Marymount College is a Diocesan Catholic Girls’ Middle School, for students in Years 6 to 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 hospitality, compassion, stewardship 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, differentiated, inquiry and 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 supported by both KidsMatter and MindMatters which are incorporated with other wellbeing initiatives under the ‘Marymount Matters’ umbrella. During Years 6 to 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 students and staff appreciate very pleasant surroundings and facilities. Our College offers a variety of curriculum extension activities across a range of sports and programs.

Parents are invited to support Marymount as volunteers in a range of ways to enhance the educational and extra-curricular programs we offer. We welcome their involvement on the College Board, Parent Class Representatives, Friends of Music and in the Canteen and at the Uniform Shop (located on the grounds of Sacred Heart College Senior Campus). 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 Maria Canala
Principal

Welcome to Marymount College

The College Core Purpose and Vision

Our Core Purpose
Marymount 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 hospitality, compassion, stewardship 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 hospitality, compassion, stewardship and reconciliation. 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, stewardship and reconciliation.
- 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.
As a Catholic Middle School, educating girls in the Good Samaritan Tradition, Marymount caters for girls from Years 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 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

Learning at Marymount is underpinned by Marymount College and the Catholic Education South Australia (CESA) Strategic Plans, as well as Legislative and policy frameworks: the Melbourne Declaration on Educational Goals for Young Australians, The Shape of the Australian Curriculum, The South Australian Certificate of Education (SACE), Australian Institute for Teaching and School Leadership (AITSL) and the Catholic Education South Australia Continuous Improvement Framework.

In keeping with Marymount’s core purpose and Good Samaritan values, Marymount has a strong commitment that all girls are provided with opportunities to access and participate in a broad, balanced and rich middle school educational environment. Therefore, at Marymount we are committed to:

• Providing girls with a relevant, rich and engaging learning environment which prepares girls for the 21st century.
• Designing learning experiences that allow for meaningful, deep learning that is suffused with energy, passion, challenge, creativity and joy for us all.
• Developing a curriculum that recognises, caters for and provides students with opportunities to explore their own and others’ learning styles to develop critical thinking strategies.
• Developing a curriculum that 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 hospitality, compassion, stewardship 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.

The Australian Curriculum provides the framework for the learning at Marymount College.

The Australian Curriculum is organised into learning areas and subjects. Some learning areas bring a number of subject together: Humanities & Social Sciences includes History, Geography, Civics & Citizenship and Economics & Business; The Arts includes Dance, Drama, Media Arts, Music and Visual Arts; Technologies includes Design & Technologies and Digital Technologies.

Learning areas contain content descriptions that detail knowledge, understanding and skills to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of teaching and learning in the classroom.

For further information, please access the curriculum via www.australiancurriculum.edu.au.

The curriculum opportunities at Marymount are engaging and unique. We personalise learning through differentiation and inquiry. Our curriculum recognises the importance of each girl’s learning style and ability. Our aim is to ensure each girl is engaged, appropriately challenged and given outstanding opportunities for educational success. We believe a positive partnership between the school, parents and carers plays a significant role in the learning for our girls.

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. 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.
Middle School Curriculum Overview

Students in each year level have contact with a team of teachers. Teachers are 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.

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Assessment and Reporting
As is the case with Curriculum, our 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 Meetings in Term 1 and Term 3.

Formal Learning Meetings
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 Meetings are held in conjunction with reports to discuss the girls’ progress and are held at the end of Term 1 and the beginning of Term 3. At these meetings we encourage the student to participate and share her learning goals and accomplishments. We know there may be 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 Meetings. These meetings 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 via an email to the teacher, via the phone or by making a personal appointment through Reception. Email is used extensively as a method of communication with parents and teachers’ email addresses are provided to parents at the beginning of the year. Teachers are generally available between 3:15pm - 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 Reception.

Home Work 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 hospitality, compassion, stewardship 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.

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 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, your daughter’s iPad or contact Reception to leave a message), if there is a reason for late work, for work not being completed or if your 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 calendar and regular support will be given to ensure 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 home 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 email or have it dropped into school.
• If a student does not submit work by the due date, teachers will contact families directly via phone or email. The maximum grade a student can obtain for late submission of work is a C grade.
iPad Program

Marymount employs a parent funded 1:1 iPad program which brings together the connected, mobile and creative aspect of digital learning to our students at any time during the day. The device is purchased and managed by the family/student. Whilst increasingly common, Parent Funded models encourage student personal responsibility with respect to care of their device. To support this, the College invests heavily into high-quality and extensive wireless infrastructure covering all buildings and grounds (ex, far-side oval) where students experience high-speed internet connectivity and no drop-outs. Marymount also continues to broaden digital technology and media equipment to continually expand the range of learning opportunities for students.

Classrooms and learning spaces are fitted with projectors and AppleTV devices. Students are able to instantly and wirelessly stream learning content for classroom sharing. This is a highly utilised system that allows simplicity in sharing work and classroom collaboration.

As per the User Agreement, the device is the responsibility of students/families. Where necessary, please ensure your Home Contents Insurance covers mobile devices – as would be the case for mobile phones etc. Marymount has strictly adhered to guidelines relating to device storage and non-use. As a College, we value highly the importance of building and fostering personal relationships. Mobile devices of any kind are not permitted during recess and lunch breaks and must remain locked in lockers during this time.

Which iPad does my daughter require?

When looking to maximise the usage life of any device, purchasing the most recent model will always be a significant factor. For this reason, Marymount recommends ‘iPad Air 2’. ‘iPad Air’ models can also be worth considering – particularly for those students starting in Year 8. iPads of an older generation than the ‘Air’ series are based on pre-2012 technology and have found to struggle under modern applications. With respect to storage size, we recommend for iPad Air 2: 64GB WiFi only and for iPad Air: 32GB WiFi only (*note: Air 2 models do not include a 32GB option). While 16GB iPads will still function, storage space will be severely restrictive.

Cloud

As part of the set-up process, iPads use cloud storage for the purposes of saving document and image files and where necessary, device back-ups. Files saved on iCloud aid in preventing file loss and can be accessed via any internet active computer. Students are required to ensure effective management and maintenance of storage space.

Purchasing Apps

The teaching staff at Marymount have spent a great deal of time carefully selecting specific apps to best meet the diverse needs of student use. All the required apps are purchased through the College on your behalf. As an educational institution, we are able to access volume purchasing of apps. This typically allows purchasing at half the retail price.

