure where each student has a number of people they may approach or confide in, including the class teacher, homeroom teacher or Year Coordinator. Pastoral Care also implies spiritual care and this is offered through times allocated for reconciliation and participation in the Eucharistic Liturgies as well as praying the rosary and praying before the daily announcements. There is also Reflection Days for students and staff. The Peer Support Program, as part of the Primary into Secondary Transition Program, is conducted during Pastoral Care sessions. Overall the College has implemented a solid programme for pastoral care and faith formation for the secondary students. It is through these sacred times that students will hopefully grow in the grace of God and become young responsible and faith filled adults.

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

Primary into Secondary Transition Program

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

The aim of the program is to:
• Introduce primary students to the life of secondary education
• Assist students to make the transition to Secondary as successful as possible
• Prepare primary students for secondary education
• Promote Secondary Curriculum and Pastoral Care to the students
• Inform the students of Secondary Policies and Expectations
• Assist students in their first year of secondary education through peer support

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

Program Structure

The program targets students in Year 5 and Year 6. Sessions are programmed to take place during terms two to four. The students in these year groups are gradually immersed into secondary schooling by familiarisation walks, formal lessons, shared lunch and recess, sporting activities and question time.

Peer Support Program

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

Mentor Sessions

Saint Maroun’s College recognises the importance of ongoing conversation with students. An integral part of the program will be regular one-to-one sessions with each student. Teachers are invited to develop a mentoring program with one or more students at the college. It is hoped that such regular interaction will help students make appropriate decisions about career choices and general goals in life. Records of conversations will be kept which will enable follow up. This will help students develop strategies to make the best career / life choices.

College Uniform

The College uniform is a significant way that people can distinguish a student of Saint Maroun’s College. The uniform should be worn, at all times, with pride.
• Correct College uniform is to be worn coming to, at, and going from the College.
• Shoes are to be kept clean.
• The College uniform should be in good condition.
• You should have at least two sets of the uniform as a back up

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

Primary Department

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

It is compulsory for all students to have a school hat all year round. The school complies with a “No hat- No play” policy in order to protect students from the damaging effects of the sun. No jewellery is to be worn except for stud or sleeper earrings and a watch. Religious pendants are to be worn tucked under the school uniform.

Students not complying with uniform requirements will be issued with a Uniform Notification. This will indicate for parents which aspect of the uniform must be rectified. These notes must be signed by the parents and returned to the Welfare Coordinator’s office. Students will be given a reasonable amount of time to purchase missing items or adjust hairstyles.

Secondary Department

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

Boys
Boys are expected to keep their hair well-groomed and clean at all times. Haircuts, which by their style or length draw attention to themselves as being out of the ordinary, are not permitted. Any student with such a haircut will be directed to fix the problem within 24 hours and disciplined as per the College Discipline Policy.

• The only jewellery permitted for boys is a suitable watch and a religious icon on small chain
• No ear rings or rings are permitted
• No bracelets are permitted (religious bracelets is permitted, but not recommended)
• Boys must be clean-shaven every day
• No facial hair or sideburns are permitted and boys will be directed to the office to shave with provided razors
- Tattoos of any size or shape are not allowed at the College
- Use of hair gel is not allowed
- Use of deodorants is required

**Girls**

Hairstyles must be neat, clean and tidy. Hair should be of a natural colour. Cuts and management of hair needs to suit the uniform and be appropriate for College appearance. Girls with long hair (shoulder length and longer) are to tie it back with royal-blue ribbon or hair-ties. No hair extensions allowed. *Any student which does not meet these requirements will be directed to fix the problem within 24 hours and disciplined as per the College Discipline Policy.*

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

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

Unacceptable items, if worn, will be confiscated by the teacher. They will be kept in the College Office for safe keeping and returned to the student at the end of that term. Homeroom Teachers will conduct uniform and grooming inspections every morning and offenders will be reported to their Year Coordinator for disciplinary actions. College staff will continue to monitor student uniform and grooming throughout the day, including recess and lunch.

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

**College Bag**

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

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

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

**Policy Review**

| Last Reviewed: | November 2013 |
| Approved By:   | College Principal |
| Renewal Date:  | 2015 |