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Welcome to Marymount College

Marymount is a Diocesan Catholic Girls’ Middle School, for students in years 6 - 9. We live out our Catholic tradition through the charism of the Sisters of the Good Samaritan of the Order of St Benedict (who founded our school in 1956), where each student is challenged to respond radically to the Gospel to critique and transform the world.

Marymount, a place of belonging, has as its core purpose a commitment to developing young women of hope who will nurture their hearts and minds in the Catholic tradition and be agents of justice grounded in stewardship, hospitality, compassion and reconciliation.

At Marymount we believe relationships are the key to success and thus we provide a relevant, rich and engaging learning environment, preparing girls for today and the future. Our transdisciplinary, inquiry, concept based curriculum is designed to allow for meaningful, deep and independent learning. Such learning is enhanced by the embedding of relevant information and communication technologies and the use of state-of-the-art specialist learning areas.

Our wellbeing program is based on the Benedictine tradition and is supported by both KidsMatter and MindMatters which are incorporated with other wellbeing initiatives under the ‘Marymount Matters’ umbrella. During Years 6 – 9 our girls form lasting friendships, further develop self-confidence and consolidate their learning skills in preparation for senior secondary studies. In addition to giving special prominence to academic learning, we foster the development of each girl’s spirituality through the celebration of major feasts, daily prayer, and spiritual meditation as well as whole year level, and whole school liturgies.

Set near the beach, Marymount College students and staff appreciate very pleasant surroundings and facilities. Our college offers a range of extracurricular activities across a range of sports and from within the arts.

Parents are invited to support the College as volunteers in a range of ways to enhance the educational and extra-curricular programs we offer. We welcome their involvement on the School Board, Parent Class Representatives and in the Canteen and at the Tri-Schools Uniform Shop. We invite parents to support our camps, excursions and activities week programs as well as assist us with sporting programs. To further enhance and develop our facilities, parents commit themselves by contributing to the Building Fund. Strong parent and community participation supports an enthusiastic and committed staff in providing a well-balanced education for each girl in a well-resourced, safe, caring environment.

I hope that your daughter will enjoy her years at the College. You will find that Marymount, a Catholic Middle School for girls, in the Good Samaritan tradition, will provide your daughter with many new and exciting challenges.

Ms Sara Scungio
Principal
The College Core Purpose and Vision

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 student 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
- Co-operation, collaboration and communication
- A respect for each other and our environment
- Risk taking, resilience and reconciliation
- A culture of encouragement, empowerment and rigour
- 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. 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 is an independent unit in an integrated system of schools, serving the South West Region of Adelaide. Learning at Marymount is generally in mixed ability classes.

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.

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 College caters for the needs of adolescent girls by providing a relevant, rich and engaging learning environment which prepares girls for the 21st century.

We design learning experiences that allows for meaningful, deep learning that is suffused with energy, passion, challenge, creativity and joy for us all.

Our curriculum recognises, caters for and provides students with opportunities to explore their own and others’ learning styles to develop critical thinking strategies. We use a combination of the Australian Curriculum, the SACSA Framework and a variety of wellbeing programs and structures to facilitate learning and wellbeing for students.

Our curriculum integrates the essential skills for 21st century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. In conjunction with the Good Samaritan values of stewardship, hospitality, compassion and reconciliation, this supports our students to nurture their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

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
Students in each year level have contact with a team of teachers. Teachers will be based with and teach predominantly one year level unless they are a specialist teacher. Teaching staff work in year level planning and professional development teams to ensure continuity, intellectual rigour and consistency.

Year 6-9 Focus Learning
- Maths
- English
- Geography
- History
- Science
- Religious Education
- Health (Years 6-8)
- Learning and Wellbeing (Year 9)

Year 6-9 Specialist Learning
- Drama
- Visual Art
- Food and Textiles
- Music General
- Music Specialist (offered in Years 8 and 9)
- Computing: Multimedia (offered in Year 9 only)
- Recreational Activities/Fit to Lead (offered in Year 9 only)
- Dance (offered in Year 9 only)
- Wood Technology (offered in Year 9 only)
- Italian
- Japanese
Homework and Submission of Work Guidelines

“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” (Marymount College Core Purpose)

It is through this lens that the following guidelines have been devised. We are committed to supporting students to develop a sense of responsibility and pride in the work they submit, thus building their understanding of stewardship. We see the completion of all assessment tasks as essential to supporting all students to reach their highest standard. These guidelines also aim to ensure an equitable and fair treatment of all students, while still providing opportunities for students’ individual learning needs to be catered for. When necessary, teachers will differentiate tasks to ensure completion is achievable for every student.

The Marymount College Homework and Submission of Work Guidelines are as follows:

**Homework**

Students are encouraged to develop good study habits. A positive attitude towards homework will, in the long term, develop a sense of responsibility and achievement for students.

Time away from school should be allocated between leisure activities and study. Students are encouraged to use their time efficiently so that there is a balance between school and leisure time. Homework is set Monday to Thursday. This will give the girls a balance of learning areas each week. All students should have an appropriate study environment. Ideally, this would be a place where the student can concentrate on her work. It should be comfortable, well lit and properly ventilated.

- **Year 6**: Up to 40 minutes per night
- **Year 7**: Up to 60 minutes per night
- **Year 8**: Up to 90 minutes per night
- **Year 9**: Up to 120 minutes per night

In addition to this homework, students are expected to read for at least 15 minutes each night.

It is important that parents let teachers know, via email or the diary, if there is a reason for late work, for work not being completed or if their daughter is continually asking for help and obviously not grasping concepts involved in the work set.

**Submission of Work**

- Students can expect a due date to be set for each required task. This needs to be entered into their diaries and regular support will be given to ensure that the assignment can be completed by the due date.
- Students should hand up all work. It is our belief that all students should attempt to complete all set assessment tasks, even if they need to negotiate more time to do so.
- Students who need an extension will have to provide evidence of reasonable progress with the set work, before an extension is considered. Any extension must be negotiated at least 24 hours prior to the due date.
- Requests for extensions must be supported by a written explanation from parents/carers. Circumstances may include extended illness or family crisis etc. and is to be negotiated on a case by case basis, taking individual circumstances into consideration.
- When students are absent from school, it is their responsibility to catch up on any missed work and homework as soon as possible. Students must speak with peers, their Base Group Teacher and other subject teachers to make sure they follow up on all the work missed.
- When students are absent from school and there is work that is due on that day, it is expected that they send their work through via e-mail or have it dropped into school.
- If a student does not submit work by the due date, teachers will contact families directly via phone, e-mail or a note in the diary. The maximum grade a student can obtain for late submission of work is a C grade.
Learning Links

Marymount College practises the inclusion of all students through differentiation of the curriculum and the adaptation of teaching techniques and evaluation practices to cater for individual needs. The Learning Links program at Marymount supports those students who have been identified with a disability and/or significant learning difficulties. The Learning Links team work closely with teachers, students and parents/carers to ensure these students are provided with equal educational opportunities. Specialised programs are linked to the subject area curriculum as well as providing opportunities for students to develop skills in specific areas. Support through the Learning Links program includes in-class support, small group work in a withdrawal situation, and booster groups in the areas of literacy and numeracy.

Formal Learning Interviews

At Marymount, we value the partnership with parents and carers. This enables us to work together to ensure the best outcomes for our students.

Communication about learning

Parent Teacher Learning Interviews are held in conjunction with reports to discuss the girls’ progress and are held at the end of Term One and the beginning of Term Three. At these interviews we encourage the student to participate and share her learning goals and accomplishments. We know that there may some conversations that need to be handled respectfully between the teachers and parent exclusively. Our teachers welcome these discussions at any convenient time during the year, allowing students to participate in the Parent Teacher Learning Interviews. These interviews are essential and very helpful to all involved. If there is a need to communicate about your daughter’s learning and wellbeing, we encourage prompt contact between parents and teachers. This can be done either by a note in the diary, an e-mail to the teacher, via the phone or by making a personal appointment through the school front office. E-mail is used extensively as a method of communication with parents and teachers’ e-mail addresses are provided to parents at the beginning of the year. Teachers are generally available between 3:15pm and 4:00pm each day.

If parents and carers have a concern about their daughter’s progress or relationship with a teacher, please feel free to discuss that concern or difficulty with the Principal or their delegate. An appointment can be made through the College Front Office.
Personal Responsibility

“You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself.” Luke 10:27

Seek out the face of Christ in those you meet
Make a welcome space for those who come your way
And share your gift with all, to the glory of our God
And the love of Christ himself, will fill your heart (with compassion)
The parable of the Good Samaritan

Guiding Principles

Hospitality
In practice a commitment to hospitality means that:
• The individuality of students is valued, but students should realise that their behaviour affects others.
  The integrity of staff and students must always be respected.
• Personal Responsibility management practices exist to ensure that students and staff feel safe in the expression of their ideas, beliefs and values.
• Personal Responsibility practices and policies aim to develop in students an understanding that behaviour is linked to personal responsibility, personal choice and self-discipline.
• Students should be involved in the negotiation of policies and curriculum so they feel a valued part of the processes that affect them.

Stewardship
In practice a commitment to stewardship means that:
• Personal Responsibility policies and practices recognise that all students have special gifts and talents that must be nurtured through a caring and consistent approach that grows from the fundamental importance of the staff/student relationship.
• Personal Responsibility policies and practices are underpinned by the belief that all students are responsible for their own behaviour, understanding that logical consequences are necessary if their actions impact on the learning and wellbeing of others in the community.
• Personal Responsibility policies and practices are based on an understanding of individual circumstances and responses to behaviour are made appropriately and professionally.

Compassion and Reconciliation
In practice a commitment to compassion and reconciliation means that:
• Forgiveness and reconciliation are important elements of a Personal Responsibility policy.
• There is a sense of shared direction and support among staff and students.