Learning Links

Staff at Marymount respond to individual learning needs by differentiating teaching and learning for students, with teachers accommodating student differences in readiness levels, interests and learning profiles. 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. Identified students with a disability/learning difficulty will be given an Individual Learning Plan (ILP), which is negotiated with the student, school staff and family. Additionally, staff will, in conjunction with the student and parent/carer, provide adjustments to designated students to allow them to participate in the learning, on the same basis as other students.
Year 6
Reflection Day
In conjunction with the faith formation of our students, Year 6s participate in a Reflection Day where they develop their spirituality and understandings about the charism of Stewardship. Activities include: prayer, scripture, reflective tasks centred on stewardship and ecological conversion and setting goals for future action. This day will serve as an extension of the learning which takes place during Religion lessons.

Year 7
Reflection Day
In conjunction with the faith formation of our students, Year 7s participate in a Reflection Day where they develop their spirituality and understandings about the charism of Compassion. Activities include: prayer, scripture, reflective tasks centred around compassion and social justice and setting goals for future action. This day will serve as an extension of the learning which takes place during Religion lessons.

Canberra Tour
In Year 7, the Australian Curriculum examines the key features of Australia’s system of government. To extend and enrich this learning, Year 7 students participate in a four day tour of the nation’s capital, Canberra. Through this experience they will develop personal and social capabilities, ethical understandings and critical and creative thinking skills.

The tour of Canberra will include visits to: Parliament House to explore the role and function of Australia’s Federal Parliament; Museum of Democracy at Old Parliament House to participate in the ‘Who’s the Boss’ program; Australian War Memorial to visit exhibits and participate in the program ‘Science and War’; Electoral Education Office for a mock election; Australian Institute of Sport; Royal Australian Mint; and Questacon, the National Science and Technology Centre.
Year 8

Reflective Camp
At Marymount, we embed reflection and wellbeing experiences in our curriculum. In 2017, Year 8 students will also participate in a two night reflection experience in Term 1 as a whole group. The aim is to build relationships between students and staff and provide shared experiences to build upon through the year. The charism focus is Reconciliation, along with the concepts perspective, empathy, mindfulness and leadership, which are all incorporated in the learning activities. Group dynamics is also a focus for this experience as they work in teams to problem solve.

Year 9

Reflection Day
Our Year 9 students will take part in a one day reflective experience with their home group during Term 1. Their Reflection Day provides an opportunity for the students to get away from the busyness of school life and get to know themselves, each other and God on another level. The main concept of Semester 1 is Identity and so this day begins the process of the students exploring the many layers that make them unique. It also encourages the students to make many connections with each other and to build their resilience to change, particularly with friendships. Underpinning these activities is their image of God and how they relate to certain scripture. The charism of Hospitality is also explored on this day through various activities and this will continue right throughout the year.

In Real Life (IRL)
This Year 9 program aims to develop learning around wellbeing, positive psychology, growth mindset, emotional intelligence and growing success, using outdoor activities as tools for learning. There are no digital technologies required by students during this learning - the focus is on skills and attributes used In Real Life. Confidence, risk analysis, group dynamics, decision making, appropriate challenge, mindfulness, gratitude, metacognition, minimal impact camping, orienteering and adventure activities (kayaking/high ropes/hiking) are some of the skills learned, practised and discussed. The course culminates in a two night hike along the Heysen Trail in late November.
“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. We recognise that each student has the:

- Right to learn.
- Right to feel safe and secure.
- Right to be respected.
- Right to express themselves appropriately.
- Opportunity to earn their rights through accepting their responsibilities.

### Responsibilities

<table>
<thead>
<tr>
<th>Making sensible choices about my behaviour:</th>
<th>Right</th>
</tr>
</thead>
</table>
| • Arriving at class on time and prepared to learn.  
  • Being prepared with correct resources and equipment.  
  • Working to the best of my ability.  
  • Listening carefully to instructions and seeking clarification when needed.  
  • Submitting learning tasks on time.  
  • Respecting the learning of the peers in my class. | To learn |
| • Respecting the thoughts, feelings and property of others.  
  • Respecting classroom procedures.  
  • Remaining on school grounds until permitted to leave.  
  • Using equipment safely.  
  • Resolving conflict appropriately.  
  • Not bringing prohibited items to school: gum, white-out (liquid paper), tobacco, lighters/matches, illegal substances, dangerous or immoral items.  
  • Storing prescription/other medication at Reception (except asthmatics, anaphylactics and diabetics). | To feel safe and secure |
| • Wearing the College uniform with pride.  
  • Upholding the College name in public.  
  • Keeping a litter free environment.  
  • Developing respectful relationships with my peers and staff.  
  • Being honest and trustworthy.  
  • Recognising the success of others.  
  • Respecting myself in the decisions I make.  
  • Protecting yourself and others. | To be respected |
| • Using appropriate language.  
  • Respecting the ideas and feelings of others.  
  • Speaking confidently and clearly at the right time and right place.  
  • Expressing opinions without ridicule. | To express myself appropriately |

Marymount has incorporated the philosophy and strategies of Restorative Practices. This whole school approach contributes to the building of positive relationships within our College Community. It has a focus on helping our students to become aware of the impact of their behaviour on others through personal accountability, learning from a conflict situation and restoring relationships after harm has been done.
Acting Responsibly
Demonstration of Marymount Values – Hospitality, Compassion, Stewardship, Respect, Reconciliation
Positive Acknowledgement – by teachers

Purpose
To reinforce responsible behaviour

Process
• Praise, affirmation, thanks.
• Class Responsibilities – monitors etc.
• Encouragement – verbal, non-verbal, written.
• Inter-class responsibilities – eg peer mediators.
• Public display of work.
• Invitation to parents, principal etc to come to class.
• Phone calls, emails to parents.
• Principal Awards.
• “Smile” awards issued to individual students to affirm, thank or praise. When a student has achieved 10 “Smile” awards they will receive a Principal’s Award.

PLEASE NOTE: The school may exercise the right to start at any step if the behaviour is dangerous, extreme or repeated.

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?”
Doesn’t 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 3Rs 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.
• Questions of Reminder, Reinforcing the Expected Behaviour and Seeking Restitution.
• Apology.
• Inappropriate Behaviour Recorded.
• Parents informed at the discretion of the subject teacher and home group teacher.
• Referral to Year Level Coach if student fails to meet stages.
• Persistent breaks of uniform code with result in a lunch time detention.

