a place of belonging

MARYMOUNT COLLEGE

Enrolment Prospectus 2013

A Middle School where girls enjoy innovative, challenging and exciting learning
Our Core Purpose
MARYMOUNT COLLEGE ...is a place of belonging committed to developing young women of hope who will continue to nurture their hearts and minds in the Catholic tradition and will be agents of justice grounded in stewardship, hospitality, compassion and reconciliation.

Our Vision
To live out our Catholic tradition through the charism of the Sisters of the Good Samaritan of the Order of St Benedict. In a spirit of compassion, hospitality and stewardship, each girl is challenged to respond radically to the gospel to critique and transform the world.

Our Values
With Jesus and Mary as our foundation and the Sisters of the Good Samaritan of the Order of St Benedict as our role models we value:

- Hospitality, compassion and stewardship
- A sense of belonging in a safe, welcoming and supportive community
- The right of individuals to progress in their journey of faith
- A culture of continuous improvement
- A love of learning and a commitment to excellence
- The realisation of each individual’s potential
- Inquiry, creativity and innovation
- Active and responsible citizenship
- An appreciation of diversity
- Cooperation, collaboration and communication
- A respect for each other and our environment
- Risk-taking, resilience and reconciliation
- A culture of encouragement, empowerment and rigor
- A spirit of celebration
A Middle School In The South West Region

As a Catholic Middle School, educating girls in the Good Samaritan Tradition, Marymount caters for girls from Year 6 to 9. We are currently in an expansion phase working towards a maximum enrolment is 640. Our normal points of entry are at year 6 and year 8, however, we accept enrolments at other year levels when there are vacancies.

The College belongs to part of an integrated system of schools, serving the South West Region of Adelaide.
A Middle School In The South West Region

During the early adolescent years girls are:

- adjusting to physical, social emotional, spiritual, moral and intellectual change
- growing towards independence and taking more responsibility for themselves
- growing in their understanding of their own learning styles and the need to develop new skills
- developing their own self-concept and personal and social values
- in need of a secure and safe personal and social environment
- experiencing ongoing change in their friendship groups.

Therefore at Marymount we aim to:

- deepen student’s understanding of their spiritual journey and their growing relationship with our compassionate God by assisting girls to nurture their faith experiences and make connections with the local and global Church
- educate the whole child, helping the students to understand themselves, their relationship with the world, and the physical changes they are going through
- bridge the gap between primary and senior secondary methods of learning and teaching
- assist student’s individual development towards their full potential
- enable each student to achieve at her own level of ability
- provide programs which stem from the developmental needs, interests and abilities of early adolescents
- provide an environment that is student learner-centred rather than subject-centred

We accept students from a wide range of abilities after consultation to ensure that we can meet each student’s learning needs. Learning at Marymount is generally in mixed ability classes.
The Marymount Badge and School Background

The badge recognises Mary, the Mother of God, in the stylised M in its centre and in the motto OMNIA PER MARIAM which translates as “All Things Through Mary”

Marymount College is a Catholic Middle School for girls. It was founded in 1956 by the Sisters of the Good Samaritan of the Order of St. Benedict as a Secondary School for girls. Sister Dominica McEwen was the first Principal of the College.

The Congregation of the Sisters of the Good Samaritan is an Australian Order founded by Archbishop John Bede Polding, a Benedictine Priest, in Sydney in 1857 to respond to the social needs of the times. He gave the Benedictine Rule and heritage to the sisters and it is hoped that some of the ideals of the Benedictine way of life – peace, reverence, gentleness, prayerfulness, hospitality and stewardship – are evident in the College.

It is hoped also that the spirit of love, concern and unselfishness of the Good Samaritan in the Gospel story will be experienced by all who attend Marymount.
Houses

Adamson (Red)
Named after an English woman, Mary Anne Adamson (1824-1895), one of the “first five sisters” of the Good Samaritan Congregation and the first Superior General. A competent administrator and a woman with vision, she established a convent and school at Port Pirie in 1890 – the first foundation outside New South Wales.

McEwen (Purple)
Named after Sr. Dominica McEwen (1902-1992), the South Australian Good Samaritan Sister, who designed and built Marymount College in 1956. As foundation Principal, she was an able administrator and teacher, whose extensive talents and financial stewardship established the College. Her faith, enthusiasm, scholarship and inspirational leadership have left a great legacy for the Catholic education of girls in South Australia.

McLaughlin (Green)
Named after a country woman from the Blue Mountains, New South Wales. Clara McLaughlin (1856-1932) was the first Australian-born Superior General of the Good Samaritan Congregation. A dedicated teacher and lover of learning, she established thirty schools and communities in four States of Australia. Her strong faith in God, her love of nature and her generous hospitable personality endeared her to everyone.

Polding (Yellow)
Named after John Bede Polding (1794-1877), an English Benedictine Priest and first Bishop of Australia. Arriving in Sydney in 1835 he saw the need to establish a Congregation of Sisters to assist him in meeting the great social demands of the times and thus, he founded the Sisters of the Good Samaritan in 1857. A compassionate man of great faith, he spent his life amongst the people and travelled to many parts of Australia.
Learning at Marymount

Marymount caters for the needs of adolescent girls by providing a relevant, rich and engaging learning environment preparing our girls for the 21st Century and beyond. Our transdisciplinary, inquiry-based curriculum allows for meaningful, deep learning that is suffused with energy, passion, challenges, creativity and joy for us all! We use a combination of the SACSA framework, the Australian Curriculum and our own values to facilitate learning for students. The Good Samaritan values of Stewardship, Hospitality and Compassion together with the General Capabilities of the Australian Curriculum, namely, Literacy, Numeracy, ICT Competence, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding, will enable our students to productively engage with changing times as thoughtful, active, responsive and committed local, national and global citizens.