General Belief Statements
As a school community, we present a shared vision of physical and emotional safety and wellbeing for all. In our work we acknowledge and value diversity, the notion of social justice and self-responsibility (NSSF 2005). The Marymount College Community, believe that we:
• have the right to feel welcome and belong
• have the right to learn and teach
• will be treated with respect and dignity as models of the gospel values
• will experience learning that is engaging and relevant
• have the right to have our needs, interests and abilities recognised and developed
• have the right to be free from all forms of harassment
• will be encouraged to develop leadership skills, display initiative and make significant decisions
• will be given opportunities to negotiate curriculum and styles of assessment
• will be provided with opportunities to realise our full potential and experience success
• will respect and support the rights of all members of the community
• will be able to express our ideas and points of view
• will be encouraged to perceive education as a lifelong process
• will be involved in the implementation and review of our school’s policy
• will take responsibility for our behaviour.
**Students Rights and Responsibilities**

Students earn their rights through accepting their responsibilities given our Marymount College Community values [refer pg (i)]. We recognise that each student has:

- The right to learn
- The right to feel safe and secure
- The right to be respected
- The right to express themselves appropriately
- The opportunity to earn their rights through accepting their responsibilities.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Right</th>
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<tbody>
<tr>
<td><strong>Making sensible choices about my behaviour:</strong></td>
<td></td>
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<tr>
<td>• Arriving at class on time and prepared to learn</td>
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<td>• Being prepared with correct resources and equipment</td>
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<td>• Working to the best of my ability</td>
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<tr>
<td>• Listening carefully to instructions</td>
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<tr>
<td>• Submitting homework, assignments, rich tasks on time</td>
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<tr>
<td>• Assisting my own learning by not interrupting others</td>
<td>To learn</td>
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<tr>
<td>• Respecting the thoughts, feelings and property of others</td>
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<tr>
<td>• Respecting classroom procedures</td>
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<td>• Remaining in school grounds until permitted to leave</td>
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<td>• Using equipment safely</td>
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<td>• Resolving conflict peacefully</td>
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<td>• Refusing to bring prohibited items to school- gum, whiteout, tobacco, lighters/matches, illegal substances, dangerous or immoral items</td>
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<td>• Storing prescription/other medication at the school office (except asthmatics, anaphylactics and diabetics)</td>
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<td>• Wearing uniform with pride</td>
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<td>• Using correct manners</td>
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<td>• Upholding the School’s name in public</td>
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<td>• Keeping a litter free environment</td>
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<td>• Bullying – No way!</td>
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<tr>
<td>• Keeping away from “out of bounds” areas</td>
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<tr>
<td>• Being honest and trustworthy</td>
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<tr>
<td>• Recognising the success of others</td>
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<tr>
<td>• Avoiding dangerous behaviours</td>
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<td>• Protecting yourself and others</td>
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<td>• Using appropriate language</td>
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<tr>
<td>• Respecting the ideas and feelings of others</td>
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<tr>
<td>• Speaking confidently and clearly at the right time and right place</td>
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<td>• Expressing opinions without ridicule</td>
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<td></td>
<td>To feel safe and secure</td>
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<td></td>
<td>To be respected</td>
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</tr>
<tr>
<td></td>
<td>To express myself appropriately</td>
</tr>
</tbody>
</table>
LEVEL 1
Inappropriate Behaviour
Examples include:
- running in corridors
- breaches of the uniform code
- littering
- eating on the oval
- out of bounds
- incomplete work
- lateness to class

Redirection and Reminder – Teacher

Purpose
To foster a sense of responsibility for actions and to maintain a safe environment conducive to learning.

Process
Questions of Reminder and Logical Consequence
REMIND student of the behaviour or dress standard
ASK: “What is the expected behaviour?”
If the girl doesn’t know or won’t say, teacher repeats the expected behaviour in the positive.
ASK: Can you do that?
Doe the teacher require a verbal answer, a nod is adequate – if the girl doesn’t answer, teacher states the expectation in the positive and advises of ongoing consequences.

PAUSE
Then say: “Thank you, I appreciate it.”

Administer a LOGICAL CONSEQUENCE: eg clean off nail polish, put your hat on, remove litter, move to another point in the room.

LEVEL 2
Inappropriate Behaviour
Examples include:
- repeated occurrences of level 1 inappropriate behaviours
- disrespectful comment
- swearing or offensive language
- minor property damage
- non-compliant response to a redirection

Purpose
To foster a sense of responsibility for actions by providing an opportunity for self-reflection and opportunity to discuss what they can do better in the future, and to provide a visual consequence for their inappropriate behaviour.

Process
Reminder, Reinforce, Restitution – Teacher, Student, Parent. Repeated infringements require 3 RS REMIND, REINFORCE, RESTITUTION along with recording, and follow up by the teacher using the 3R process before action is taken. In cases of Mid-Level Inappropriate Behaviour, 3 warnings are not necessary.

LEVEL 3
Inappropriate Behaviour
Examples include:
- dealt
- wilful property damage
- physical outbursts with the intention of hurting another
- verbal abuse directed at another individual
- cyber-bullying
- harassment
- a duty of care issue – truancy, missed lessons

Purpose
To foster a sense of responsibility for actions by indicating the severity and serious nature or ongoing failure to make better choices. To provide the individual student with time away from any triggers to reconsider behaviour and return when able to make improved choices.

Process
Year level Coordinator, Student, Parent
Student removed to Year Level Leader or isolation outside Deputy Principal’s Office – when necessary another student is to be sent to the office to get the Year Level Leader or a member of the School Leadership Team to come to the classroom.

Discussion with Year Level Leader at an appropriate time using the Reminder, Reinforce, Restitution process, lunchtime detention possible.

Year Level Leader may refer student to Deputy Principal or School Counsellor.

Year Level Leader will inform the Class Teacher of behaviour and actions taken.

Parents notified and in serious and ongoing circumstances student suspended – either internally or externally.

Following external suspension parents invited into school to discuss re-entry and behaviour contract with Year Level Leader, and Principal.

Student works on a negotiated program/contract and is involved in a conference about their goals and strategies for success with Year Level Leader and/or Deputy Principal.

LEVEL 4
Inappropriate & Dangerous Behaviour
Examples include:
- drugs
- alcohol
- physical assault
- ongoing unsafe behaviour

Purpose
To provide a quality environment where students are safe and where distractions and interference in the learning, safety and play of others is at risk. To allow for an opportunity for the student to debrief and to provide support for others by providing time away from school to reconsider behaviour and return when able to make improved choices.

Process
Principal or Deputy Principal, Year Level Leader, Student, Parent
Student removed to isolation outside Deputy Principal’s Office.

Red Hand to be used in circumstances of physical risk to an individual or group.

Discussion with Principal or Deputy Principal and Year Level Leader using the Reminder, Reinforce, Restitution process.

Parents notified and in serious ongoing circumstances student suspended – either internally or externally.

Parents invited into school to discuss re-entry and behaviour contract with Year Level Leader, and Principal.

Student works on a negotiated program/contract and is involved in a conference about their goals and strategies for success with Year Level Leader and/or Deputy Principal.

Student and parents must agree to support from the School Counsellor and/or outside support agencies.

Year Level Leader will inform the Base group Teacher of behaviour and actions taken.

In exceptional circumstances ongoing inappropriate behaviour and/or dangerous behaviour, may result in a negotiated transfer to another school or expulsion. This would only occur after consultation with parents and the Principal, who will follow Catholic Education SA guidelines and invite consultation with outside agencies.

PLEASE NOTE:
The school may exercise the right to start at any step if the behaviour is dangerous, extreme or repeated.
Flow Chart for Addressing Issues of Student Personal Responsibility at Marymount College

**LEVEL 4**
- Principal notified by Deputy Principal/Leader of Student Learning and Wellbeing
  - Principal takes action
  - Parents included
  - Noted formally on student file

**LEVEL 3**
- Deputy Principal notified of concern. Deputy Principal and Leader of Student Learning & Wellbeing
  - Parents notified
  - Base Group Teacher informed
  - Noted in Behaviour Log

**LEVEL 2**
- Leader of Student Learning & Wellbeing notified of concern.
  - LSL&W takes action in consultation with Base group Teacher and/or Classroom Teacher
  - Parents Notified
  - Base Group Teacher informed
  - Noted in Behaviour Log
  - Lunchtime detention for breaches of uniform code

**LEVEL 1**
- Concern outlined to Student – no further action required
  - Redirection and reminder
  - OR
  - Concern outlined to Student/Parents notified – action taken by Teacher
  - Base Group Teacher informed
  - Noted in Behaviour Log

**Principal/ Deputy Principal**

**Leader of Student Learning & Wellbeing**

**Teacher**

**Referral to Base Group Teacher**

**Suggested Teacher initiatives:**
- Telephone Parents
- Note in Diary
- Logical consequence
- Interview with Parents
- Reflective writing by student
- Community Service

**Deputy Principal/Leader of Student Learning and Wellbeing may include**
- Contract
- Interview with Parents
- Detention
- Internal Suspension
- External Suspension
- Re-entry Meeting
- Formal Interview with Principal
**Wellbeing**

**Student Wellbeing**

The wellbeing of the student is always paramount and Marymount staff foster student engagement and wellbeing so that each girl is able to achieve her best with her learning. We have a whole school approach at Marymount towards developing the mental health and wellbeing of all students. As a school we undertake numerous wellbeing initiatives at different year levels and as a whole school. We are also involved with the framework and resources, MindMatters and KidsMatter, which we have created into our Marymount Matters. We recognise the importance of every student being taught social and emotional competencies and acknowledge that at times early intervention is needed for some girls who may be experiencing mental health difficulties.

**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 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.

Use of the School Diary
The diary is a formal document which facilitates student organisation and communication between students, parents and the College. As a formal document it is expected the diary would be completed daily with a record of the homework expected, due dates of work required. It may be used for notes which are not of a sensitive nature from parents to teachers and notes from teachers to parents as required.

The diary should be free from graffiti, photos, stickers and drawings as it is a formal document. The diary must be taken by students to every lesson. Parents are asked to view the diary regularly to assist students with their organisation and to check for messages from the College. The College asks that a parent sign the diary at the end of the week to indicate that the diary has been checked and messages have been received. The Base Group Teacher will also check the diary regularly.

Travelling (to and from School, Excursions and Camps)
We will:
• wear the correct school uniform
• behave in a safe manner
• show care and courtesy towards others
• show respect for the property of others
• come directly to school
• behave in an appropriate manner when visiting Westfield Marion Shopping Centre and other public places whilst in school uniform.
Uniform

General
Students will:
• wear the set uniform correctly at all times
• wear their hair tied back or on top of their head (with appropriately coloured ties) so that it does not hang across the face
• refrain from wearing make-up to and from school and whilst at school
• only wear acceptable jewellery as stated below
• wear Marymount hat outside during Terms 1 & 4 when the UV risk is high
• use the regulation bag/backpack.

If students wear any non-uniform items, then parents and students will be reminded of their agreement to support the school and that the correct uniform item must be worn. The school uniform should be worn correctly at all times, including when travelling to and from school. The sports uniform can be worn all day (including to and from school) when there is lunchtime sport commitments, unless instructed otherwise by the school Principal. In the event of after school sports, the girls are to wear the school uniform to school and change into their sports uniform after school.

Hair & Make Up
• Hair must be tied back or on top of the head if it is long enough to touch a girl’s shoulder. The fringe must also be tied back if it is long enough to fall over a girl’s eyes.
• Extreme hair styles are not acceptable. Girls may colour their hair with natural looking colours.
• Hair ribbons and bands must be navy blue, black, white or yellow.
• Make-up may not be worn, however, girls may wear a clear lip-gloss only.
• Clear nail polish is also allowed however, acrylic nails are not. Clear French tips on natural nails are acceptable.

Earrings
• One pair of plain studs or sleepers or small hoops may be worn in the lower earlobe only (sleepers or hoops must be plain and smaller than a 5 cent piece). There should only be one earring in each ear.
• Earrings must be silver, gold or clear glass coloured studs are also allowed. (If girls wish to have other piercings to wear outside of school hours – such piercing must be in the summer holidays when the holes have time to heal and the piercing must be removed during school time.)