STEP 1: REMIND – with group, with individuals.
STEP 2: REINFORCE – with group, with individuals eg practise the expected behaviour and help students understand the rationale behind the expected behaviour.
STEP 3: RESTITUTION – CONSEQUENCES by individuals. Restitution is a concrete way of taking responsibility for one’s action, for dealing with the consequences of one’s own choices eg repayment for breakage; removal of graffiti; littering (clean-up of yard); loss of access (student may be denied use of computers for a specified time); time-out of class to reflect on behaviour.
STEP 4: APOLOGY – 3 components – student. Statement of regret or remorse... eg “I feel bad that... I regret that... I wish I hadn’t...” Statement of appropriate future behaviour... eg “Next time I will be sure to... I won’t do that again, instead I will...” Request for acceptance “I hope you will accept my apology.” “I hope you will forgive me.”
STEP 5: GRATITUDE – teacher, victim... Following the restitution the teacher needs to express gratitude to the student who has made her best effort at restitution.
STEP 6: PARENT/CARER NOTIFICATION – subject teacher/home group teacher (when necessary both signatures required).
STEP 7: RECORD ON STUDENT FILE.
LEVEL 3
Inappropriate Behaviour
Examples include:
- Theft.
- 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 Coach, Student, Parent.
- Student removed to Year Level Coach or isolation outside Deputy Principal’s Office – when necessary another student is to be sent to the office to get the Year Level Coach or a member of the School Leadership Team to come to the classroom.
- Discussion with Year Level Coach at an appropriate time using the Reminder, Reinforce, Restitution process.
- Year Level Coach may refer student to Deputy Principal and/or College Counsellor.
- Year Level Coach will inform the home group teacher of behaviour and actions taken.
- Parents notified and in serious and ongoing circumstances student suspended externally or internally withdrawn from class.
- Following external suspension student and parents/carer to discuss re-entry and behaviour contract with Year Level Coach 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 Coach and/or Deputy Principal.

LEVEL 4
Inappropriate & Dangerous Behaviour
Examples include:
- Drugs.
- Alcohol.
- Physical assault.
- Ongoing unsafe behaviours.

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 Coach, Student, Parent.
- Student removed from class to the 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 Coach using the Reminder, Reinforce, Restitution process.
- Parents notified and in serious and ongoing circumstances student suspended externally or internally withdrawn from class.
- Parents invited into school to discuss re-entry and behaviour contract with Year Level Coach, and Deputy Principal/Principal.
- Student works on a negotiated program/contract and is involved in a conference about their goals and strategies for success with Year Level Coach and/or Deputy Principal.
- Student and parents must agree to support from the College Counsellor and/or outside support agencies.
- Year Level Coach will inform the home 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.

Flowchart
Addressing Issues of Student Personal Responsibility at Marymount College
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. The Marymount Community believe that any form of bullying and harassment is unacceptable.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It can have long-term effects on those involved.

**Bullying can happen:**
- Face-to-face (eg name-calling).
- At a distance (eg spreading rumours, excluding someone).
- Through information and communications technologies (eg use of SMS, email, social media).

Some conflicts between children are a normal part of growing up and are to be expected. These conflicts or fights between equals and single incidents are not considered bullying, even though they may be upsetting and need to be resolved.

Identifying bullying can sometimes be difficult. Bullying is often conducted out of sight of teachers and children may be reluctant to report bullying.

**Harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their:**
- Identity, race, culture or ethnic origin.
- Religion.
- Physical characteristics.
- Gender.
- Sexual orientation.
- Economic status.
- Age.
- Ability or disability.

**It can include behaviour such as:**
- Telling insulting jokes about particular racial groups.
- Sending explicit or sexually suggestive emails.
- Displaying offensive posters or screen savers.
- Making derogatory comments or taunts about someone’s race, religion or sexuality.

**It may be:**
- An ongoing pattern of behaviour or a single act.
- Directed randomly or towards the same person(s).
- Intentional or unintentional.

(www.bullyingnoway.gov.au)

Students are encouraged to speak further with an adult if they are being bullied or harassed. Bullying is serious and you need to let an adult know.

**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 bully/harass others prevent them from achieving their best.
- Marymount College is a school where all have equal rights, opportunities and responsibilities.

**What You Can Do When Being Bullied/Harassed**

**A**
Ignore it

RESULT

bullying/harassment STOPS
bullying/harassment DOESN’T STOP

**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

bullying/harassment STOPS
bullying/harassment DOESN’T STOP

**C**
Go to the College 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

bullying/harassment STOPS
bullying/harassment DOESN’T STOP

**D**
Go to the Deputy Principal with teacher or parent or both - talk openly about the 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 bullying/harassment
Student Wellbeing

The wellbeing of the student is always paramount and Marymount staff foster student engagement and wellbeing, so each girl is able to achieve her best with her learning. We have a whole school approach towards developing the mental health and wellbeing of all students. As a College, 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. 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.

Leadership

The Marymount Leadership Group, better known as the MLG, enables the girls to develop their leadership skills and to utilise these skills within the Marymount Community. 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 four houses: Adamson, McEwen, McLaughlin and Polding and the Enviro Group Captain and Vice-Captain. Each class from Years 6 to 9 also has a class captain and a house captain. The class captains in Year 9 also belong to the MLG.

The MLG coordinate a great variety of fundraising activities throughout the year to support Catholic charities.

All students at Marymount have leadership opportunities through sporting, cultural, wellbeing and environmental programs at the school.

In Year 9 all 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.

Counselling

Counselling is available to students and may be on an individual or group basis. Areas that may concern girls of Marymount’s age group include friendships, decision-making and relationships with adults and their peers. Parents are also welcome to contact the College Counsellor through Reception.

Chaplaincy

Parents are welcome to make an appointment with Carmel Briggs (chaplain) through Reception. Carmel is available on a part-time basis and is enthusiastic about creating and developing relationships with parents.

Transition

Year 5 into 6

Enrolment interviews are held with prospective students and their family, when students are in Year 4. In the second half of Year 5, students are visited at the school by our Year 6 Ambassadors who share transition experiences with them. Marymount’s Learning Links Coordinator also contacts the Tier 1 schools to obtain information on any girl requiring additional support with her learning and where applicable, meetings are arranged with relevant personnel, including the family. Students attend an orientation day at Marymount in Term 4 where they meet and participate in a range of activities with teachers and students.