Learning at Marymount includes 9 Learning Areas:

- Religion
- Mathematics
- English
- History
- Design & Technology (Multimedia, Textiles, Food Technology)
- Health & Physical Education
- Science
- Society & Environment
- The Arts (Visual Arts, Drama, Music, Dance)
- Languages (Italian and Japanese)

Learning at Marymount is frequently integrated across three or more areas. Our concept-based approach focuses on deep learning and sustainable futures.
Learning at Marymount

Our Philosophy of Learning

Belief Statement 1
Students learn by connecting meaning to their experience thereby making content relevant to their life.

Our Principles of Practice
- Students learn by making meaning.
- Transdisciplinary curriculum connects learning and helps students construct meaning.
- Students are provided with opportunities to make meaning by designing experiences that connect to their personal and global experience.

Classroom Implications
- Integration of content, concepts, values and key questions occurs across subjects through authentic integrated study tasks.
- Students are provided with opportunities to design experiences which challenge their view of the world.
- Students have an understanding of what they are learning and can see the relevance when tasks connect to real world problems and issues.
- Students require time to reflect critically on what they have learnt.
- Opportunities are provided for deeper essential and individual learning.

Belief Statement 2
Students learn best when they have their fundamental needs met eg when they feel safe, where they are respected, valued and they are free from hunger, thirst and intimidation.

Our Principles of Practice
- Students are provided with opportunities to share, respect and be respected.
- Students are pastorally provided for.

Classroom Implications
- Students’ individual needs are met.
- Building self-esteem is crucial.

Belief Statement 3
Relationships are central to learning: Relationships are a lever for motivation!

Our Principles of Practice
- Students need to have opportunities to spend enough time with teachers to build meaningful relationships.
- Students need to learn to work in teams.
- When parents/carers, students and teachers work together there is more likelihood of positivity and success.
Classroom Implications
- Students are in one base group and in a year level team.
- Students have regular contact with the same teachers and students.
- Collaborative group work is a key methodology.
- Peer and cross age relationships are fostered.
- Parents are kept informed of student progress and achievements.

Belief Statement 4
Students have different learning styles and learn at different rates

Our Principles of Practice
- Students negotiate curriculum.
- Students are respected for their individual learning needs.
- Our learning program allows the student to pursue their interests and their experiences to be valued.

Classroom Implications
- Students’ individual learning needs are catered for.
- Students are encouraged to recognise their own learning styles and learning needs.

Belief Statement 5
Students learn by doing and by receiving regular feedback and assessment of their learning

Our Principles of Practice
- Students learn best when they discover meaning for themselves.
- Regular and constructive feedback and assessment contributes to ongoing learning.

Classroom Implications
- Students require a variety of learning experiences, including opportunities for “hands on” activities as part of the learning process.
- Students are challenged intellectually and physically through a curriculum that is negotiated, rigorous and where the student is valued.
- Extended Blocks of Time (4 blocks per day) are used to allow time for deeper, more complex learning experiences.
- A range of assessment methods are used to ensure students achieve outcomes and goals.
Structures that Support Innovative Learning

Year Level Teams
Students in each year level have contact with a small team of teachers.
- Teachers will be based with and teach one year level only unless a specialist.
- Teaching staff work in year level planning and professional development teams to ensure continuity, intellectual rigour and consistency.

The Timetable
The timetable for each year level is largely flexible to cater for different learning needs and styles. It consists of the following: Focus Learning, Independent Study, Personal Learning, Specialist Learning and Physical Activity.

Focus Learning Groups
This is explicit teaching time in the learning areas of Maths, English, SOSE, Science, RE, Health, PE and History. Students are taught by the same year level teacher or team of teachers.

Independent Study
This involves students working on a negotiated integrated task which is planned by the teaching team and negotiated to varying degrees with students. It is transdisciplinary and has an essential learning focus. It supports and extends the learning from the Focus Areas and the Specialist Areas.

Personal Learning
In Personal Learning, students are supported to become self-directed, independent learners who value their unique qualities as individuals and know how to use these qualities to achieve their full potential. It provides them with opportunities to explore their own and others’ learning styles and develop critical thinking strategies. Personal learning ensures further development of the Australian Curriculum General Capabilities such as critical and creative thinking, personal and social competence and ethical behaviour.

Specialist Learning
Specialist Learning includes the explicit teaching of specific skills within a discipline such as Languages, The Arts, Design and Technology.

Learning Links
Marymount College practises the inclusion of students with learning needs by the adaptation of teaching techniques and evaluation practices to cater for individual needs. The primary function of the Learning Links at Marymount is to provide specialist learning techniques and resources to students and teachers in order to effectively and inclusively provide equal educational opportunities. Strategies of support include a
combination of small group, or one-to-one, tuition within a withdrawal situation (Booster groups) as well as support within the regular classroom. Specialised programs are linked as closely as possible to the class curricula. The knowledge and expertise of subject teachers, and their ability to motivate students within each subject discipline is integral to the success of an intervention program.

**Gifted and talented/extension students**

Gifted students are not a homogeneous group. They do not all exhibit the same traits or characteristics. They are individual children who happen to also be gifted or talented and who perform, or have the potential to perform, at a superior level when compared to their peers. Students may exhibit giftedness or talent in a range of areas including academic subjects. Students who have learning disabilities may also be gifted or talented. A gifted student is one who will possess, to an outstanding degree, ability or potential in one or more of the following areas:

- spirituality
- general intelligence
- a specific academic field
- visual and/or performing arts
- psychomotor ability
- Leadership
- creative thinking
- interpersonal and/or intrapersonal skills

We address the needs of these girls in a variety of ways including:

- providing a supportive social, emotional, pastoral and educational environment;
- working in partnership with parents for the education of students;
- early identification and provision for the development of giftedness;
- extending and challenging them at levels appropriate to their exceptional ability;
- providing support, training and professional development opportunities for teachers and other appropriate personnel;
- working with the wider community;
- allocating resources for the provision of appropriate programs.