Signet Rings and Other Jewellery
• Students may wear a signet ring.
• They may wear a religious medal or cross on a chain around their neck (the cross or medal must be less than 1.5cm in length or breadth.)

Shoes, Stockings and Socks
• Stockings or tights must be navy (winter) or skin-tone (summer).
• Socks must be white and cover the ankle.
• Shoes must be plain black lace ups with leather upper.

Scarves
Scarves are optional, however, students may wear a navy blue Marymount scarf (available from the Uniform Shop) during Terms 2 and 3 only. Scarves may not be worn during lesson time.

Hats
A hat is a compulsory item of school uniform, to be worn whenever the girls are outside during Terms One and Four, during Physical Education lessons, recess and lunch times. The hat must be plain navy, broad brimmed and must not have any badge or emblem. Hats are available from the Tri-Schools Uniform Shop at Sacred Heart College Senior School.
UV Protection
Sunscreen is provided in each classroom during Term One and Four in order to provide long term protection. The girls are also required to wear a hat during recess, lunch and any outdoor activities including Physical Education lessons.

School Bag
Marymount’s Physiopak with Marymount logo is a compulsory item and is available from the Tri-Schools Uniform Shop.

Blazer
Marymount’s College blazer is to be worn to and from school in Terms 2 and 3, on formal school excursions and on formal occasions throughout the year. The blazer is compulsory for all students.

Uniform Requirements
Summer
- Pale blue check dress which must touch the knee.
- Black lace-up leather school shoes with skin tone pantyhose or plain white anklet socks which cover the ankle.
- Plain navy broad brimmed hat. The hat is compulsory during Terms 1 and 4.

Winter
- College pleated skirt (same as Sacred Heart Senior) which must be between mid-calf in length.
- Pale blue blouse with double blue striped tie.
- Black lace-up leather school shoes with natural or navy blue pantyhose or white socks which cover the ankle.
- Marymount Scarf (optional).

Please note that if the temperature forecast in ‘The Advertiser’ is 25 degrees C or greater, then students may wear their summer uniform.

Summer & Winter
- Marymount blazer is compulsory for all students.
- “Adelaide Blue” V neck jumper (optional).
- SHCS V neck Vest (optional).

For safety reasons, girls are required to wear school shoes with leather uppers when they are in the laboratories, kitchen and Design & Tech area. Therefore, these MUST be laced up high on the instep, not low down, as a few varieties are. They also must NOT have perforations on the uppers (ie they must not have “holey” patterns as in the brogue style) and must not be patent or suede.

Sports Uniform
- Double blue polo shirt
- Navy shorts
- College rugby top or Marymount sports over-jacket
- Navy tracksuit pants with pale blue stripe
- Short, plain white socks which cover the ankle
- Predominantly white sports shoes with white laces and appropriate ankle support (with light coloured, non-marking soles with plain white laces) ‘athletic’ style. Skate shoes or ‘volleys’ are not allowed
- Monogrammed Marymount T-shirts in House colours to be worn for Sports Day and Swimming Carnival

The school jumper is not part of the sports uniform and must not be worn with the PE uniform.
Tri-Schools Uniform Shop

The Tri Schools Uniform Shop is owned and operated by Sacred Heart College Senior, Sacred Heart College Middle School and Marymount College with all profits returning to these Colleges. This shop is the supplier of the Official Uniform for students attending these three Colleges, stocking new and quality second-hand uniforms at affordable prices. Shop in the comfort of your school community with friendly staff and volunteers. Look for all your child’s uniform needs in their school diary.

Orientation Day
from 8:30am - 5:00pm

January Holiday Trading 2014
From Thursday 9th January
Weekdays.........................1:00pm - 6:00pm
Saturday .......................9:00am - 1:00pm
Closed Public Holidays

Normal Term
Weekly Hours
Mondays (Term 1 only) ....3:00pm - 5:00pm
Tuesdays .......................1:00pm - 6:00pm
Wednesdays ...................8:00am - 12:00 noon
Thursdays .....................1:00pm - 6:00pm

1st Term Holidays
Open Daily from Thursday 16th April until
Monday 28th April
Weekdays.........................1:00pm - 6:00pm
Saturdays .......................9:00am - 1:00pm
Closed Sunday, Public Holidays & Easter Saturday

2nd Term Holidays
Winter Trading
Open only last Thursday & Friday from 1:00pm - 6:00pm
and last Saturday 9:00am - 1:00pm

3rd Term Holidays
Open Last Week ONLY (closed 1st week)
Weekdays.........................1:00pm - 6:00pm
Saturday .......................9:00am - 1:00pm

Parking
Scarborough Street (WARNING Bike Lane 8-9am & 3-4pm)
Car Park on College Main Oval
Car Park adjacent to Uniform Shop
Cudmore Street

MasterCard, Visa and EFTPOS Facilities Available
Scarborough Street, Somerton Park SA 5044
Direct Telephone/Fax Line: (08) 8350 2586
E-mail: tri-schools@shcs.sa.edu.au
Extra-Curricular Activities

At Marymount all students are given the opportunity and encouraged to participate in a wide range of extracurricular 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 can 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 and sports office, 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 hour’s 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 Front Office) and have read the Child-Safe Protection Brochure. 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, Water Polo and Touch Football.
- Terms 2/3 - Soccer, Netball, Hockey, 9-a-Side Football 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 2014, 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 differ between Yr6/7 and Yr8/9. 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 and Athletics Carnivals.

**Year 8/9**

Marymount is affiliated with the Secondary Schools Sport SA and the Catholic Girls Secondary Schools Sports Association and students can earn selection in representative Marymount teams. This competition provides students with the opportunity to participate in representative Marymount teams in Swimming, Athletics, Touch Football, 9-A-Side Football and Cross Country running.

**Pedal Prix**

Marymount enters teams in the Yr6/7 and Yr8/9 Pedal Prix Competitions. 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.

The three events in which Marymount was involved in for 2013 were:

- Sunday 2nd June at Victoria Park - 6 hour event
- Sunday 28th July at Victoria Park – 6 hour event
- Saturday and Sunday 21st -22nd September at Murray Bridge – 24 hour event

**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.

Instrumental Music Program

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

Instrumental Tuition

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 available to girls at all year levels.

Instruments offered for tuition and hire (per term) include:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flute, Clarinet</td>
<td>$85</td>
</tr>
<tr>
<td>Violin, Viola</td>
<td>$70 (Part size - $55)</td>
</tr>
<tr>
<td>Cello</td>
<td>$130 (Part size - $100)</td>
</tr>
<tr>
<td>Classical Guitars</td>
<td>$40</td>
</tr>
<tr>
<td>Electric Guitars &amp; Amplifier</td>
<td>$80</td>
</tr>
<tr>
<td>Bass Guitars &amp; Amplifier</td>
<td>$85</td>
</tr>
<tr>
<td>Alto Saxophone</td>
<td>$145</td>
</tr>
<tr>
<td>Tenor Saxophone</td>
<td>$170</td>
</tr>
<tr>
<td>Trumpet, Trombone</td>
<td>$85</td>
</tr>
<tr>
<td>Other Instruments</td>
<td>Price on Application</td>
</tr>
</tbody>
</table>

Prices are subject to change with notice

Other instruments are available to be learnt where tutors are available. Please enquire with the Arts Administrator.

Lessons take place during school time on a rotation 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.

Reports on your daughter’s progress will be completed by the tutor and sent home at the end of Semester One and Semester Two.

If you would like to enrol your daughter in the Instrumental Music Program, please fill in the Application for Instrumental Music Tuition Form in the accompanying Student Information and Consent Booklet. The Tutor will contact all parents at the commencement of lessons, so please feel free to discuss and ask questions or raise any concerns you may have with the tutor.

Please be aware there may be waiting lists for some instruments - you should consider a second instrument option in case there is no place available for the first preference.
Music Performance Ensembles

At Marymount College all girls have the opportunity to participate in ensembles offered at the College. Participating in ensemble music making activities complements the Instrumental program by:

- providing a sociable learning environment
- better developing aural skills
- improving understanding of harmony
- solo and leadership opportunities
- further public performances.

All students are welcome and encouraged to join music ensembles as soon as their tutor indicates that they are ready to do so.

All students can join the choirs without needing a vocal teacher.

Festival Choir
- Year 6 and 7 students only with rehearsals Thursday* 3:15 – 4:30pm
- Perform as part of the Catholic Schools Music Festival at the Adelaide Festival Centre towards the end of Term 3
- Requires commitment for ALL of Terms 1, 2 and 3, which involves attendance at all weekly rehearsals AND work at home to learn the words and practice the choreography

Vocal Ensemble
- All year levels with rehearsals Wednesday* 3:15 – 4:30pm
- Perform at a variety of school and community events
- Requires commitment for the WHOLE YEAR, which involves attendance at all weekly rehearsals AND work at home to learn the words as required
- Cost – approximately $20 a year (rehearsal CD where required, purchasing of new repertoire).

Concert Band
- All year levels with rehearsals Tuesday* 3:15 – 4:30pm
- Require a certain level of skill on their instrument
- Perform at a variety of school and community events, SA Band and Orchestra Festival and tours interstate and overseas
- Requires commitment for the WHOLE YEAR, which involves attendance at all weekly rehearsals AND practice at home
- Cost – approximately $20 a year (purchasing of new repertoire, bus hire etc).

Rock Band, Percussion Ensemble and String Ensemble
- All year levels with rehearsal times to be confirmed
- Require a certain level of skill on their instrument
- Perform at a variety of school and community events
- Requires commitment for the WHOLE YEAR, which involves attendance at all weekly rehearsals AND practice at home
- Cost – approximately $20 a year (purchasing of new repertoire, equipment etc).

For All Ensembles

It is vital that rehearsal times are respected - appointments etc must NOT be made during rehearsal time. Students must attend EVERY rehearsal unless they are absent from school for the day.

Only ONE fee will be charged if students are in more than one Ensemble, except for Festival Choir. If you would like to enrol your daughter in any of the above Music Performance Ensembles, please fill in the Application for Music Performance Ensembles Form in the accompanying Student Information and Consent Booklet.

*rehearsal days are subject to change due to teaching timetables
**prices are subject to change – costs given are based on 2013 prices
General Admin

Absences
If your daughter is unexpectedly absent from school or late to school, please ring the school’s Absentee Line on 8179 4444 before 9:00am to notify the school of that absence. You will need to state your child’s class, name, reason for absence and your name. Please also use the Absentee Line if she is going to be late for any reason.

Long Absences - Family Holidays during term time
The Principal and Class Teacher must be notified in writing of any absence greater than 5 days. It is rarely appropriate for work to be set for girls during such an absence. It is South West Region policy that normal fees are paid during an absence of this kind.