Year 9 into 10

In Terms 3 and 4, Year 9 students attend information and induction sessions provided by Sacred Heart College, and make their decisions regarding subject selection at the Senior Campus 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 Coordinator and College Counsellors liaise with relevant staff from SHC, in conjunction with families, to facilitate a smooth transition for students. The Social with the Sacred Heart College Middle Campus students is an important part of this transition. During the Graduation Mass each girl receives her certificate, which is a sign of the completion of her schooling at Marymount, and her readiness for Sacred Heart College Senior Campus.
Uniform

General

Our College uniform is a symbolic reminder that all girls are part of the Marymount community. All students are required to accept this responsibility and act respectfully at all times, whilst at school and in public. Students reflect their pride and commitment to the College by wearing the uniform correctly and maintaining a clean and neat appearance at all times.

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 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.

Summer Uniform: Term 1 and 4

- Dress: Pale blue check dress, which MUST touch the middle of the knee. There is an expectation that the length of the dress is not shortened to above the knee and that hems are lowered to meet this requirement as a student grows (if necessary).
- Jumper: Adelaide Blue V neck jumper (optional).
- Vest: SHC V neck vest (optional).
- SHC white with blue stripe socks, which cover the ankle.
- Hat: Marymount College blue hat.
- Footwear: Shoes must be plain black lace-ups with leather upper. They must be laced up high on the instep, not low down, as a few varieties are. They must not have perforations on the upper (ie they must not have ‘holey’ patterns as in the brogue style), and must not be patent or suede. The heel must be no more than 3cm.
- College blazer: The Marymount College blazer is compulsory for all students. In Term 1 and Term 4, it is not required when travelling to and from school, unless students are on excursions or other formal occasions, as designated by the Principal and/or their delegate.

Winter Uniform: Term 2 and 3

- Skirt: College pleated skirt (same as SHC), which MUST touch the middle of the knee. There is an expectation that the length of the skirt is not shortened to above the knee and that hems are lowered to meet this requirement as a student grows (if necessary).
- Blouse: Pale blue blouse with double blue striped tie. The top button of the blouse must be buttoned up and ties are not to be worn ‘half-mast’.
- Jumper: Adelaide Blue V neck jumper (optional).
- Vest: SHC V neck vest (optional).
- SHC white with blue stripe socks, which cover the ankle.
- Stockings: Navy blue pantyhose/tights may be worn.
- Footwear: Shoes must be plain black lace-ups with leather upper. They must be laced up high on the instep, not low down, as a few varieties are. They must not have perforations on the upper (ie they must not have ‘holey’ patterns as in the brogue style), and must not be patent or suede. The heel must be no more than 3cm.
- Scarf: The Marymount scarf may be worn in Term 2 and 3. It may be worn during school time however for safety reasons may not be worn in practical lessons. This includes science practical and Food and Tech classes.
- College blazer: The Marymount College blazer is compulsory for all students. In Term 2 and Term 3, it must be worn when travelling to and from school. It is also worn on excursions and other formal occasions, as designated by the Principal and/or their delegate.

Sports Uniform

- Double blue polo shirt.
- College rugby top or Marymount sports jacket. The jacket is only worn as part of the sports uniform.
- Navy Marymount shorts.
- Navy track-suit pants.
- Sports shoes that are predominantly white, black or grey. Laces must match the predominant shoe colour eg white shoes with white laces, black shoes with black laces. Shoes must have non-marking soles and appropriate cushioning and tread that are supportive of rigorous physical activity. Leisure shoes eg thin canvas material shoes are not suitable.
- SHC white with blue stripe socks, which cover the ankle.
- Monogrammed Marymount T-Shirts, in House colours are worn for Sports Day and the Swimming Carnival, along with the navy Marymount PE shorts. Bike shorts are not to be worn.

The College jumper is not part of the sports uniform.
Hair

Hair styling is also part of the College uniform and must be kept clean and tidy at all times. Hair is not to be worn or cut to extremes in style.

Hair that is long enough to touch the shoulders must be tied up at the back or on top of the head. The fringe must also be tied back if it is long enough to fall over a girl’s eyes.

Girls may colour their hair with natural looking colours. Brightly coloured streaks, highlights or obvious variations in colour, for example blonde on top layers with brown/black on the lower layers are not permitted. Hair extensions and braided hair are not permitted unless prior approval is sought from the Principal.

Any hair ribbons and headbands that are worn may only be plain colours of navy, blue, black, white or yellow. Headbands are to be no wider than 3cm in width.

Jewellery

The following items of jewellery are allowed:

• A watch.
• A signet ring.
• A religious medal or cross on a chain around the neck. The cross or medal must be less than 1.5cm in length or breadth.
• Medic-Alert items.
• One pair of PLAIN (not patterned) studs or sleepers or small hoop earrings may be worn in the LOWER earlobe only. If there are multiple piercings in an ear, then the earring must be in the lower earlobe. Piercings that are higher than the lower earlobe are not permitted. Only one piercing is allowed in each ear.
• Earrings can be plain silver or gold. Clear glass coloured studs are also allowed. Pearl studs are not allowed. Studs are to be no bigger than 5mm, and sleepers/hoops must be smaller than a 5-cent piece.

Additional piercings in the ear, nose studs and any other facial piercings, including tongue piercings are not acceptable. Girls are not permitted to wear retainers to school in these piercings. If girls wish to have other piercings to wear outside of school hours, these piercings should occur during the summer holidays when the holes have time to heal. These piercings are to be removed in school times. Marymount College will not allow students to keep their piercings in ‘to keep their hole open’, even with a Band-Aid applied. Students and parents/carers need to consider this when deciding whether to undertake these piercings.

Anklet bracelets are also not allowed.

Make-up

Noticeable make-up is not to be worn with the school uniform. No mascara, lipstick and eye shadow is to be worn.

Clear nail polish and clear lip gloss only is allowed. Acrylic and Gel nails are not allowed.

School Bag

The Marymount Physiopak school bag with the Marymount logo is compulsory. Students are advised to consider care of their back by wearing the bag correctly and giving consideration to how items are packed in their bag.

Sun Protection

Marymount College requires all students to wear the school hat in Term 1 and 4 when outside at recess, lunch or during any lessons where they are outside and exposed to direct Ultraviolet Radiation (UVR). UVR is the part of sunlight which causes sunburn and skin damage leading to premature ageing and skin cancer. We recommend that students consider wearing their hat at other times in the year when exposed to sun. Sunscreen cream is available in all classrooms and students are encouraged to use this.