**ESL (English as a Second Language)**

Students whose first language is other than English are assessed using the ESL Scope and Scales from the SACSA framework and are then supported in their learning and assessment program. A non-English speaking background student working at the appropriate ESL Scale for the year level will continue to need and benefit from explicit teaching of language. Ongoing monitoring and assessment is also necessary to ensure that a student of non-English speaking background will continue to achieve at the appropriate level.
**Wellbeing**

**Student Wellbeing**

The wellbeing of the student is always paramount. The base group teacher is recognised as the first point of contact for parents who may have concerns about their daughter. There is a Leader of Student Learning and Wellbeing for each year level and they are supported by the Deputy Principal and the Assistant Principal Religious Identity and Mission.

The Good Samaritan parable is our model for student wellbeing. There are many opportunities for this model to be developed within the curriculum. This can include wellbeing initiatives through ‘Marymount Matters’ such as KidsMatter, MindMatters and other activities like the Big Sister-Little Sister program, social outreach, fundraising activities and various liturgical and school community celebrations.

**Counselling**

Student counselling is offered to students and parents wishing to avail themselves of this service. Counselling may be on an individual or group basis. Areas that may concern girls of Marymount’s age group include friendships, decision-making relationships with adults, teachers and family members, and growing up and feeling good about themselves and their abilities. Parents are welcome to contact the student counsellor through the school office.

**Chaplaincy**

Parents are welcome to make an appointment with Carmel Briggs (chaplain) through the School Office. Carmel is available on a part-time basis and is enthusiastic about creating and developing relationships with parents.
Leadership
The Marymount Leadership Group, better known as the MLG and other committees enable the girls to further develop their leadership and collaborative skills. This group is made up of the College Captain & Vice-Captain, the Music Captain and Vice-Captain, the Captains & Vice-Captains of each of the 4 houses: Adamson, McEwen, McLaughlin and Polding and the Enviro Group Captain and Vice-Captain. Each class from Year 6 to 9 also has class captains. The class captains in Year 9 also belong to the MLG.
In Year 9 the girls have many opportunities to show their leadership skills. Year 9 students at are partnered with a Year 6 girl in the Big Sister/Little Sister program that continues throughout the year. To appreciate that service to others is one of the basic characteristics of the Church and The Good Samaritan, the girls within their class groups are encouraged to support and care for others in a practical way.
The MLG coordinate a great variety of fund raising activities throughout the year to support the marginalised and the needy. One of the highlights for Year 9 girls is a full day retreat for each class. This time away from the school enables the girls to develop friendships and strengthen their faith and sense of community. All students at Marymount have leadership opportunities through sporting, cultural and environmental programs at the school.

Transition

Year 5 into 6
Enrolment interviews are held during Year 4 and in the second half of their Year 5 year; girls are visited by our Year 6 Tier 1 ambassadors who share transition experiences with them. Marymount’s Learning Links Teacher contacts the Tier 1 schools and extra interviews are arranged between parents, school counsellor & Catholic Education Office personnel where necessary. Students attend an orientation session at Marymount in Term 4 where they meet and participate in a range of activities with teachers and students, tour the school and visit Year 6 classrooms.

Year 9 into 10
In Terms 3 and 4, the Year 9s attend information and induction sessions provided by Sacred Heart Senior School, and from there make their decisions about the electives they will take at the Senior School in Year 10. They also attend an orientation session before turning their thoughts back to preparing for their final weeks at Marymount. Marymount’s Learning Links Teacher contacts the Tier 3 school and extra interviews are arranged between parents, school counsellor & Catholic Education Office personnel where necessary. The Social with the Sacred Heart Middle School students is an important aspect of term three and the Graduation Mass is the high point of this final year. It is during this Mass that each girl receives her certificate, which is a sign of the completion of her schooling at Marymount, and her readiness to move on to a new learning environment.
**Extra Curricular Activities**

At Marymount all students are given the opportunity and encouraged to participate in a wide range of extra curricular activities offered by the college. These include After School Sports, School Carnivals, Knockout Sports, Debating, Tournament of Minds and Pedal Prix. Throughout the year Marymount enters in Primary and Secondary competitions in the South West Region. The emphasis of our Marymount teams is on being active, participation, learning new skills, relationship building, positive competitiveness and enjoyment.

Information regarding all extra curricular opportunities is delivered to students via meetings, the morning bulletin, student intranet, the sports notice board (at the western downstairs doorway of the Adamson Building) and notes in class pigeon holes. Information/consent/medical information forms are made available initially in all class pigeon holes, at the Sports Office, on the sports notice board and/or on our college website. Forms are to be returned to the Sports Pigeon Hole (located adjacent to Reception Area). Forms will give details (as much as is available at the time) of competition days and times, venues and cost. In the case of season competitions (as distinct from ‘one-off’ carnivals) students are required to sign a ‘Player Contract of Commitment’ (attached to consent form) which emphasises that they must:

- **Commit to their team for the entire season**
- Inform their team supervisor, as early as possible, when they are unable to play, and that
- They will participate with excellent sporting spirit.

Teachers play a role in extracurricular activities but their involvement is limited by out of hours professional development, staff meetings, year level meetings, and other meetings essential for planning learning. Coaches, managers or team supervisors must hold a current Catholic Education Office Police Clearance Certificate (can be arranged via Sports Coordinator or School Registrar) and have attended a Child-Safe Protection Workshop or be prepared to attend the next workshop available. Training sessions for after school sport occur if or when the team supervisor is available. Individual teams and their supervisor negotiate accordingly. If matches are cancelled for any reason, every effort will be made to inform students and parents/carers as soon as possible. Transport to and from after school sport competitions, is the responsibility of parents. Each student involved in a sporting activity are required to pay a levy, specific to each sport played, to cover the costs of purchasing, replacing and maintaining equipment; photocopying; TRT if required; and (where applicable) umpiring and transport costs. The extent of the fee is dependent on the requirements of the sport played.
After School Sport

After school sport opportunities are available to all students in Years 6-9. The range of sports offered differs for Yr6/7 and Yr8/9 because of the competitions available. Marymount aims to cater for all students who wish to participate in an offered sport, but that participation is always dependent on a sufficient number of students wanting to play, combined with an appropriate number of team supervisors (and sometimes umpires).