Absentee Mobile Message System - Mobile Phone SMS
Marymount College use Mobile phone Short Message Service (SMS) to send text messages to parents notifying unexplained absences. An SMS text message will automatically be sent to the mobile phone of the Parent/Carer 1 explaining that our records show that your daughter is absent from school. The message will read as follows:

Marymount College records show AMANDA ARMSTRONG is absent MON 15/9/12. Pls reply SMS or ph 8179 4444 student name/reason/abs date

OR

Marymount College records show AMANDA ARMSTRONG arrived late at 9.31 MON 15/9/12. Pls reply SMS or ph 8179 4444 student name/reason

You can then reply, preferably using SMS or by phoning the Marymount Absentee Line 8179 4444. Alternatively simply press the Reply option on your mobile phone and add your daughter’s name, year, date of absence and the reason they are absent or late. If your daughter is absent and a reason has been provided, then you will not receive an SMS.

Canteen
A healthy eating policy is practised, with the intention of encouraging students to choose their food wisely, from a range of nutritious and reasonably priced items. All orders must be in prior to 9:00am. Volunteers are required to help in the canteen from 10.30am - 1:45pm, please let Mrs Maria Bruno-Bossio know if you can help.

Students who have come to school with no recess/lunch, must ask their Base Group Teacher to write a note in their DIARY and take it to the CANTENE. The diary will be stamped with the amount owing which needs to be repaid by the next day and if this amount has not been paid by the end of the week it will be added to your school account.

Daily School Times and Term Dates
School commences at 8:35am. All students need to be in class by this time. The students are dismissed at 3:15pm. It is essential that travel arrangements are made so that girls are present at school for the whole day. Teachers provide supervision from 8:15am until 3:35pm. We cannot accept the responsibility for the care of the girls outside these hours.

Term 1 ..........Wednesday 29-January to Friday 11-April 2014
Term 2 ..........Tuesday 29-April to Friday 4-July 2014
Term 3 ..........Tuesday 22-July to Friday 26-September 2014
Term 4 ..........Tuesday 14-October to Friday 5-December 2014
Early and Late Comers
Girls who arrive at school before 8:15am must report to the Resource Centre and sign in. Girls may return to the centre after 3:15pm and stay until 4:00pm.
Girls who arrive at school between 8:35am to 8:50am need to present directly to their classrooms to check whether absences have been completed. In the event that they have, students need to report to the front office to advise school staff of their arrival at school.

Early Leavers
If your daughter needs to leave school early, please notify the school either by a message on the absentee line or a note in the diary with the time that she needs to be picked up. To help us with our Duty of Care, please notify staff if someone other than the primary parents/carers are collecting your daughter. If you have to make an emergency pick up, please ring the school to allow time for your daughter to be located and sent to the front office.
It is the student’s responsibility to come to the Front Office when getting picked up early. Girls who leave school before 3:00pm are to report to the Front Office and be signed out by her parent/carer. After 3:00pm, girls can sign themselves out at the Front Office and go to Colton Avenue for collection.

Excursions
The school tries to ensure that excursions will be a valuable experience. Permission notes for the excursion and a signature must be returned to the appropriate teacher by the due date. Most excursion costs are included in the resource fee. Where excursions use public transport, students will need to purchase a Metro Card prior to the excursion. Metro cards can be purchased at Newsagents, Post Offices, ticket vending machines. Please refer to the Adelaide Metro Website for more information.
In the event of a strike which would cause the school to make alternative transport arrangements, parents would be expected to be responsible for any extra costs incurred. If a child is sick on the day of the excursion or activity money, cannot be refunded.

Hot Weather Policy
Girls should attend school every day regardless of the weather. They are not dismissed early because of heat, as that would mean travelling during the hottest part of the day, often to an empty house. Teachers vary activities (eg in Physical Education) to suit the weather. All classrooms are air-conditioned.

Message to Students
Important messages will be posted on the student intranet. It is the student’s responsibility to check for messages before recess, lunchtime and the end of the day.

Student Illness and Medical Management
If a child becomes sick at school, all reasonable care will be given. However, as parent care is best for the child, the College office personnel will contact parents (students are not to use their mobile phones to call parents, please refer to Audio and Digital Devices Policy) if, in their judgement, the child needs medical attention or would be better cared for at home. Parents are discouraged from sending students to school if they are ill.
Analgesics and other medication which can be purchased over the counter without a prescription should also be prescribed if a staff member is asked to supervise their use. It should be noted that analgesics can mask signs and symptoms of serious illness or injury and should not, therefore be used by the College as a standard first aid strategy. Staff will accept and agree to supervise only medication that has been prescribed by a doctor for the individual student for the period of time specified. This ensures the medication is medically warranted. Medications must be supplied in their original container clearly labelled by the dispensing pharmacy with written instructions from the parents, carer or doctor. These instructions must match those printed on the product packaging.
Parents are encouraged to have an ambulance insurance policy for emergency situations. Every effort will be made to contact parents if emergency action is needed. You must inform the school of all medical conditions that your daughter may have. Medical management plans will be put into place for those girls needing treatment other than first aid.
Assessment and Reporting
As is the case with Curriculum, the school’s Assessment and Reporting policies and practices are continually under review. Teachers assess the girls’ work and continuously provide feedback, giving parents and students an idea of their progress. Formal reports, whose format is influenced by government policy, are distributed twice a year, followed by formal learning interviews in Term One and Term Three.

Newsletters
The College newsletter is published electronically and emailed each fortnight. It is an important means of communication about your daughter’s learning, parent, sporting and general school activities, as well as other educational information. If you do not receive the newsletter, please contact the Front Office to update your email address.

Mobile Phones and iPods
Students are not permitted to have access to mobile phones or iPods during school hours – except for educational reasons as advised by the class teacher. If girls need a mobile phone for after-school security it should be locked in their locker during school hours. iPods should also be locked in lockers during school hours (8.30am - 3.15pm).

Attendance and Punctuality
At Marymount College, we believe regular attendance and punctuality at school provides our students with maximum opportunity to develop skills, attitudes and values that will enable them to be successful in their learning at Marymount College and beyond.

We believe a partnership between the school and parents and carers is a significant element in the attendance and punctuality of our students.

Attendance and punctuality is monitored daily and recorded systematically (including non-attendance due to illness or other reasons) by Base Group teachers and front office staff.

1. Students must arrive at school by 8:30am and be in their Base Group classroom by 8:35am.
2. Students cannot be supervised in the morning before 8.00 am. Students who arrive at school between 8:00am and 8:15am must report to the Resource Centre.
3. Students must be picked up and/or leave the school grounds by 3:35pm. Students who are unable to be picked up by this time will be supervised in the Resource Centre until 4:00pm.
4. Parents and carers must contact the school before 9:00am to record a girl’s non-attendance on that day. The absentee line is 8179 4444.
5. Parents and carers must provide the school with an appropriate explanation for a girl’s non-attendance. This can be via a phone call, note in the diary or SMS text. This explanation must be provided during the first 24 hours of the student’s absence from school. In the event of absences due to medical reasons that are more than 3 days, parents/carers must provide a doctor’s certificate to the school upon her return.
6. If a student arrives unusually late to the front office to check in at school (from 9:00 am onwards), they must have a signed note from their parent/carer explaining the reason for the lateness.
7. In the event a student arrives after 9:00am without a note, then an SMS message will be made by the school messaging system in an attempt to clarify a girl’s non-attendance.
Acceptable reasons for student non-attendance
Include:
- sickness
- danger of being affected by an infectious or contagious disease
- supporting a sick family member
- temporary or permanent infirmity
- unavoidable and sufficient cause eg
  - bereavement within the family or of a close friend or
  - family trauma
- attending a school organised activity eg excursion, camp, sporting or cultural event.

Unacceptable reasons for non-attendance
Are:
- truancy
- shopping expeditions with or without a parent or carer
- helping out with jobs at home or at parent or carers place of work
- appointments which could be made out of school hours
- excessive time for appointments which are avoidable.

Examples of acceptable reasons for lateness
Include:
- accident on the way to school
- transport breakdown on the way to school
- public transport lateness
- other unavoidable and sufficient reasons.

Examples of unacceptable reasons for lateness
Include:
- truancy
- sleeping in
- just late
- hair cut
- shopping
- appointments which could have been made out of school hours
- other avoidable and insufficient reasons.
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 committee 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, excursions, art, science, design & tech consumables, Year 9 electives, Textbooks, extra curricular – after school sport and photocopying. A resource fee account is issued for each child.

Extra-Curricular Music, Pedal Prix and Activities Week for Yr 6, 8 & 9 are invoiced separately as they occur. Canberra Trip has been included for Year 7 students as part of the resource fee. Families will receive notification via the student of costs involved before being invoiced to the family account.

Education Capital Levy of approximately $48 per student. School card families are exempt from payment.
Schedule of Fees

The Finance Committee, a sub-committee of the School Board operates 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/carers make a commitment to pay school fees when they sign the Application for Enrolment Form for our school.

SACCS Family Discounts

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

- 2 children – tuition less 5%
- 3 children – tuition less 10%
- 4 children – tuition less 15%
- 5 children – tuition less 20%
- 6 children – tuition less 25%

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/carers 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 2012/2013 financial year being within the School Card income limits.

<table>
<thead>
<tr>
<th>No. of Dependent Children</th>
<th>Gross Annual School Card Income Limit</th>
<th>Gross Weekly School Card Income Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$34,747</td>
<td>$669</td>
</tr>
<tr>
<td>2</td>
<td>$35,695</td>
<td>$688</td>
</tr>
<tr>
<td>3</td>
<td>$36,642</td>
<td>$707</td>
</tr>
<tr>
<td>4</td>
<td>$37,589</td>
<td>$726</td>
</tr>
<tr>
<td>5</td>
<td>$38,537</td>
<td>$745</td>
</tr>
<tr>
<td>Each Additional Child</td>
<td>$948</td>
<td>$19</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 or www.schools.sa.gov.au/schlparents.
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.

Where fees remain outstanding each term, with no agreed arrangement for payment, the account will be passed to the school’s debt collection agency, which may if directed:

- refer to solicitors
- 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 18 September 2007.

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 One 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 One - The Annual Statement for tuition fees will be distributed to families in week three of Term One. 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.

2014 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>$4,160</td>
<td>$1,465</td>
<td>$5,625</td>
</tr>
<tr>
<td>Year 7</td>
<td>$4,160</td>
<td>$1,585</td>
<td>$5,745</td>
</tr>
<tr>
<td>Year 8</td>
<td>$5,300</td>
<td>$1,255</td>
<td>$6,555</td>
</tr>
<tr>
<td>Year 9</td>
<td>$5,300</td>
<td>$1,345</td>
<td>$6,645</td>
</tr>
</tbody>
</table>

Extra-Curricular Costs (Music, Pedal Prix & Activities Week)
During the year you will receive notification of extracurricular costs being invoiced to your account eg Instrument Hire, Festival Choir, Music - Concert Band, Vocal Ensemble, Activities Week (Yrs 6, 8 &9) & Pedal Prix.
Year 7 Canberra Trip during Activities Week has been included in the resource fee.

School Card
The allowance for 2013 was $146.00 for Year 6 and Year 7 and $224.00 for Year 8 and Year 9.