Guidelines for Casual Days

On designated days where students are allowed to wear casual clothes, the following guidelines apply:

• Jewellery, hair and makeup must not be extreme.
• Closed shoes must be worn for safety. Thongs, ugg boots and slip-ons are unsuitable.
• Low cut, see–through or overly short garments (including shorts, tops and skirts) are not suitable.
• Casual clothes are not to be worn with parts of the school uniform eg sports top.

On these occasions, students are asked to consider the choice of clothes that respect their own dignity and that of others in the College community.
The College Uniform Shop is owned and operated by Sacred Heart College and Marymount College with all profits returning to these Colleges. This shop is the supplier of the Official Uniform for all students attending these 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 via their iPad or this Handbook.

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

January Holiday Trading 2017
From Thursday 12 January
Mon, Tues, Thurs, Fri 1:00pm - 6:00pm
Wednesdays 8:00am - 4:30pm
Saturdays 9:00am - 1:00pm
Closed Public Holidays

Normal Term Weekly Hours
Tuesdays 1:00pm - 6:00pm
Wednesdays 8:00am - 4:30pm
Thursdays 1:00pm - 6:00pm

1st Term Holidays
Open Daily from Thursday 20 April
Weekdays 1:00pm - 6:00pm
Saturdays 9:00am - 1:00pm
Closed Sundays, Public Holidays

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

MasterCard, Visa and EFTPOS Facilities Available

The Uniform Shop
43 Oaklands Road
Somerton Park, 5044
Direct Telephone: (08) 8350 2586
Email:uniformshop@SHC.sa.edu.au
Marymount offers girls from Years 6 to 9 the opportunity to participate in a variety of Curriculum Extension Activities (CEA), including an array of after school sports (basketball, volleyball, water polo, football, netball, soccer), knockout championships, carnivals, Tournament of Minds, Pedal Prix and Debating. Being involved in CEA allows Marymount’s students to develop their teamwork, communication and social skills, technical ability and confidence. Marymount promotes girl’s involvement in CEA so they can proudly represent the College, be active members of the community, meet new people, be involved in new programs and feel part of the wider community. Marymount enters as many teams as it takes to cater for all girls keen to play, given that there are sufficient team supervisors and/or umpires from the community.

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 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 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.
- They will participate with excellent sporting spirit.

**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. Students who wish to be part of a knockout team must participate in at least one after school sport for Marymount. 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 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.

**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.

**Debating**

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

**Tournament of Minds**

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

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<th>YEAR 6</th>
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<th>YEAR 8 and YEAR 9</th>
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<td>Spikezone Volleyball</td>
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<td>Mini Ball Basketball</td>
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<td>Spike Zone Volleyball</td>
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<td>Saturday</td>
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### Knockouts

- Basketball
- Soccer
- Tennis
- Football
- Softball
- Soccer

### Carnivals

- SAPSASA Athletics
- SACPSSA Athletics
- SAPSASA Swimming
- SACPSSA Swimming
- Lacrosse Carnival
- Cricket Carnival
- SACPSSA Touch Football Carnival
- SAPSASA Cross Country
- SACPSSA Cross Country
- SSSSA Swimming
- SACGSSA Swimming
- SACGSSA Athletics
- Come ‘n’ Try Touch Football Carnival
- Cricket Carnival
- SSSSA Golf Tournament
- SSSSA Cross Country

### Other CEA

- **Pedal Prix**
  - 6 hour event - Street circuit, Loxton, May
  - 6 hour events - Victoria Park, Adelaide, June
  - 6 hour events - Victoria Park, Adelaide, July
  - 24 hour event - Murray Bridge, September

- **Debating**
  - Debating will commence in Term 2 for all Year 8/9 students who wish to participate.

- **Tournament of Minds**
  - Students are given the opportunity to present their task challenge at a competition day in Term 3. Tournament of Minds will commence in Term 2 for all students who wish to participate.
The research is clear, music education and involvement in learning and making music matters. Active participation in music can help children optimise their potential by improving capabilities in a number of essential learning areas, such as reasoning and problem solving, mathematics and language, lateral thinking and memory, time management and eloquence, social and team skills – not to mention the transformative impact music can have on a child for the rest of their life.

Music is an important part of life at Marymount. We have a dedicated music centre where students study music as a compulsory subject until the end of Year 8. Students can elect to continue studying music with pathways through to their senior secondary years.

The music program caters for all levels of musical ability and experience. Students study: written and applied theory; music in context (styles, history, form and structure, instruments); composition; and performance.

Instrumental Program

Our aim is to provide a music program that is inclusive for all instrumental students and vocalists. The music program offers a variety of options to enrich the many musical styles and tastes of the girls. Through the hard work of our well qualified and talented music tutors, the girls develop their talents and skill across the range of musical instruments offered for tuition, with arrangements in place for hire of certain instruments, where necessary. Students can choose to work towards Australian Music Examinations Board (AMEB) Performance and Theory Examinations.

Lessons take place during school time on a rotation basis. Most lesson take place for 30 minutes and are held once a week. Reports on your daughter’s progress and application are sent home at the end of each semester. To take part in the music program, you are encouraged to take and complete an ‘Instrumental Music Tuition – Application’ form at the start of the school year from the Music Area. Please note there may be waiting lists for some instruments – you should consider a second instrument option in case there is no place available for your first preference.

Music Performance Ensembles

At Marymount 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 they are ready to do so.

Extra-curricular Program

The College has developed a rich and strong tradition in music performance ensembles with students displaying their talents and interests across a range of performance groups. The opportunities offered to students taking part in an extra-curricular music group, provides them with the experience and rewards that go with creating and performing music to a high standard. Furthermore, participation in an ensemble complements the Instrumental Program learning.

The College presents a number of music events throughout the year. Students are also involved in: Generations in Jazz; ABODA Band and Orchestra Festival; Music Soirée; and Cabaret. Students are involved in at least one instrumental ensemble each week. Ensembles are offered for string players, wind band instruments and a variety of instrumental combinations. Following are some of the music groups and activities the girls can join.

Our Music Mission Statement

Marymount College aims to encourage a meaningful and inclusive Music Program, where the individual gifts and talents of students can be fostered and celebrated through the experience of music ensembles and a strong performance culture.
Choirs

Festival Choir
- Open to Year 6 & 7 students only with rehearsals after school.
- Performs as part of the Catholic Schools Music Festival at the Adelaide Festival Theatre towards the end of Term 3.
- Requires the 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.

Dolci
- Audition and acceptance by invitation only.
- The College's premiere vocal group which performs at limited events.
- This group takes part in the Generations in Jazz, Cabaret and vocal competitions.
- Students MUST be undertaking private vocal tuition to be considered for this ensemble.
- Cost – approximately $20 a year**.