Season sports currently offered for Yr6/7 include:

- All Terms: Mini-Ball Basketball and Spikezone Volleyball
- Term 1 and 4: Softball (Year 7 only)
- Terms 2/3 only: Soccer, Netball and Badminton (Year 7 only)

Season sports currently offered for Year 8/9s include:

- Terms 1 and 4: Beach Volleyball, Volleyball, Softball, Tennis, Basketball, Badminton, Indoor Soccer, Water Polo and Touch Football
- Terms 2/3: Soccer, Netball, Hockey, Volleyball and Badminton

As many students as possible are catered for depending on:
- Availability of competitions
- Availability of facilities and equipment, and most importantly
- Availability of parents as coaches, managers, team supervisors and (to a much lesser extent) umpires.

Knockout Team Sports

Throughout the year Marymount enters in the Knockout Competitions for various sports where students play during school hours until their team is defeated. Trials are held at lunchtimes or after school for all of these knockout teams some of which lead to SAPSASA (primary) and SSSSA (secondary) team selection. In 2013, students who wish to be part of a knockout team must participate in at least one after school sport for Marymount College. Costs for carnivals and knockout sports are arranged by the relevant coordinator to cover the specific transport, umpire and/or team nomination costs of that event. All students involved in carnivals and/or knockout sports will also be charged a levy to cover overall affiliation fees and TRT expenses incurred as a result of Marymount’s participation in knockout sports and carnivals. It is essential that all knockout teams are supported by a parent supervisor on each of their game days.
Carnivals
Opportunities for students to be involved in carnivals again differs between Year 6/7 and Year 8/9. Some carnivals are designed for mass participation regardless of ability or experience; others have an increased level of inter-school competition and are designed for those students who earn selection by a process of trials. Carnivals mostly occur during school hours.

Year 6/7
As Marymount is a member school of the SA Catholic Primary Schools Sports Association (SACPSSA) we offer the opportunity for our students to involve themselves in a mass participation carnival for Touch Football where the focus is on enjoyment, skill development and relationship building in a low level competitive environment. At Year 6/7 level, SACPSSA also provides opportunities for students to earn selection in representative Marymount teams in Swimming, Cross Country, Touch Football and Athletics Carnivals. Marymount is also an affiliated member of the SA Primary Schools Amateur Sports Association (SAPSASA) and students can earn selection in representative Marymount teams in SAPSASA Swimming, Netball, Tennis, Soccer, Golf, Softball, Hockey, Lacrosse, Volleyball and Athletics Carnivals.

Year 8/9
Pedal Prix
Marymount enters teams in the Yr 6/7 and Yr 8/9 Pedal Prix Competitions. Pedal Prix is a team event requiring students to pedal a HPV (human powered vehicle), on a set course over a given period of time. This event allows students to develop confidence, innovation, a great sense of community and collaborative learning. Similar to the other sporting activities there will be a cost incurred to participate in these events.

Debating
Each year the College enters teams in Debating SA’s interschool competition. This is seen as an opportunity to extend the girls’ oral skills and to develop greater self-confidence. Debates are prepared at lunchtime and at home, with each team working with an allocated teacher supervisor. Debates are held during the school term on designated nights. All students are invited to participate.

Tournament of Minds
Tournament of Minds is a creative thinking activity in which girls compete. It presents students with interesting tasks and challenges and provides opportunities for extended learning in a wide range of curriculum areas. Students are given the opportunity to present their task challenge at a competition day in Term 3.
Extra Curricular Activities

Music

Music is a wonderful skill for any child. New research shows how learning Music can help your daughter achieve a higher level of academic prowess if they are actively involved in music studies. Children can achieve remarkable benefits through proper application.

Other areas of learning that Music can enrich are:

- Enjoyment in learning
- Improved motor skills
- Self-confidence through performance
- Proper study habits
- Team building
- Listening skills
- Patience
- Improved reading skills
- Subliminal learning of sequence and patterns
- Self-discipline

The Instrumental Program

This program provides the opportunity for students to learn and master a musical instrument on an individual basis or as part of a group with an experienced and highly qualified tutor.

Lessons take place during school time on a rotational basis and every effort is made to minimise disruption to other schoolwork. Most lessons go for half an hour and are held once a week. These lessons are in addition to weekly classroom music lessons. We provide a strong Instrumental tuition program, available to girls at all year levels.
Instruments offered for tuition and hire include:

- Flute
- Violin
- Trombone
- Piano
- Voice
- Bassoon
- Clarinet
- Guitar
- Saxophone (Alto & Tenor)
- Euphonium
- Cello
- Double Bass & Electric Bass
- Trumpet
- Percussion (Tuned & Drumkit)

The Ensemble Program

At Marymount College all girls have the opportunity to participate in ensembles offered at the College. We provide a variety of ensembles which include choirs (Vocal Ensemble and Festival Choir), a Concert Band, a Percussion Ensemble, a String Ensemble and other small ensembles that support Masses, liturgies and school events.

We invite you to avail your daughter of this opportunity.
Enrolment Procedures

South West Region Tier 1 Students
Marymount College enrolls students two years prior to entry. All Year 4 and Year 6 girls will be issued with an application form sent via the SWR Primary schools or they are available at the front office. Upon completion forward to Marymount College, an Application Fee of $70* (non refundable, Includes GST) is required upon lodgement.