Booklist
The Booklist stationery requirements for 2014 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.)
Parent Involvement

Marymount seeks to establish close links with parents. This helps teachers to see the child in the family setting in order to respond appropriately to each girls’ needs. Parents are the primary educators and combined with your local parish, Marymount aims to compliment, 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 One, a Welcome Evening is held. Families are invited to meet their daughter’s Base Group Teacher and this is followed by a social gathering provided by the Parent Class Reps.

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
- Structures whereby parents can be involved in the School.

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 COLLEGE 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 CLASS 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 program assists students with some additional reading time with an adult,
- As part of our responsibility in providing a safe environment for young people, we require a National Police Clearance (from the Archdiocese of Adelaide) and attendance at a Child-Safe Environments Workshop for all volunteers.
**Made In The Image Of God (MITIOG) Overview Committee**

The **Made In The Image Of God** program (MITIOG) is implemented at Marymount College. It is the human sexuality curriculum approved for Catholic schools in South Australia. It is comprised of 4 strands and is taught across many curriculum areas. Parents are integral as part of the program’s implementation. A MITIOG Overview Committee is to be established each year consisting of Staff and Parent Community representatives. We are asking for volunteers to be part of the Committee. This commitment would be one meeting at the end of each term where we review and evaluate the program and procedures in the school.

Could you please complete the **MITIOG Overview Committee section** in the enclosed **Student Information and Consent Booklet** indicating if you are interested in being on the committee.

**Parent Class Representative**

We are aiming to continue, to welcome and improve communications between parents and the school to further ways to build our sense of community, we hope to continue this development at Marymount through our Parent Class Reps. This may require our reps to advise parents of a social event or send a reminder of a school function or in times of need to provide pastoral support to parents (eg is in hospital/ sick child etc) or support staff by helping to arrange volunteers for excursions. The Parent Class Rep role will have a contacts list for their base group of those who consent this information.

Could you please complete the **Parent Class Representative section** in the enclosed **Student Information and Consent Booklet** if you would like to be included on this list and indicate the type of involvement you would welcome. The information you provide will be available to the Principal and the APRIM and to your parent representatives in accordance with privacy laws. We look forward to building community with your involvement.

**Canteen Volunteers**

Our canteen adheres to the SA Government’s Right Bite guidelines to select food and drink to promote healthy eating. A wide range of foods, at reasonable prices, is offered and the profits generated will be used for providing additional educational amenities for the students. To this end we are seeking 2 volunteers each day to assist our Canteen Manager, Mrs Maria Bruno-Bossio from 10:45am - 1:45pm. Volunteer helpers do not handle any cash. Their help is sought in serving students by placing hot food lines in bags, preparing sandwiches, rolls etc and assisting in general kitchen duties.

Could you please complete the **Canteen Volunteer section** in the enclosed **Student Information and Consent Booklet** indicating if you are available to help in the canteen. If you require further information do not hesitate to contact Maria on 8179 4415.

**Host Family for Musashino Girls - Japanese Exchange**

Over a number of years, students from Musashino College in Tokyo, Japan visit our school. This is Marymount’s opportunity to offer hospitality to Japanese students so that they may experience life in another culture and have an experience of schooling in Australia. It provides strong motivation to them in their studies of English, whilst at the same time Marymount girls are inspired to study Japanese.

In 2014 there will be a group of female students coming from 26 July to 13 August. They are aged around 15 years and are always a delightful, courteous group. We will be looking for families to host these students and ask you to consider becoming a host family for a student. As a host family you will be required to have a current Archdiocese of Adelaide Police Clearance and so will any other members of your family who reside with you who are 15 years or over. Families receive a minor cash bonus for providing support to the Japanese students whilst they are here.

This is a wonderful opportunity for all our students to learn about the Japanese culture and make new friends. Could you please complete the **Host Family for Musashino Girls section** in the enclosed **Student Information and Consent Booklet** indicating if you are available to host a student or would like further information.
Volunteering At Marymount

Police Clearance

As part of our responsibility in providing a safe environment for young people, we require National Police Clearance and attendance to a Mandatory Notification Workshop for ALL Volunteers. If you have received a Clearance from the Catholic Archdiocese of Adelaide, Police Check Unit, please present the originals to the Marymount front office staff to be placed on our volunteer database. If you require a Police Clearance, copies of the form can be collected from the Marymount front office. To complete your documentation please follow the procedures below:

1. Parent volunteer will complete the document and present Police Check consent form and identity documents to the trained Front Office staff, who will verify, take copies of your original identity documents, attach them to the application and forward the application to the Police Check Unit for processing. Please do not sign at the bottom of the page as this must be witnessed by the Nominated authorising Person (NAP).
   a. Please supply originals of at least ONE of the following:
      • Passport (current or expired within the last two years)
      • Birth Certificate (or extract)
      • Citizenship Certificate (or certified copy)
   b. Plus ONE other of the following which must carry a signature or photograph is required:
      • Driver’s Licence or Permit
      • Public Service Employee ID Card
      • Tertiary Education ID Card
      • Centrelink Card
      • Proof of Age Card
      • Citizenship Certificate (or certified copy).
      • Proof of name change (eg Marriage Certificate)

2. Once the Police Clearance checks have been completed a Clearance Letter will be forwarded to the volunteer. The Parent Volunteer will then present the Clearance letter to the College to be placed on the database (we must sight all originals).

Responding to Child Abuse & Neglect and Volunteer Work Health Safety

All volunteers are required to read the Child-Safe Environments & WHS Flyer included in the transition pack. Marymount College is committed to the health and safety of our community, and in particular we recognise the importance and safety of volunteers who undertake valuable work. Marymount College will ensure that volunteers are given the same consideration as employees under our Work Health Safety Policy.

Privacy Information

Marymount College respects the privacy of all persons involved with the college. Furthermore, the College is committed to ensuring that it complies at all times with its obligations under the commonwealth Privacy Act. In applying to provide your voluntary service to the College you will be providing Marymount College with personal information. If you provide us with personal information, for example, your name and address or any other personal or sensitive information, we will collect the information in order to assess your offer to provide voluntary services. We may also make notes and prepare a confidential report in respect of the information you have provided to us.

- You acknowledge and accept that we may store this information for 4 years.
- Access to this information may be available to you if you ask the College for it.
- We will not usually disclose this information to a third party without your specific consent. We usually disclose your personal information as a matter of routine to the Catholic Education Office for good character screening purposed.
- If you provide us with the personal information of others (such as referee names and contact details), we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish, that the School does not usually disclose the information to third parties and that we may store their information for 4 years.
Traffic Control

Parking Restrictions at Schools Are for the Safety of Your Children.

There are no parking spaces for parents available on the school grounds.

The Colton Avenue staff car park gates are CLOSED between 3:00pm and 3:30pm, unless it is an emergency or for College business.

Please be aware of the parking and stopping restrictions that operate in King George and Colton Avenues.

If you are picking up your daughter from Colton Avenue, please meet her near the playground area towards Wattle Avenue. There are north and south travelling drop off zones in King George Avenue. Local council impose a variety of parking restrictions at/near our school to achieve a safer environment for your children. These restrictions are also to optimise traffic safety and movement.

No Stopping Zones
You must not stop your vehicle, not even for a few seconds!

No Parking Zones
You may stop to immediately pick up or let down your child. No parking zones are designed to ensure a quick and smooth turnover of vehicles. You must not leave your car unattended – you cannot wait and watch your child go into school. For collection, have your child wait nearby in the school grounds so they can see you arrive - do not wait in the zone if your child is not in sight.

School Crossings
You cannot stop within 20m of the approach side or 10m of the departure side of a school crossing.

Speed Limits
There is a speed limit of 25kph, designated by the signs and a zigzag line below, any time when children are present or flags are in place.

Bicycle Lane
Parents using the drop-off zones in King George Avenue are warned to be aware of the marked bike lane. The bike lane is effective from 8:00am – 9:00am and 3:00pm – 4:00pm. It is a NO STANDING and NO PARKING zone with a significant infringement fee. Council inspectors monitor the area regularly both in person and by camera and the first warning is an expiation fee that arrives in the post.
Public Transport – School Buses

This information is correct at the time of printing in November 2011. The College is not able to have services adjusted. Light City Buses and Southlink are the two main operators of the School bus services, all other bus and train services are provided by Adelaide Metro.

Light City Bus Services Ph 0409 409 117

AM  Bus 320M or 320.....Leaves Happy Valley (Windebanks Rd stop 56) at 7:30am arriving Marion Shopping Centre at 8:00am then Marymount at 8:15am

School Bus 263S.....Leaves City King William Rd Bus Stop 2 (next to Women & Children’s Hospital) at 7:37am via Anzac Hwy, Brighton Rd, Whyte St to Marymount at 8:23am

Bus 265..................Leaves Brighton Train Station 7:59am, via Cedar, Shoreham, Young Sts to Seafiff station arriving 8:04am then back to Brighton Train Station arriving 8:10am then to Marymount at 8:15am

PM  Bus 320M..............Leaves Marymount (Wattle Ave) 3:25pm arrives Marion Shopping Centre. At 3:40pm then continues via route 618 to Happy Valley

School Bus 958 ...........Leaves Marymount (Wattle Ave) at 3:30pm arrives Marion Shopping Centre at 3:50pm

School Bus 959 ...........Leaves Marymount (Wattle Ave) at 3:30pm arrives Marion Shopping Centre at 3:40pm

Torrens Transit Ph 8179 7400

School Bus 670 .......Leaves Tapleys Hill Rd at 7:49am via Glenelg arriving at Marymount at 8:30am

School Bus 670 .......Leaves Marymount (Wattle Ave) at 3:25pm via Glenelg to Henley Beach Rd at 4:20pm

Southlink Southern Regions Ph 8186 2888

AM  School Bus D........Leaves Old Reynella Interchange at 7:40am via Kenihans Rd, Tripoli Rd, Candy Rd, The Lane, Service Rd, Sunvalley Rd, Bluehills Rd, Chandlers Hill Rd, Main South Rd, Seacombe Rd (Transfer to Bus 777 at Seaview High School) arriving Marymount 8:30am

School Bus 777 ......Leaves Noarlunga Interchange at 7:33am via Old Reynella Interchange, South Rd, Seacombe Rd & Brighton Rd arriving Marymount 8:25am

School Bus X.........Leaves Brighton Train Station at 8.18am arriving Marymount 8:25am

720 ..........................Leaves Old Reynella interchange at 7:33am travels along Old South Rd, Grant Rd, Young Street, Lander Ave, Quailo Ave, Barramundi Dr, Aroona Rd, Perry Barr Rd, Ocean Boulevard, Brighton Rd, Sturt Rd and Marion Shopping Centre arriving 8:07am.

PM  School Bus 777 ......Leaves Marymount (Wattle Ave) 3.40pm via Seacombe Rd, South Rd via Old Reynella Interchange arriving Noarlunga Interchange at 4.20pm.