* Rehearsals nights are subject change due to teacher/tutor availability/Teaching Timetables.

** Prices subject to change – Costs given are based on 2016 prices.

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 contact the Music Office on 8179 4417.
Absences

FIRST instance is to call the **ABSENTEE LINE 8179 4444** for ALL absentees/lateness - a parent/carer voice message is required with an appropriate explanation. You may wish to send a courtesy email to your daughter/s home group teacher, after you have called the Absentee Line.

Marymount sends text messages to parents notifying unexplained absences/lateness. An SMS will automatically be sent to the mobile phone of Parent/Carer 1 explaining that our records show your daughter is absent from school. The message will read as follows:

Marymount: AMANDA ARMSTRONG was marked absent MON 12/9/16. Pls call 8179 4444 with reason/student/class

OR

Marymount: AMANDA ARMSTRONG arrived late at 9:31 MON 12/9/16. Pls call 8179 4444 with reason/student/class

Please call the **ABSENTEE LINE 8179 4444** and leave a message stating your daughter’s name, class and reason for absence. If your daughter is absent and a reason has been provided, then you will not receive an SMS.

Attendance and Punctuality

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

Attendance and punctuality is monitored and recorded daily by home group teachers and front office staff.

If a student arrives late (from 8:41am onwards) without notification explaining the reason for the lateness, an SMS will be sent in an attempt to clarify her reason for lateness.

**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/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.

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 the Canteen Manager (Maria Bruno-Bossio) know if you can help.

If a student has no recess/lunch, they must ask their home group teacher to send an email in the morning to the Canteen Manager requesting an Emergency Food Voucher. The student will receive a docket with the amount owing, which needs to be repaid by the next day. If this amount has not been paid by the end of the week it will be added to your school account.

Daily School Times

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.

Early/Late Arrivals and Late Pick-up

Girls who arrive at school before 8:15am must report to the Resource Centre. Girls may return to the centre after 3:15pm and stay until 4:00pm. Girls who arrive at school after 8:35am need to sign in at Reception before heading to class.

Early Leavers

Please email the home group teacher or leave a message on the Absentee Line the day before your daughter will be leaving early and ensure she knows what time to be in Reception. To help us with our Duty of Care, please notify staff if someone other than yourselves 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 Reception.

Girls who leave school before 3:00pm are to report to Reception and be signed out via the Student Services Kiosk. After 3:00pm, girls can sign themselves out and go to Colton Avenue for collection (as the gates will be locked from 3:00pm to 3:30pm).
Excursions

We try 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 MetroCard prior to the excursion. MetroCards can be purchased at Newsagents, Post Offices and ticket vending machines. Please refer to Adelaide Metro [www.adelaidemetro.com.au](http://www.adelaidemetro.com.au) 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.

Exemption from School Attendance

Students of compulsory school age and compulsory education age (6 to 17 years of age) require an exemption if their absence is MORE than five days if they:

- Wish to travel or go on a family holiday during school time.
- Have a medical condition that prevents them from attending school (evidence is required such as a letter from a medical practitioner stating the reasons why they deem the student unable to attend school).

The Application Form (ED175) is available from the Marymount front office or you can download it [www.mc.catholic.edu.au](http://www.mc.catholic.edu.au). Applications must be submitted within a reasonable period before the proposed period of exemption.

The Principal will approve the leave if they are satisfied with the reasons provided by the parent/carer for the exemption (and you will be notified via SMS). Students must continue to attend school until an exemption is approved, unless there are exceptional circumstances. 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.

Head Lice Policy

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.

Hot Weather

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.

Messages and Phone Calls

Important messages will be emailed directly to the student. All other messages (eg school excursion notices) will be visible via the iScholaris home page (students have this App on their iPad). It is their responsibility to check for messages (email/iScholaris) before recess, lunchtime and the end of the day.

Students are not permitted to have access to digital devices (except their iPad) during school hours. If girls need a mobile phone for after school security it should be locked in their locker during school hours (8:30am - 3:15pm).

The mobile phone or iPad is not a means of bypassing school procedures. Staff will generally not speak with parents on a student initiated phone call, including where a student has a dispute or to authorise pick up arrangements. If a student needs to leave school early or be out of school for part of the day, the parent needs to phone Reception.

Students are not encouraged to phone/message their parents during the day. Students need to work out friendship and relational issue with others and develop their social skills as part of growing up. If there is a problem with a student’s interaction with someone else, the staff will follow school procedures. Staff will investigate any concerns and involve parents when it is appropriate. Students need to manage their workloads and deadlines and talk with their teacher if they have a problem meeting a deadline.

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 Reception to update your email address.

Photographs, 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 in school or at places where they 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 the 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 or social media platforms. Adults may also create work for the school 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 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, display or website. 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.

Please indicate on the Student Information booklet, your consent or otherwise. 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 Reception.

Student Illness and Medical Management

If your daughter/s become sick at school, all reasonable care will be given. However, as parent care is best for your daughter, front office staff will contact parents (students are not to use their mobile phones or iPad to contact parents, please refer to Personal 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.

Term Dates

**Term 1**.....Tuesday 31-Jan to Thursday 13-Apr 2017
**Term 2**.....Monday 1-May to Friday 7-Jul 2017
**Term 3**.....Monday 31-Jul to Friday 29-Sep 2017
**Term 4**.....Monday 16-Oct to Friday 8-Dec 2017
Marymount 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 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 College 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 (South Australian Commission of Catholic Schools) guidelines for the maintenance of private income. Extract from the SACCS Annual Guidelines 2006, ‘As a guide to College 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 SES score (a socio-economic indicator) and the Annual Guidelines set by the CEO guide decisions about fees and charges.

**Fee Policy and Procedures**

**Fee Structure**

Marymount 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, incursions/excursions, art, science, design & tech consumables, enrichment subjects, iPad apps, software, textbooks, extra-curricular – after school sport and photocopying. A resource fee account is issued for each child.

**Extra-Curricular Music and Pedal Prix** are invoiced separately as they occur, some subsidisation of costs has been built into these fees. 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.

**Schedule of Fees**

The Finance Committee, a sub-committee of the College Board operates annually to oversee all matters relating to the setting of fees, remissions and collections. The Finance Committee will consist of the Principal, Finance Officer and the Chair of Finance who will chair the meetings. Once the Finance Committee sets the school fees they will be approved by the College 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 College.