By the end of Term 2, offers of an interview with a member of the College Leadership Team will be made to SWR parents. At this interview you are required to ensure all required documents are lodged with the college – latest school report, birth certificate, letter of introduction, residency visas, any special health or wellbeing needs (these may also be attached to your application form). If you daughter does have special needs a follow up meeting will be held with the Learning Support Coordinator.

Following these interviews an offer of placement will be made and you are required to accept the enrolment by a specified date. If families fail to accept by this date the enrolment moves to the non-tier process and spaces can be competitive.

All Students
Marymount College enrolls students two years prior to entry. Application forms are available from the College office. An application fee of $70* (non refundable, includes GST) is required upon lodgement. The year and grade level required should be included on the form.

By the end of Term 2, offers of an interview with a member of the College Leadership Team will be made. At this interview you are required to ensure all required documents are lodged with the college – latest school report, birth certificate, letter of introduction, residency visas, any special health or wellbeing needs (these may also be attached to your application form). If you daughter does have special needs a follow up meeting will be held with the Learning Support Coordinator. After allocation of places to SWR Tier 1 families, parents may be offered a place for their daughter by a specified date, and are required to pay an enrolment fee to secure that enrolment.

Enrolment fee (Acceptance of Offer)
For students from Tier 1 and other Catholic schools: $80* (non refundable, doesn’t incl. GST)
For students not attending a Catholic school: $200* (non refundable, doesn’t incl. GST)
The Enrolment Fee is not refundable except at the discretion of the Principal.

The school appreciates and welcomes the opportunity to discuss with parents any financial difficulties, and to be of help in those cases where further concessions are needed.
Travelling to Marymount

Marymount is located in the beautiful suburb of Hove with clean beaches and parks nearby.

Getting to Marymount from any suburb is relatively easy with the college being located near the Hove Railway Station (off Brighton Road) and Bus Stop 33 on Wattle Avenue, the northern side of the Oval. The Marion Bus Interchange is located on Sturt Road with regular buses services to many neighbouring suburbs.
Parent Involvement

Marymount seeks to establish close links with parents and carers. This helps teachers to see the child in the family setting in order to respond appropriately to each girl’s needs. Parents are the primary educators and combined with your local parish, Marymount aims to complement, support and facilitate the learning needs of your daughter. Parents are integral members of our Catholic school communities and we have included the Charter for Parents in Catholic Schools SA in this booklet as Appendix 1.

Early in Term 1, a Welcome Evening is held. Families are invited to meet their daughter’s Class Teacher for that year and this is followed by a social gathering provided by the Parents & Friends Association.

Communication with Parents

- Fortnightly newsletter from the Principal (even weeks of the school term);
- Entries from Teachers to Parents/Carers in your daughter’s diary;
- Email and phone contacts are set up with the Base Group Teacher in week 1 of each year;
- Principal, Deputy Principal, Leaders of Student Learning and Wellbeing, Base Group Teachers, a School Counsellor or Chaplain will make direct phone contact with families when necessary;
- Administration staff will make direct phone contact with families about absences, first aid and health issues as they arise.
The Principal and Staff appreciate the invaluable work done by parents, and acknowledge that it is only with mutual help that we continue to operate with efficiency, economy and with a degree of confidence in order to nurture the young women of the future.

- The SCHOOL BOARD, consisting of the Principal, Parent and Community Members and a Staff Representative, acts as a decision making body concerning overall policy and administration of the school.
- The PARENT YEAR LEVEL REPRESENTATIVE GROUP aims to involve parents at class and year level in social activities and to support families where necessary.
- CO-CURRICULAR and EXTRA CURRICULAR ACTIVITIES need the support of parents and teachers. Activities include Activities Week, excursions, camps, competitive sports, physical fitness & wellbeing, debating, music, choir and Tournament of Minds. Parent involvement is essential to ensure these activities can be made available to the girls.
- Parent participation in Learning Journey evenings and Parent Teacher interviews are integral to your daughter’s success.

VOLUNTEERS involve themselves with
- coaching and transporting sporting teams;
- accompanying students & staff on excursions and overnight camps;
- classroom support activities;
- working with individual students (where appropriate);
- school maintenance;
- Canteen;
- the Tri-Schools Uniform Shop.
- Reading Program - This learning support program is set up to assist students with specific learning needs requiring some 1:1 reading support from a caring adult.

As part of our responsibility in providing a safe environment for young people, we require a Police Clearance (from the Archdiocese of Adelaide) and attendance at a Child Safe Environments Workshop for all Volunteers.
Fee Policy and Procedures

Marymount College is a Catholic Middle School serving the educational needs of girls from Year 6 to Year 9 in the South West Region of Adelaide. In order to meet its requirements the school charges fees and the following policy provides the guidelines for the setting, collection and remission of these fees. As with all Catholic Schools, Marymount College receives some Australian and State Government funding. However, the school is dependent upon income from school fees for the provision of educational facilities and resources, payment of day to day operational works and capital works, in order to provide a contemporary education for our students.

Aim

Marymount College will set fees at a level to maintain quality education for the students whilst having consideration for the financial capacity of the community we serve. The School Board will ensure that the financial responsibilities of all families are met as to their agreed obligations by having a systematic and identifiable procedure for the imposition and collection of fees thus ensuring the financial well-being of the school. It is the responsibility of the School Board to ensure all reasonable steps are taken to enable the collection of school fees. Parents/Carers make a commitment to pay school fees when they sign the Enrolment form, prior to their child commencing at Marymount College. The Finance Subcommittee of the School Board has oversight of the collection of fees and will review outstanding fees on an ongoing basis. This subcommittee reports to the Board the status of fee collection. Please note that all family details remain confidential at all times.