720 ..........................Leave Marymount at 3:20pm and continues via the above route (in reverse) from Brighton Rd arriving at Old Reynella Interchange at 3:50pm

Contact Adelaide Metro on 8210 1000 or visiting their website on www.adelaidemetro.com.au
Policies

Personal Digital Devices

Purpose
The ownership of Personal Digital Devices require that staff, students and parents take steps to ensure they are used responsibly. The Acceptable Uses Policy is designed to ensure that potential issues (such as mobile and electronic device etiquette) can be clearly identified and addressed; ensuring the benefits that mobile devices provide (such as increased safety) can continue to be enjoyed by our students. Marymount College has established the following Acceptable Uses Policy for Personal Digital Devices that provide staff, students and parents with guidelines during college hours. In order for students to carry Personal Digital Devices during college hours, students and their parents/carers must first read and understand the Acceptable Uses Policy. This Acceptable Uses Policy also applies to students during college excursions, camps and extra-curricular activities.

Rationale
Marymount College accept that parents provide their children with mobile phones to protect them from everyday risks involving personal security and safety. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their children quickly. Marymount College accept that parents give their children Digital Devices for their personal entertainment.

Responsibility
It is the responsibility of students who bring Personal Digital Devices onto college premises to adhere to the guidelines outlined in this document. Parents should be aware of these guidelines and consequences if their child takes Personal Digital Devices onto college premises.

Acceptable Uses
Personal Digital Devices must be securely locked in personal lockers and switched to silent during college hours unless it is required for educational purposes at the request of the teacher. In case of an emergency, parents must contact the college directly. In this way girls can be contacted and assisted in an appropriate manner via college administration.

Unacceptable Uses
Unless express permission is granted to the contrary and with exception to students participating in the college iPad Program, Personal Digital Devices must not be used to make calls, send SMS messages, access the Internet or any other application during college hours. Similarly, Personal Digital Devices are not to be used to listen to music, take photos or video images on the college premises etc during college hours, unless expressly required for student learning, whereby the teacher will grant permission for specific use of the device. Upon completion, the device must be returned to the student’s secure locker. Should there be any use of Personal Digital Devices during college hours without permission, the student responsible will have their device confiscated. Parents/carers will need to contact the Teacher who confiscated the device, in order to have the device returned to the student.

iPad Program
Given the nature of the Personal iPad Program, the appropriate Acceptable Uses Policy is presented and read in partnership between parents/carers and the student on Launch Evenings.
Internet & Network Services Acceptable Use

At Marymount College, Internet and Network Services are used to enhance teaching and learning through the use of computers, the college network and Internet for communicating, publishing, research and for learning skills.

Responsibilities

Each student has the responsibility to take care of the computer and e-learning resources and use them in a careful and constructive way. It is essential that you:

- logon to the network using your own account
- have full responsibility for the use of your password
- leave all equipment in place
- report equipment problems
- log off the network and leave the work station area neat and tidy at the end of a lesson
- work within the guidelines set out by your subject teacher when accessing the Internet and respect other Internet users by using appropriate behaviour and language
- abide by the rules of this policy.

Rules for Acceptable Use of Internet and Network Services

As a computer user at Marymount College I will adhere to the following:

1. I will use the computers only for the task I am meant to be doing and I will only access information that is useful to me in my studies.
2. I will care for and respect all computer equipment and will not copy, install or download any software.
3. I will not attempt to alter any network or computer settings.
4. I will not inconvenience other people; for example, by:
   - printing more copies than I need
   - Downloading large files eg Music or Video files.
5. I will keep my password/s to myself and not use the passwords of others.
6. I will store my own work in my folder/file, or on my own USB, disk or CD.
7. I will not look for anything that is illegal, dangerous or offensive on the Internet.
8. If I receive any messages that I do not like or come across any information which makes me feel uncomfortable I will click on the home or back button and immediately tell a teacher.
9. I will only send messages that are polite and appropriate, which I would let my teachers and parents read. I will not use the computer to annoy or offend anyone else.
10. I will not intentionally spread viruses by e-mail or post unnecessary e-mail. If I receive e-mail from an unknown sender/source or one that is suspicious – I will delete it without opening.
11. I will not give out or publish personal information, identifying details such as my surname, any address (eg school, home, parents work or e-mail) and phone number or that of my parents or others, unless I have permission from my parents and carers.
12. I will not publish a picture or e-mail a picture of myself or others without first checking with the teacher.
13. I will not meet or call any person I have ‘met’ online, unless my parents say it is OK and they are with me.
14. I know that the college may check my computer files and may monitor the Internet sites I visit.
15. I know that the college will take all reasonable precautions to ensure that I cannot access inappropriate materials but it cannot be held responsible for the material I access through the Internet.
16. I know that the college will not be responsible for any loss of data or for the accuracy of the information I obtain through the college’s computers.
17. I will not copy other people’s work and call it my own, including material I find on the Internet and Network.
18. I will not harass, insult or attack others.
19. I will not damage computers, computer systems, or computer networks.
20. I will not violate copyright laws.
21. I will not intentionally waste limited resources, including through the use of “chain letters” and messages broadcast to mailing lists or individuals.

Violations may result in a loss of access as well as other disciplinary or legal action.
E-mail Etiquette

Netiquette Involves the same principles as good manners – basic courtesy, respect and ethics. By following the principles below, the recipient of your e-mail will be more likely to read and act, if not be favourably impressed by your message.

E-mail is not confidential. All e-mail is scanned for the use of certain content/language and anything deemed unacceptable is mailed back to the Network Administrator where it can be followed up.

Subject line to summarise the message. Make the subject line summarise the body of the e-mail. Ask yourself ‘will the recipient(s) know what this e-mail is about?’ For example, Instead of subject: exam, say subject: location of exam ML4.

Don’t assume the recipient knows the background. Include enough information at the beginning of the e-mail for the recipient to know what the matter is about. If in doubt put in background information. For example when asking for an extension to an assignment, let the person know what assignment it was and when it was due. You should also include the reason as to why you are asking for an extension.

Harassment Do not make any hurtful statements; spread rumours or discriminate (racial, sexual, religious) in any way.

Keep it concise. Messages should be concise and to the point. Think of it as a telephone conversation, except you are typing instead of speaking.

Use the BCC field when sending bulk e-mail. If you are sending e-mail to a large group of people use the BCC field. That way the spammers cannot harvest the e-mail addresses. (Blind Carbon Copy - the recipient cannot see who else is receiving the e-mail.)

Don’t shout at people. Don’t use all capital letters (UPPERCASE) or overdo punctuation! This is the online equivalent to shouting. It’s considered to be very rude.

Avoid angry outbursts. Don’t send or reply to an e-mail when you are angry. Wait until you have calmed down, and then compose the e-mail. Once written and sent it can’t be recalled. An angry e-mail has a way of rebounding on the sender. Ask yourself, ‘would I say this to the persons face?’

Correct punctuation and grammar. Use punctuation in the normal manner. One exclamation point is as effective as five!!!!!! Use correct grammar as with any written message.

Layout message for readability. Use spaces and breaks between paragraphs and long sentences to make it easier for the reader.

Keep the thread. When replying to an e-mail, use the reply option on the toolbar in your e-mail. This will keep the message in the” thread”, and make it easier to read.

Allow time for a reply. E-mail messages are not usually required to be answered immediately. Before sending a reminder, allow some time for a response, sometimes even a few days. Not everyone is online 24 hours a day.

Spelling Always check your spelling! If you don’t know how to spell a word have a shot then use the spell checker to confirm or correct your attempt.

Acronyms, abbreviations, and emoticons [smilie faces etc] are OK within reason. Don’t overdo them as the recipient can reasonably be expected to understand what the message is basically about.

Chain letters. Don’t send them on they are annoying.

Don’t be over familiar with the recipient. As a rule, use the title or form of address that you would use in verbal communication.

Keep download size to a minimum. Lots of images can make emails take a long time to load. If you have an attached file, the recipient will often have to wait for a long time for the message to load before they can retrieve it.
Head Lice

The Department of Human Services recommends that everyone have their hair checked every week for head lice and nits. Checking and treating children’s hair is by law a parent’s/carer’s responsibility. Sometimes schools offer to arrange head checks if there is a school community outbreak of head lice.

Images, Recordings, Documents and/or Artwork

During the course of their studies students will produce a variety of work. From time to time, sound recordings, photographs or video images of students and their learning are taken at the college or at places where the children are involved in an excursion or activity. These student works/photos/images/videos/audio recordings may be used in class activities or could be PUBLISHED by Marymount College and Catholic Education SA in documents, school magazines, newsletters, displays, journals, professional development materials for teachers or on a School’s/College’s or Catholic Education SA’s WEBSITE. Adults may also create work for the college or in the course of working with or for students and may also be involved in photographs, sound recordings or video images.

Educational Sharing

Marymount College and/or Catholic Education SA may also like to make publications containing your or the student’s work available free of charge to government and/or non-government schools and education authorities around Australia for their educational purposes under the National Education Access Licence for Schools (NEALS). NEALS is a licence between government and non-government education authorities and sectors of the various states and territories, which allows schools to share material.

Your Consent

We would like to obtain your consent before including you or your daughter in any such publication or display. In most circumstances the material will not include any personal information regarding you or the student’s identity or may include a first name only. However, in the College magazine and in the College newsletter, because of the limited circulation of these documents, it is usual for the full name to appear under photographs or to record achievement in various activities or beneath examples of work.

At times staff may need to use their own personal cameras. All images will be promptly transferred from the staff member’s camera directly to the college drive and will not be stored in any other location.

If you require any additional information regarding this request or if your circumstances change at any time, or should you wish to withdraw your consent, please contact Marymount College.
Harassment

Marymount College is a place of belonging where each person has the right to feel safe and comfortable at all times and the responsibility to make it happen, and so, we seek to live justly, building a community of compassion and reconciliation through the love that Jesus taught us.

What is Harassment?
Harassment is any repeated action which threatens, hurts, frightens, embarrasses or humiliates a person. Some examples are:
- fighting, pushing, shoving, gestures
- picking on others
- threats to get people
- name calling, put downs
- offensive language, notes or graffiti about others
- repeatedly teasing, making fun of others
- spreading stories about someone or their family
- intimidating anyone or their family by nuisance actions eg telephone calls.

Other Forms of Harassment

Racist
- calling a person names or saying unpleasant things because of their culture, background or language
- telling jokes or showing offensive material that is degrading to a person of a different racial background
- deliberately excluding others because of their race.

Sexual
- touching or brushing against someone when you’ve been asked to stop
- unwelcome staring, whistling, gesturing or making comments about someone’s body, looks or clothes
- writing and/or distributing rude/unpleasant notes about someone
- telling jokes or showing reading material/pictures that are offensive
- making comments about someone’s sexuality.