**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%

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- **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, incursions/excursions, art, science, design & tech consumables, enrichment subjects, iPad apps, software, textbooks, extra-curricular – after school sport and photocopying. A resource fee account is issued for each child.

**Extra-Curricular Music and Pedal Prix** are invoiced separately as they occur, some subsidisation of costs has been built into these fees. 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.

**Schedule of Fees**

The Finance Committee, a sub-committee of the College Board operates annually to oversee all matters relating to the setting of fees, remissions and collections. The Finance Committee will consist of the Principal, Finance Officer and the Chair of Finance who will chair the meetings. Once the Finance Committee sets the school fees they will be approved by the College 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 College.

**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%
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 for Education and Child Development) 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 2015/2016 financial year being within the School Card income limits. (Available early 2017 - 2014/2015 limits provided below as a guide.)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$37,015</td>
<td>$712</td>
</tr>
<tr>
<td>2</td>
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<td>$732</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>$792</td>
</tr>
<tr>
<td>Each Additional Child</td>
<td>$1,010</td>
<td>$20</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 http://www.sa.gov.au/topics/education-skills-and-learning/financial-help-scholarships-and-grants/school-card-scheme

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 College 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.

Students Leaving at the End of or During a School Year/Student Absence

When students leave Marymount of their own volition, the family must give a minimum of one term’s notice in writing. Fees in lieu of one term’s notice will be charged to the child’s account if one term’s written notice is not provided.

In addition, for students leaving during a school year, fees will be adjusted to reflect the number of weeks’ tuition provided to the student, for the year.

If a student leaves during the first half of the year the Resource Fee will be refunded pro-rata for the number of teaching weeks the student has been enrolled. There is no refund of the Resource Fee in the second half of the year.

Payment of school fees is still required where a student is absent from school for any length of time. The Principal at her discretion may waive fees in lieu and/or fees to be charged for a student leaving the College.

2017 Financial Information

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Tuition Fee</th>
<th>Resource Fee</th>
<th>Total (per annum)</th>
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<tbody>
<tr>
<td>Year 6</td>
<td>$4,710</td>
<td>$1,785</td>
<td>$6,495</td>
</tr>
<tr>
<td>Year 7</td>
<td>$4,710</td>
<td>$1,885</td>
<td>$6,595</td>
</tr>
<tr>
<td>Year 8</td>
<td>$6,000</td>
<td>$1,470</td>
<td>$7,470</td>
</tr>
<tr>
<td>Year 9</td>
<td>$6,000</td>
<td>$1,755</td>
<td>$7,755</td>
</tr>
</tbody>
</table>

Extra-Curricular Costs (Music and Pedal Prix)

During the year you will receive notification of extra-curricular costs being invoiced to your account eg Instrument Hire, Festival Choir, Music - Concert Band, Vocal Ensemble and Pedal Prix. Year 7 Canberra Tour has been included in the resource fee.

School Card

The allowance for 2016 was $156 for Year 6 and Year 7 and $239 for Year 8 and Year 9.

Booklist

The Booklist stationery requirements for 2017 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 College for the stationery.)
Parent Involvement

The Principal and Staff appreciate the invaluable work done by parents/carers, 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.

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 girl’s 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. Parent participation in Learning Journey evenings and Parent Teacher interviews are integral to your daughter’s success. Parents are integral members of our Catholic school communities.

Early in Term 1, a Welcome Evening is held. Families are invited to meet their daughter’s home group teacher and this is followed by a social gathering provided by the Parent Class Reps.

Communications with Parents

- Fortnightly newsletter from the Principal (even weeks of the school term).
- Email and phone contacts are set up with the Home Group Teacher in week 1 of each year.
- Principal, Deputy Principal, Year Level Coaches, Home Group Teachers, a College 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.

Volunteers

Volunteers involve themselves with:

- Coaching and transporting sporting teams.
- Accompanying students and staff on excursions.
- Classroom support activities.
- Working with individual students (where appropriate).
- School maintenance.
- Canteen.
- The College 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 Responding to Abuse and Neglect - Education and Care (RAN-EC) workshop for all NEW volunteers.

College Board

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 College.

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.

Please indicate on the Student Information and Consent booklet, your interest in being a Canteen Volunteer. If you require further information do not hesitate to contact Maria on 8179 4415.

Curriculum Extension Activities

Curriculum Extension Activities (CEA) need the support of parents and teachers. Activities include excursions, camps, competitive sports, physical fitness & wellbeing, Debating and Tournament of Minds. Parent involvement is essential to ensure these activities can be made available to the girls.

Friends of Music

Friends of Music (FOM) support the music department with performance opportunities at Marymount eg Generations in Jazz, community concerts, fetes etc.

MITIOG Overview Committee

The Made In The Image Of God (MITIOG) program is implemented at Marymount. 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.

Please indicate on the Student Information and Consent booklet, your interest in being on the MITIOG Overview 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 and 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 home group of those who consent this information.

Please indicate on the Student Information and Consent booklet, your interest in being a Parent Class Representative. We look forward to building a community with your involvement.
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 purposes.

• 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 College and why, that they can access the information if they wish, that the College does not usually disclose the information to third parties and that we may store their information for 4 years.

Volunteering At Marymount

Volunteers at Marymount continue to be vital in our supportive partnerships together. If you are volunteering 7 times on-site (per calendar year) with staff supervision eg one canteen visit per term, you do not need a Police Clearance, but you will need to register your visits each time at Reception. All other activities will require a Police Clearance and attendance at a Responding to Abuse and Neglect Education and Care (RAN-EC) workshop for all NEW volunteers.

If you have received a Clearance from the Catholic Archdiocese of Adelaide, Police Check Unit, please present the original to the Marymount Reception staff to be placed on our volunteer database. If you require a Police Clearance, please come to Reception with your 100 point identification documents:

• Please supply originals of at least ONE of the following:
  - Passport (current or expired within the last 2 years)
  - Birth Certificate (or extract)
  - Citizenship Certificate (or certified copy)

• 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).

You will then be advised of the next step in the process.
Responding to Child Abuse & Neglect and Volunteer Work Health Safety

Marymount will ensure that volunteers are given the same consideration as employees under our Work Health Safety Policy.

Volunteer Rights & Responsibilities

As a volunteer you have a number of rights you should be aware of:

• To work in a healthy and safe environment.
• To be provided with a job description that adequately describes your roles and responsibilities.
• Be provided with an WHS induction prior to commencement as a volunteer.
• To be provided with sufficient information, instruction and training for you to perform your tasks safely.
• To be provided with adequate supervision.