Preamble

Marymount College operates within the SACCS guidelines for the maintenance of private income. Extract from the SACCS Annual Guidelines 2006, “As a guide to School Boards in their deliberations on school fee structures…. the following information has been prepared in consultation with the Resource Operations Team of the Catholic Education Office.” The level of fees per student collected is normally about 80% of the notional first child fee. It is the policy of the South Australian Commission for Catholic Schools that no child be denied a Catholic Education because of a parent’s demonstrated inability to pay fees subject to the school’s enrolment policy and that of SACCS. Nevertheless those who are able to pay should be required to do so. Families who qualify for support under the S.A. Government School Card Scheme must not be required to pay full fees. However, in most instances such families are expected to make some fee contribution. School fees and charges are set in light of the school’s Five Year Plan which has been prepared in consultation with the Finance Team of the Catholic Education Office. The level of the school’s Ross Farish Index (a socio-economic indicator) and the Annual Guidelines set by the CEO guide decisions about fees and charges.
Fee Structure
Marymount College will set an annual fee each year comprising:

- Tuition Fee
- Resource Fee

Tuition Fee: Tuition fees are payable to support the operational costs of the school not met by the Australian and State Government funding received by the school. A Compulsory Building Fund Levy per student has been incorporated into the tuition fee.

Resource Fee: This fee is used to fund all classroom and curriculum support materials required by the teaching staff and students. Items covered by this charge include ICT Levy, stationery, art, science, design & tech consumables and photocopying. A resource fee account is issued for each child.

Extra Curricular activities and Activities Week are invoiced separately as they occur. Families will receive notification via the student of costs involved before being invoiced to the family account.

Catholic Diocesan Levy of approximately $40 per student. School card families are exempt from payment.

Schedule of Fees
A sub-committee will be formed annually to oversee all matters relating to the setting of fees, remissions and collections. The Finance Committee will consist of the Principal, Bursar and the Chair of Finance who will chair the meetings. Once the Finance Committee sets the school fees they will be approved by the School Board and notification will be given to parents/carers before the end of the school year. On application for enrolment, parents/carers will be provided with the schedule of fees and a summary of the School’s Fee Policy. Prospective parents/carers will also be informed that on enrolment of their child, they accept the responsibility for the payment of tuition fees and other costs associated with the education of their children. Parents/cares make a commitment to pay school fees when they sign the Application for Enrolment Form for our school.

Family Discounts
Tuition fee reduction is available to families with two or more children attending Catholic Schools on the following basis:

- 2 children – full fees less 12%
- 3 children – full fees less 20%
- 4 children – full fees less 28%
- 5 children – full fees less 35%
- 6 children – full fees less 42%
**Early Payment Discount:**
A further discount of 5% will be applied to the net tuition fee payable (tuition fee less family discount) after payment of all fees if paid upfront in full by the 31st March each year.

**School Card**
The State Government offers assistance for families via the School Card Assistance Scheme. Families on low incomes are encouraged to apply for government assistance under the School Card Scheme. It is important that parents/caregivers work with the school to complete the necessary documentation as there are administrative cut-off dates (determined by the Department of Education and Children Services) that apply each term, and need to be complied with in order to receive funds for each eligible child. Families eligible and approved for School Card will automatically receive a 40% reduction in their tuition fees including Family Discounts. Eligibility for School Card assistance is dependent upon the combined family gross incomes for the 2011/2012 financial year being within the following School Card income limits:

<table>
<thead>
<tr>
<th>No. of Dependent Children</th>
<th>Gross Annual School Card Income Limit</th>
<th>Average Weekly School Card Income Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$34,335</td>
<td>$661</td>
</tr>
<tr>
<td>2</td>
<td>$35,271</td>
<td>$679</td>
</tr>
<tr>
<td>3</td>
<td>$36,207</td>
<td>$697</td>
</tr>
<tr>
<td>4</td>
<td>$37,143</td>
<td>$715</td>
</tr>
<tr>
<td>5</td>
<td>$38,079</td>
<td>$733</td>
</tr>
<tr>
<td>Each additional dependent child</td>
<td>$936</td>
<td>$18</td>
</tr>
</tbody>
</table>

Any parents/carers who have queries or require further explanation regarding School Card can contact either the Finance Office or DETE School Card section on Freecall 1800 672 758.

**Financial Hardship**
Where families are suffering financial hardship, they are encouraged to apply in writing for assistance for a warranted reduction in tuition fees. Any applications for tuition fee assistance are treated as confidential. Non-payment of reduced tuition fees is treated as an overdue account. Any reduction in tuition fees will be considered in terms of the financial needs of the family and of the School Board’s responsibility to families who are making the effort to pay regular fees. Families are granted a reduction of tuition fees for the current year only, after which time they would need to reapply in future years if their financial circumstances have not improved. Likewise, it will be seen as the family’s responsibility to make good all or part of any reductions if their financial position
improves markedly. Families are encouraged to:

- Make an appointment and meet with the Finance Office if they have difficulty in paying fees so that the necessary steps for fee reduction application can be discussed.
- Apply to the Finance Office to pay by instalments if this payment is easier. Payment by instalment can include direct debit, credit card, BPay or Centrelink deductions and payment schedules can be arranged.

**Payment of Fees**

Marymount College supports the concept of equitable financial responsibility on all members of its community and part payments of fees by the due date or by way of regular payments is part of the process. To achieve this goal, the school encourages regular communication between all parties in relation to the payment of fees. Accounts can be paid by cash, EFTPOS, cheque, direct debit, credit card, BPay or Centrelink deductions. The current authority forms for direct debit and payment by credit card are available from the College. It is preferable for all fees to be paid when they are due. However, families are encouraged to make regular payment of accounts through direct debits to assist them in meeting their commitments. Fees may be paid either:

- Weekly/fortnightly/monthly over 40 school weeks
- One total instalment in Term 1
- 3 instalments during Terms 1, 2 & 3
- Over the 52 weeks by prior arrangement

**Fee Collection Timelines**

- Resource fee - Fees will be invoiced in Term 1 for the whole year and is due for payment as per tuition fees.
- Stationery and Books - The book packs must be paid for as per instructions from Campion Education.
- Tuition Fees/Invoices/Statements of Account - Term 1 - The Annual Statement for tuition fees will be distributed to families in Week 3 of Term 1. Statement of amounts due will be issued each term.