Cyber Bullying
The Marymount Community believe that any form of bullying and harassment is unacceptable. This includes eBullying, Cyber bullying and mobile phone bullying. We seek to inform students about how they can prevent and control these types of bullying in their lives. Cyber bullying is sending or posting harmful or cruel text or images using the internet or other digital communication devices. This form of bullying has increased with our more frequent use of technology. How does this bullying occur? Any interactive technology (such as mobile phones, text messaging devices, IMs, interactive games, internet, ‘sexting’, photo phones and PDA’s), any public outlet (such as websites, blogs, social networking sites, guest books, porn posts, profiles, directories, e-mail, SPAM) and any new technology can be abused. This is only limited by the technology they possess and their limitless imaginations.

Harassment can occur:
- between students
- from a student to a staff member
- from a staff member to a student
- between staff members
- from a parent to a staff member.
What You Can Do When Being Harassed

A
Ignore it.

Result
- Harassment Stops
- Harassment doesn’t stop
  Go to B, C, D

B
Ask the person who is bullying/harassing you to stop. Tell her how her actions make you feel. If this is difficult for you to do, ask one of the staff to help you. Always report sexually explicit bullying.

Result
- Harassment Stops
- Harassment doesn’t stop
  Go to C, D

C
Go to the student counsellor, parent, staff member or any adult you can trust for help - talk openly about the problem - make a plan to deal with your problem and follow it through.

Result
- Harassment Stops
- Harassment doesn’t stop
  Go to D

D
Go to Deputy Principal with teacher or parent, or both - talk openly about problem - allow the Deputy Principal to take suitable action to control the problem, or to refer the matter to outside authorities.

Stages may be skipped for cases of serious harassment
Why You Should Report Any Form of Harassment

- You have the right to be treated as a worthwhile and important person.
- You have the right to come to school feeling happy, secure and comfortable.
- Students who harass others prevent them from achieving their best.
- Marymount College is a school where all have equal rights, opportunities and responsibilities.

Do You Harass Others?

- Do you bully, tease, abuse, hit others?
- Do you call people names?
- Do you insult others?
- Do you take part with others in helping to insult and offend others?

If you can say ‘yes’ to any of these then remember, **bullying or harassing people is wrong and must be stopped!**

**Drug Education**

**Introduction**

Marymount College strives to create an inclusive Catholic Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. In our community, the cooperation of each member is required in order to create the common good. Any elements of behaviour that seriously affect or endanger the wellbeing of the community need to be addressed with Christ-like compassion. This policy is informed by our Good Samaritan charisms and values of: compassion, hospitality and stewardship, love, justice, peace, hope, service, reconciliation. Marymount College acknowledges that the use and abuse of drugs is an important community concern. Through this policy the College echoes the concerns of the community and identifies that it has a significant role to play in the education and prevention of the misuse of drugs within its College community. All members of our College community are expected to uphold the spirit of this policy and to implement it for the welfare of all students of Marymount College.

**Policy Statement**

Our College is committed to maintaining a safe, secure and supportive environment for its community. This policy is part of our Whole School Drug Strategy that includes a range of curriculum; policies and procedures; and positive school environment initiatives. Our college takes action to prevent drug use by students and to intervene if it occurs by taking a whole college approach. The use, possession and/or distribution of illicit drugs and the unsanctioned use and distribution of drugs such as alcohol, tobacco and prescription drugs, on college premises, are not accepted. Drug education is taught as part of a sequential and developmentally appropriate curriculum in the Learning Areas of Health & PE, Science and Religious education. Partnerships are made with Parents, Catholic Education Office SA and community agencies to assist our college to address drug issues. Student resiliency and wellbeing are promoted.

**Drug Free Zone Legislation**

The “Drug Free Zone” legislation of 1991 is an amendment to the Controlled Substances Act (1984) which regulates and prohibits the manufacture, sale, supply, possession, handling or use of illegal substances. The amendment designates the college property and an area within 500 metres from the college’s boundaries as a “school zone”. The amendment states, in part, that it is an offence:

- to sell, supply, administer or take part in the sale, supply or administration of a drug of dependence or prohibited substance to a child (a person under 18 years of age)
- to be in possession, within a school zone, of a drug of dependence or prohibited substance, for the purpose of sale, supply or administration of the drug or substance to another person.
Guideline for College Action

It follows from this legislation that police are to be notified if the Principal is aware that students are in possession of prohibited substances or drug related instruments. Failure to report the matter to the police constitutes aiding and abetting which in itself is a chargeable offence. Where a staff member reasonably suspects that a student has a prohibited substance in her possession, the Principal and a witness may search the student’s bag and or locker in accordance with Education Department Regulations. Normally, the Principal and witness will request that the student empty bag/locker/pockets in front of them. Where an emergency action is required through misuse of a prohibited substance, medical assistance will be sought immediately and the parents/carers informed. Each case should be judged by those who are in possession of all the information relating to a particular incidence of misuse.

Unacceptable Student Behaviour

In summary, the following are considered as being unacceptable behaviour for students attending our school:

- The use of prohibited drugs
- The inappropriate use of prescription and/or over-the-counter medicines
- The inappropriate use of solvents and/or other chemical agents
- The consumption of alcoholic beverages
- Smoking of tobacco and other drugs
- The possession of drug related instruments such as syringes, bongs and pipes
- In the implementation of the school’s policy in respect of prohibited substances issues related to confidentiality will be respected.

Consequences

Students who choose to ignore the school regulations will be faced with a range of sanctions depending on the circumstances and previous behaviour. This Policy does not prescribe specific consequences for drug-related behaviours, because variations between incidents prevent standardised consequences, except where required by law (such as involving the police). It is important for students and parents to know, however, that the possession, supply, use or sale of illegal drugs is an offence against the law and police will be notified. Suspension or termination of enrolment is liable to follow such actions. Each case will be judged independently from other such incidents at the school, and its particular circumstances will be taken into consideration. Consequences are three fold- pastoral care, education and punitive. These CONSEQUENCES follow the Catholic Education Office’s Suspension and Expulsion Guidelines.

1. Should the school become aware that a student is using, or trading in, illegal drugs in her private life (outside of school), parents/carers will be informed that the school does not approve of this behaviour, and point out to them the consequences if this becomes a school matter.

2. If any student who uses prohibited substances at school, at a school function, or in transit to and from school, parents/carers will be informed, and the student is liable to be suspended.

3. Should a student continue to use prohibited substances, as in the examples above, the student is liable to have her enrolment terminated.

4. If any student sells or supplies prohibited substances to another student at school, at a school function, or in transit to and from school, parents/carers and police will be informed, and the student will be suspended and is also liable to have her enrolment terminated.

5. In all circumstances referred to above, and where it is thought appropriate, counselling will be offered to students who offend. In respect to expulsion, every endeavour will be made to relocate the student at another Catholic school, when the expulsion is the first for this reason.

6. The Principal of a Catholic School is entitled to take the above actions in the light of her investigations and informed judgements.
Parent/Carer and Student Information
This matter should be brought to the attention of parents/carers in a way that covers any action that the Principal may have to take in relation to the misuse of prohibited substances. At the beginning of each school year, a special Newsletter is sent home, containing the above Prohibited Substances Policy and Consequent School Actions. Parents/carers are required to sign a return slip, indicating that they have read and understood it. Students are required to sign the Student Agreement at the beginning of each year. Parents/carers ratify this agreement by their signature.

Incident Management
The school will respond to all suspected drug-related incidents with the health of students as the prime concern and utilising principles of natural justice and procedural fairness. The procedural framework in use at Marymount College is consistent with the procedures outlined in Intervention Matters.

Harm Minimisation
A harm minimisation response to living in a drug using community requires a flexible and skilled approach to:
• Prevention through education and school culture building and
• Intervention as incident management and support for students with drug issues.

Consequently harm minimisation in incident management does not mean responding to a drug related incident; it means responding well to the incident. Student welfare remains paramount; principles of natural justice are adhered to; OHS&W issues and principles are constantly considered; and partnerships with young people’s parents/carers and the police are utilised.

Links to other school initiatives
This Policy has links to a number of other policies and documents:
• OHSW
• Curriculum
• Safe Schools
• Development of Personal Responsibility
• Critical Incident Management
• Medication Management
• SACCS Vision statement

Health
Marymount College School should be a safe and caring place for students, staff and visitors. We believe that parent care is necessary for any sick student; therefore, it is the parents’ responsibility to keep a sick child at home. Staff and volunteers assisting with school related activities are bound by a legal “duty of care”, which means that they must act even more responsibly than a reasonable and prudent parent. In caring for students, the degree of supervision should vary according to the age and maturity of the child, the setting and the nature of the activity. Supervision should also take into account the aim to foster mutual caring, independence and self-protective behaviours in children. All staff members have a responsibility to give first aid and comfort to anyone in the school environs who is sick or injured and to arrange further assistance if required. Parents are assured that all reasonable care will be taken to prevent injury to their children. If injury does occur, school staff will ensure that prompt medical attention is sought and parents will be notified as soon as possible.
Prevention and Awareness

School Staff
The Occupational Health, Safety and Welfare Committee will be responsible for issues related to school safety and health. All staff are trained in First Aid. In particular, they will have the opportunity to attend a Red Cross Basic Casualty Care Course at least every three years. At least two school assistants shall maintain a current Senior First Aid Certificates. School office personnel will maintain the sickroom and first aid equipment, rendering first aid and carry out associated administrative duties. In accordance with OHS&W policy, reasonable care will be taken to recognise any safety hazard which exists on school premises, and to see that all necessary precautions are taken to avoid an accident.

Facilities and Equipment
Approved first aid equipment will be kept in the sickroom, Art room, Canteen, Home Economics kitchen and Science laboratories. Additional first aid kits will be supplied for all outdoor activities, including excursions, camps and sports. They will be kept in the Bookroom and will be maintained by the Bookroom Manager.

Medical Records
Upon enrolment and at the commencement of each school year, parents will be required to complete a school Medical and Health Information form. All health information will be regarded as confidential. It is the responsibility of the parents to keep this information and their contact numbers up to date. When a student has a significant medical condition, a summary of the relevant points will be provided to all staff, and a copy kept in the Medical Management Folder held in the staff preparation room bookshelf. When the Medical and Health Information form shows that a student may require special care or emergency treatment (eg asthma, bee sting allergy, anaphylaxis or epilepsy etc), parents will be asked to provide a medical information plan and any additional information from the student’s doctor. Any students who suffer asthma attacks are required to keep in the office an inhaler (eg Ventolin), with its chemist’s label attached. Any students with severe allergies are required to keep in the office an action plan and EpiPen with a chemist’s label attached.

When additional health information is sought in relation to specific activities (eg swimming, camps etc), it is the responsibility of the person organising that activity to obtain the necessary information through the appropriate form. An appropriate record will be maintained by the School Secretary of all first aid advice or treatment given, however minor. Any injury/illness requiring parent/caregiver notification a record book will be kept, the original sent home with the student copy kept in the First Aid cupboard. NOTE: This is important in case of minor head injury, asthma attack or epileptic seizure, etc where the student appears to have recovered fully from the incident. Whenever an Accident Injury Report is completed, it should be endorsed by the Principal and, if hospitalisation or insurance claims may ensue, the original should be sent to Catholic Church Insurances and a copy to the Director of Catholic Education. (The carbon copy to remain in the school files.)

Medication
Staff will accept and agree to supervise only medication that has been prescribed by a doctor for the individual student for the period of time specified. This ensures the medication is medically warranted. Medications must be supplied in their original container clearly labelled by the dispensing pharmacy with written instructions from the parents, Carer or doctor. These instructions must match those printed on the product packaging.

Insurance
The school will maintain Public Liability insurance through Catholic Church Insurances. The school no longer maintains a bulk subscription policy with the St John Ambulance Service. Instead, parents are encouraged to provide family ambulance cover within their health insurance or by a specific Ambulance Policy. As part of the Student Contact Card, parents are required to sign a statement, giving information about the kind of cover they have, OR to accept the responsibility for the expense of an ambulance if one is used for their daughter. The school will advise parents of personal insurance options for students.
Poisons
Poison information poster in Science Laboratory. Remedies are kept on hand.

First Aid Procedures
Teachers or activity supervisors eg sports coach, swimming instructor, etc will determine whether a student should be referred for first aid assessment. Any complaint of pain or significant discomfort by a student should be sufficient reason for referral. Where a student does not make any complaint but there is reason for concern, a referral for assessment should be made. Where the teacher on duty or activity supervisor believes that a sick or injured student should not be moved, an appropriately qualified person will be called to complete an assessment. When in doubt as to the severity of the student’s condition, an ambulance should be called promptly. A staff member will accompany the student in the ambulance and remain with her until a family member takes over.

Examples of such conditions include:
• any life-threatening situation (eg a serious asthma attack), or
• an injury requiring expert medical attention.

Where the teacher or activity supervisor believes that a sick or injured student can be moved, appropriate arrangements should be made for the student to be escorted to the sick room. (A teacher remains legally responsible for the welfare of the sick or injured student until another teacher or the parents assume responsibility for subsequent care.) In accident cases where a student has been sent home or referred for medical treatment, a CCI Accident Report must be completed.

In the event of a serious accident, the parents of the child will be contacted. The school may implement any emergency procedures before obtaining the consent of the parents if it feels these are necessary. If parent or alternative contact is unavailable, the school will treat the accident or illness as it sees fit. The school will not be held liable if it has followed reasonable medical principles.

In the case of any accident to an adult on school premises, an Accident Report form should be completed regardless of whether any first aid was given. Relevant workers compensation insurance forms should be completed for any school employee.

First aid treatment takes precedence over all other school duties.

Gloves should be worn for all wound cleaning or dressing procedures to prevent any risk of cross-infection from either party. Hands should be washed with soap and water before and after all wound treatment procedures. If there is any accidental contact with blood or other fluids from a sick or injured person, all contaminated skin surfaces should be washed thoroughly with soap and water or an approved antiseptic solution.

If resuscitation is necessary, an approved resuscitation face mask should be used, if readily available. However, resuscitation should not be delayed to obtain a mask. Staff on Yard Duty will carry a medical bag, containing basic first aid items and a mobile phone.

Infectious Diseases
Any student who is suspected of having an infectious disease should be taken to the sickroom for assessment. The student’s parents should be contacted promptly and asked to take the student home and to seek medical advice. Where there is any uncertainty about the infectious nature of the condition, the parents should be requested to obtain a letter from a medical practitioner certifying that the student is fit to attend school. Students who have had an infectious disease will not be permitted to return to school until they have fully recovered and accompanied by a letter from a medical practitioner certifying that the student is fit to attend school. The fear of infection from contact with blood or body fluids from a suspected HIV infection or Hepatitis B sufferer, is not a reason for with-holding treatment in a life-threatening emergency. Disposable gloves should be worn where there is an exposure to blood or body fluids of another person. After giving first aid to a victim suspected of carrying an infectious disease, advice may then be sought either from a medical practitioner or the Epidemiology Branch, SA Health Commission.

All Year Eight students are immunised against Hepatitis B, and it is strongly recommended that all staff be immunised against Hepatitis B.
Sun Protection

Rationale
It is the Policy of Marymount College to ensure that the responsibilities towards the health and safety of the School Community are met by all parties in relation to exposure to ultraviolet radiation at the workplace. Australia has the highest rate of skin cancer in the world, creating huge social and economic costs. However, it is estimated that at least 75 per cent of all skin cancers could be prevented by protecting skin from the sun during childhood and adolescence. Schools can help by encouraging all members of the school community to take effective skin-protection measures.

Aims
The aims of the Marymount College Sun Protection Policy are to promote among students, staff, volunteers, parent/carers:

- Increase awareness of skin cancer and other skin damage caused by exposure to UV radiation.
- Develop strategies that protect staff, students, volunteers and contractors skin from the sun.
- Work towards a safe school environment that provides shade and other sun protective measures for staff, students and volunteers.
- Encourage all staff, students, volunteers and contractors to protect their skin from UV at all times, particularly at lunchtime, during sport, excursions and camps.
- Ensure that staff, students, parents / carers, volunteers and contractors are informed of the school’s UV Policy.

Implementation
The Sun Protection Policy is for implementation throughout the year. However, the conditions outlined are mandatory in terms 1 and 2. The College strongly recommends that, when outdoors (particularly at recess and lunch times) or participating in outdoor activities:

- All staff and students wear hats. For students, this must be the school hat available through the uniform shop.
- For staff hats appropriate to the work situation should be worn. In particular hats used by P.E. and Maintenance Staff should be of close-weave material and have a brim of at least 8 – 10 cm.
- Students - will wear uniforms appropriate to the season and or activities being undertaken.
- Sunglasses can be worn and are required to meet all standards as specified by Australian Standard AS1067.
- Sunscreen is available to all staff, students and volunteers. Dispensers of sunscreen will be in each classroom and the Sports Shed, the sunscreen will be Broad spectrum and water resistant. Dispenser of sunscreen are available in each classroom and the sports shed. Use-by dates are regularly checked and a record of issue will be kept.
- Shade is required for outdoor activities in particular between the hours of 11am and 3pm or where outdoor activities occur and or where people are likely to be watching an outdoor activity for longer than 10 minutes.

Procedures
- A “no hat, no participation” policy is applied during Physical Education Lessons, Outdoor Recreational Activities and Sports’ Practices, and Recess and Lunch times.
- Students are encouraged to bring their own supplies of SPF 30+ sunscreen to School.
- Students who do not have hats will be required to stay under the courtyard shelter or in shaded areas during recess and lunch breaks.
- Risk assessments will be completed prior to all activities being participated in outdoors. Weather restriction guidelines will be adhered to.
Some Points to Remember About Skin Cancer

Skin cancer is the most prevalent form of cancer in Australia and our incident rates are the highest in the world. Each year an estimated 270,000 new cases of skin cancer are diagnosed in Australia. The 5 recommended steps to protect against sun damage are:

1. Slip on some sun protective clothing that covers as much skin as possible.
2. Slop on SPF30+ sun screen, make sure it is broad spectrum and water resistant. Put it on 20 minutes before you go outside and every 2 hours afterwards. Sunscreen should not be used to extend the time you spend in the sun.
3. Slap on a hat that protects your face, neck and ears.
4. Seek shade.
5. Slide on some sunglasses and make sure they meet Australian Standards.

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 the SCHOOL and CEO Collect and how is it Collected?

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 carers (‘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 the School or 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.

Job applicants, staff members and contractors: For personal information about job applicants, staff members and contractors, a School’s or the CEO’s primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be. The purposes for which a School or the CEO use personal information of job applicants, staff members and contractors include:

- to administer the individual’s employment or contract (as the case may be)
- for insurance purposes
- to seek funds and marketing for the School
- to contribute to aggregated data that SACCS and the CEO use to meet their reporting, planning, contract and funding responsibilities
- to enable SACCS and the CEO to maintain necessary staff information for entitlements including long service leave, maternity leave, Workcover and other necessary industrial or employment purposes, and for accreditation and funding purposes
- to satisfy CCES/CEO’s and the Schools’ legal obligations (for example, in relation to child protection legislation).

Volunteers: A School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as Parents and Friends and Old Scholars Associations, 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 Sacred Heart Colleges and Marymount College Foundation or 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 School disclose personal information?
The CEO or School 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
- SACCS
- 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 the School or 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 had 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.
Appendices

Parent Grievance Flowchart

Individual has issues/concerns

Informal Options

Speaks to Base Group Teacher

Issue/concern overcame

No further action

Speaks with Leader of Student Learning & Wellbeing

No further action

Takes up a mediation option

Speaks with College Counsellor

If issue/concern continues, commence Formal Option

Formal Options

Speak with:
- Deputy Principal
- Principal
- The Coordinator of Personnel, Catholic Education Office (if the complaint is about a Diocesan Principal, contact the Principal Consultant) or to the appropriate employing authority (if the complaint is about a non-Diocesan Principal)

NB: Once you begin the formal grievance procedure, investigation and action will be taken
**Student Grievance Flowchart**

**Student feels Harassed**

**Informal Options**

- Speak to harasser
  - Harassment stops

- Speaks with Base Group Teacher or Counsellor
  - Harassment stops

- Mediation with Adult + harasser
  - If harassment continues, then go to **Formal Option**

**Student Learning Concern Flowchart**

**Learning Concerns**

**Informal Options**

- Speak to Base Group Teacher
  - Concern/grievance overcome

- Speak to Year Level Leader of Student Learning & Wellbeing
  - Concern/grievance overcome

- Mediation/discussion with subject teacher, teacher and/or Year Level Leader of Student Learning & Wellbeing
  - If concern/grievance continues, then go to **Formal Option**

**Formal Options**

- Speak with the following:
  - Deputy Principal
  - Principal
A MESSAGE FOR PARENTS* AND FAMILIES

In choosing a Catholic education for your child, you choose an educational environment "animated by (the) Catholic faith and in partnership with families ... which create(s) opportunities for encountering life to the full - in all its personal, religious, political and cultural richness". Catholic Education SA Mission Statement, Strategic Plan (2010 - 2014)

This Charter for Parents in Catholic Schools SA acknowledges and promotes the various roles of parents as integral members of Catholic school communities:

• Parents as Partners
• Parents as Educators
• Parents as Decision Makers
• Parents as Life-Long Learners
• Parents as Advocates
• Parents as Leaders and Role Models

The key statements in the Charter capture the unique opportunities and responsibilities that come with this. They recognise:

• Parents as the first and continuing educators of their children
• The critical importance of partnerships between parents, families and schools
• The contribution that parents make by valuing the Catholic identity of our schools and the expression of a Catholic ethos
• The shared responsibility for the education of students in Catholic schools
• The shared responsibility for the moral, spiritual, emotional and social development of students in Catholic schools
• The importance of positive and constructive working relationships between parents, families and our schools.

The Federation of Catholic School Parent Communities (SA)

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We welcome your comments

DOWNLOAD CHARTER

BACK TO HOME

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