**Tuition Fees Payment Timelines**

- Terms 1, 2, & 3 – one third of the annual tuition fee will be due for payment. Where payments are not received by the due date in each term, an overdue reminder will be sent. Families are reminded about the payment and a personal contact should be made with the school if there are any difficulties.
- Terms 1, 2, & 3 – where payment has not been made, or an alternative arrangement established with the Finance Office, a second reminder account will be sent by post stating that full payment will be expected within 14 days.
Terms 1, 2 & 3 – if no response is forthcoming personal contact will be made by the Finance Office. Contact will be either by telephone or letter and may include an invitation to attend an interview. Failure to respond within 7 days will result in further action being taken. Such action may include referral to a debt collection agency. Arrangements for payment of tuition fees by families who leave the school community during the school year must be discussed with the Principal with the understanding that for fee reimbursement, notice of one term is required.

**Debt Collection Agency**
Where fees remain outstanding each term, with no agreed arrangement for payment, the account will be passed to the school’s debt collection agency, who may if directed refer to solicitors or take Court action to recover the fees, where deemed appropriate. Parents are advised that any costs incurred in the use of the debt collection agency will be billed to their account. Once the collection agency has been engaged, parents are required to work through the agency for settlement of their account. This Policy was accepted by the Marymount Board on 18th September 2007.

**2013 Financial Information**

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>TUITION FEE</th>
<th>RESOURCE FEE</th>
<th>TOTAL (per annum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>$3,960</td>
<td>$975</td>
<td>$4,935</td>
</tr>
<tr>
<td>Year 7</td>
<td>$3,960</td>
<td>$975</td>
<td>$4,935</td>
</tr>
<tr>
<td>Year 8</td>
<td>$5,040</td>
<td>$1,015</td>
<td>$6,055</td>
</tr>
<tr>
<td>Year 9</td>
<td>$5,040</td>
<td>$1,285</td>
<td>$6,325</td>
</tr>
</tbody>
</table>

**Extra Curricular Costs**
During the year you will receive notification of extra curricular costs being invoiced to your account. E.g. Instrument Hire, Sport, ICAS exams & Music - Concert Band, Vocal Ensemble, Activities Week & Festival Choir.

**School Card**
The allowance for 2012 is $144.00 for Year 6 and Year 7 and $221.00 for Year 8 and Year 9.

**Booklist**
The Booklist stationery requirements are outsourced through Campion Education. The procedure for this will be explained on the Booklist. You will pay Campion direct for the stationery which will be delivered to you at your nominated address. (You do not pay Marymount for the stationery.)
Privacy Policy for Marymount College
and other Diocesan Schools and the Catholic Education Office of the
Archdiocese of Adelaide

Individuals’ privacy is important

This Privacy Policy applies to all Catholic schools administered by the Catholic Education Office (‘CEO’) of the Catholic Archdiocese of Adelaide in South Australia (the legal entity for which is the Catholic Church Endowment Society Inc (CCES)). The Privacy Policy also applies to the CEO itself. In this Privacy Policy, a Catholic school operated within the Archdiocese of Adelaide is referred to as a 'School'.

This Privacy Policy outlines how each School and the CEO uses and manages personal information provided to or collected by it. Each school and the CEO are bound by the National Privacy Principles contained in the Commonwealth Privacy Act 1988.

The CEO may, from time to time, review and update this Privacy Policy to take account of new laws and technologies, changes to its and schools’ operations and practices and to make sure the policy remains appropriate to the changing school environment.

What kind of personal information does a School and the CEO collect and how do they collect it?

The type of information schools and the CEO collect and hold includes (but is not limited to) personal information, including sensitive information, about:

- students and their parents and/or guardians (‘Parents’) before, during and after the course of a student’s enrolment at a school;
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the school or the CEO

Personal Information provided by an individual: A school or the CEO will generally collect personal information held about an individual by way of forms filled out by Parents or students, face-to-face meetings and interviews, and telephone calls. The CEO also collects information through data transfers from schools.

Personal Information provided by other people: In some circumstances a school or the CEO may be provided with personal information about an individual from a third party, for example, a report provided by a medical professional or a reference from another School.

Exception in relation to employee records: This Privacy Policy does not apply, and the National Privacy Principles do not bind schools or the CEO, in relation
to a school’s treatment of an employee record, where the treatment is directly related to the current or former employment relationship between the school/CEO and employee.

**How will a school or the CEO use the personal information an individual provides?**

A school or the CEO will use personal information it collects from an individual for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which an individual has consented.

**Students and Parents:** For personal information about students and parents, a school’s or the CEO’s primary purpose of collection is to enable the school to provide schooling for the student. This includes satisfying both the needs of parents and the needs of the student throughout the whole period the student is enrolled at the school.

The purposes for which Marymount College or the CEO uses personal information of students and parents include:

- to keep parents informed about matters related to their child’s schooling, through correspondence, newsletters and magazines;
- day-to-day administration;
- to look after students’ educational, social, spiritual and medical well-being;
- to seek donations and marketing for the school;
- to refer unpaid debts to a debt collection agency;
- to contribute to aggregated data that the CEO or the South Australian Commission for Catholic Schools Inc. ('SACCS') may require from time to time to meet their reporting, planning, contract and funding responsibilities on behalf of Schools;
- to satisfy CCES/CEO’s and the school’s legal obligations and allow the school to discharge its duty of care.

In some cases where a school requests personal information about a student or parent, if the information requested is not obtained, the school may not be able to enrol or continue the enrolment of the student.

**Volunteers:** Marymount College also obtains personal information about volunteers who assist the school in its functions or conduct associated activities, such as Parents and Friends and School Board, to enable the school and the volunteers to work together.

**Marketing and fundraising:** Schools treat marketing and seeking donations for the future growth and development of the school as an important part of ensuring that the school continues to be a quality learning environment in
which both students and staff thrive. Personal information held by a school may be disclosed to an organisation that assists in the school’s fundraising, for example, the Parents and Friends Association.

Parents, staff, contractors and other members of the wider school community may from time to time receive fundraising information. School publications like newsletters and magazines, which include personal information, may be used for marketing purposes.

The Privacy Act allows each diocesan school in the Archdiocese of Adelaide to share personal information with other diocesan schools within the diocese. This allows schools to transfer information between them, for example, when a pupil transfers from one school operated by CCES/CEO to another school conducted by CCES/CEO. It also allows schools to transfer information to the CEO.

**To whom might the CEO or a School disclose personal information?**

The CEO or Marymount College may disclose personal information (including sensitive information) held about an individual to:

- another school operated by CCES/CEO
- Sacred Heart College Senior re: enrolment information
- a school within the Diocese of Port Pirie
- a Catholic Education Office in South Australia
- SACCSS
- a congregational school
- Catholic Church Insurances
- government departments
- the local parish
- people providing services to the school (including specialist visiting teachers, consultants and sports coaches)
- recipients of school publications, like newsletters and magazines
- parents, and
- anyone to whom the individual authorises the school to disclose information.

Sometimes a school or the CEO may ask individuals to consent to some disclosures or uses of personal information for certain purposes, either in writing or verbally. In other cases, consent may be implied.

**Sending information overseas:** The CEO or a school will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases this consent will be implied); or
- otherwise complying with the National Privacy Principles.
How will sensitive information be treated?

*Sensitive information* means information relating to a person’s racial or ethnic origin, political opinions, religion, trade unions or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual. Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless the individual agrees otherwise, or the use or disclosure of the sensitive information is allowed by law.

**Management and security of personal information**

The CEO’s and the schools’ staff are required to respect the confidentiality of students’ and parents’ personal information and the privacy of individuals.

The CEO and each school have in place steps to protect the personal information held from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and pass-worded access rights to computerised records.

**Updating personal information**

The CEO and each school endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by contacting the director or principal respectively, at any time. The National Privacy Principles require the CEO or a school not to store personal information longer than necessary.

**Individuals have the right to check what personal information a School or the CEO holds about them**

Under the *Privacy Act 1988*, individuals may seek access to any personal information that the CEO or a school holds about them and to advise of any perceived inaccuracy. There are some exceptions to this right set out in the *Privacy Act 1988*. Students will generally have access to their personal information through their parents.

For individuals to make a request to access any information the CEO or a school holds about them, they should contact the Director or the Principal respectively, in writing. The CEO or a school may require individuals to verify their identity and specify what information they require. A fee may be charged to cover the cost of verifying the individual’s application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the individual will be advised of the likely cost in advance.

**Consent and rights of access to the personal information of students**
The CEO and schools respect every parent’s right to make decisions concerning their child’s education. Generally, a school or the CEO will refer any requests for consent and notices in relation to the personal information of a student to the student’s parents. A school and the CEO will treat consent given by parents as consent given on behalf of the student, and notice to parents will act as notice given to the student.

Parents may seek access to personal information held by the CEO or a school about them or their child by contacting the director or principal respectively. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the school’s or the CEO’s duty of care to the student.

A school or the CEO may, at its discretion, on the request of a student grant that student access to information held by the school or the CEO about them, or allow a student to give or withhold consent to the use of their personal information, independently of their parents. This would normally be done only when the student involved has reached 18 years of age, but a school or the CEO could do so in other circumstances when the maturity of the student and/or the student’s personal circumstances so warranted.

**Enquiries**

If you would like further information about the way the CEO or a school manages the personal information it holds, please contact the Director or the Principal respectively.
Appendix 1

Charter for Parents in Catholic Schools SA

As integral members of a Catholic school community, parents*:

- Value and respect the Catholic identity of the school, its relationship to the parish community and the expression of its Catholic ethos through rituals, traditions, symbols and the teaching of Catholic beliefs
- Actively support their children's participation, and commit to a personal participation, in the school's Catholic rituals, traditions and outreach programs
- Share the responsibility for their children’s faith, moral, social and emotional development
- Model Christian values in word and deed with all members of the school community
- Value and respect the diversity of faiths and cultures within the school community
- Contribute to a welcoming and inclusive community

As partners in the education of their children, parents:

- Support their children’s learning at school and home
- Contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so
- Respect and support school policies and regulations
- Contribute to consultation and decision making processes
- Work collaboratively with teachers and staff
- Respect the skills, knowledge and experience of school leaders and teachers
- Work toward resolving grievances appropriately and with respect
- Access information and resources provided by the school to support them in their role as the primary educators of their children
- Support their children’s consistent and punctual attendance at school
- Fulfil their obligation to pay all fees and levies in a timely manner, however if they experience genuine financial difficulty, negotiate with the principal to make appropriate arrangements
- Contribute to a culture where privacy and confidentiality are assured
- Act as positive advocates for their children
- Contribute to the development of a safe school environment for students, staff and the wider school community
- Contribute to the development of a health promoting environment for students, staff and the wider school community
- Acknowledge and support the work of the school’s governing body and associated committees
- Promote and encourage a collective responsibility to support the Charter for Parents in Catholic Schools SA

In holding positions of responsibility within Catholic school communities, parent leaders:

- Act as role models within their school communities by reflecting the values and ethos of the school
- Work constructively with the principal, the staff and the wider school community
- Build and nurture a sense of community

This Charter was developed in consultation with parents, principals and the Catholic Education Offices by

The Federation of Catholic School Parent Communities (SA)

*In this Charter, the term “parent” includes carers and legal guardians