As a volunteer you also have responsibilities to:

• Work safely.
• Not affect the safety of others.
• To observe all established Policies and Procedures.
• Report any safety concerns.
• Attend a Responding to Abuse and Neglect Education and Care workshop, if you are a NEW volunteer.
• Complete a police check.

There are a number of important points relating to safety within Marymount College that you should be familiar with, these are:

Safe Work

You are only asked to do work which you can perform safely. If you feel that you cannot do a job safely or have any safety issues please discuss with your Principal immediately.

Emergency Procedures

• Make yourself familiar with the emergency evacuation plan for the area you are working. In an emergency proceed via the safest route to the nearest emergency exit on the emergency evacuation plan.
• Should there be a need to evacuate a building, proceed to the Oval.
• In case of fire do not re-enter the building until instructed to do so by the Fire Warden.
• If you are in charge of an activity, you must organise the evacuation of people you are responsible for from the building, and check that all persons are accounted for.

Reporting

Should you see a hazard, or you are aware of something that might injure you or someone else, or you are involved in an injury, incident or near miss, please report the matter immediately to the Principal. Alternatively, report to the person supervising the activity who will in turn report to the Principal.

First Aid

First aid kits are located in the CEA/WHS office.

Equipment

Marymount College provides equipment for your use. Volunteers are discouraged from bringing equipment from home. However, should this be necessary the equipment must be in safe working order.

Chemicals

You must only use chemicals supplied by Marymount. The chemicals used by Marymount have been assessed for risk prior to use. Make yourself aware of the location of material safety data sheets prior to use. If you have any concerns or require personal protective equipment to use any of these products please discuss with the Principal.

Working Alone

For safety reasons volunteers are discouraged from working alone.

Drugs and Alcohol

Whilst on duty should not be consuming drugs or alcohol or in such a state to endanger themselves or that of others.

Vehicles

If you use your car as part of your volunteer duties, please ensure your car is roadworthy and that seat belts are fitted and worn. Current drivers licence required.

Housekeeping

Please leave the work areas clean and tidy. These buildings are used by a variety of people and may include children, elderly and disabled. You may need to make special allowances for these people eg not leaving obstacles in walkways.

Amenities

Bathroom facilities for Volunteer use are available at the rear of the Resource Centre Building / in the Polding Centre.

Marymount places great value on the work done by volunteers. We aim to ensure that volunteers work in a safe environment and in a safe manner. Please help us to do so by reporting any hazards or safety issues to the Principal.
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.

For all queries regarding infringement notices, parking etc please contact the City of Holdfast Bay directly on 8229 9999 or email mail@holdfast.sa.gov.au

School Buses

Marymount is not able to have services adjusted. All bus and train services are provided by Adelaide Metro and are operated by Light City Buses and Southlink. Contact Adelaide Metro on 8210 1000 or visit www.adelaidemetro.com.au

Light City Bus Services - Ph 0409 409 117

Bus 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 Seaciff station arriving 8:04am then back to Brighton Train Station arriving 8:10am then to Marymount at 8:15am.

Bus 320 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 (doesn’t run Tuesdays).

Torrens Transit - Ph 8179 7400 (Camden Park)

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 (Lonsdale)

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, Quallo Ave, Barramundi Dr, Aroona Rd, Perry Barr Rd, Ocean Boulevard, Brighton Rd, Sturt Rd and Marion Shopping Centre arriving 8:07am.

School Bus 777 Leaves Marymount (Wattle Ave) 3.40pm via Seacombe Rd, South Rd via Old Reynella Interchange arriving Noarlunga Interchange at 4:20pm.

681 Leaves Marymount at 3:20pm and continues via the above route (in reverse) from Brighton Rd arriving at Old Reynella Interchange at 3:50pm.
Please visit [www.mc.catholic.edu.au](http://www.mc.catholic.edu.au) (@marymount > policies) to view the following policies:

- Drug Education
- Health
- Internet and Network Services Acceptable Use
- Personal Digital Devices
- Privacy Policy
- Social Media
- Sun Protection

Parent Grievance Flowchart

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)

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

Student feels Bullied / Harassed

Informal Options

Speaks with Home Group, Teacher or Counsellor

Bullying / Harassment ceases

Mediation with Student and Adult

If bullying / harassment continues, commence
Formal Option

Formal Options

Speak with:
- Deputy Principal
- Principal

Student Learning Concern Flowchart

Learning Concerns

Informal Options

Speak with Home Group / Subject Teacher

Issue/concern resolved

Speak with Year Level Teaching & Learning Coach

Issue/concern resolved

Mediation / discussion with Subject Teacher, Home Group Teacher and/or Year Level Teaching & Learning Coach

If issue/concern continues, commence
Formal Option

Formal Options

Speak with:
- Deputy Principal
- Principal
### Information for School Volunteers

**Core Messages**

Volunteers play an important role in the education of our children in partnership with the staff of our schools.

- Enjoy your volunteering with children and young people and the contribution you make to their safety, wellbeing and learning.
- Refer any concerns you have about children, young people or adults at the school to the nominated staff member as soon as possible.
- Respond in a listening way if children/young people share concerning personal information with you. Showing you care is very important to their well-being. Do not make any observations to the child about what they have shared. Talk with the nominated staff member as soon as possible.
- Confidentiality is critical.
- Respect the sensitivity of the personal information you have, by not discussing it with people other than the nominated staff member.

### What is Child Abuse?

Child abuse can occur through someone doing something hurtful or by someone not doing something to provide for or protect a child. There are four types of child abuse:

- **Physical abuse** is characterised by physical injury resulting from practices such as: hitting, punching, kicking, throwing, shaking (particularly young babies), burning, biting, pulling hair, alcohol or other drug administration.
- **Sexual abuse** occurs when someone in a position of power uses their power to involve the child in sexual activity.
- **Emotional abuse** tends to be a chronic behavior directed at a child whereby a child’s self-esteem and social competence is undermined or eroded over time. This may include: devaluing, ignoring, rejecting, corrupting, isolating, terrorising, chronic or extreme spousal abuse in a child’s presence.
- **Neglect** is the failure to provide a child with their basic needs such as food, shelter, clothing, hygiene, education, adequate supervision, medical, dental care, forcing a child to leave home or allowing chronic truancy.

### What does the law say?

Volunteers are obliged by law to notify Families SA if they suspect on reasonable grounds that a child or young person has been or is being abused or neglected and they formed their suspicion in the course of their work (whether paid or voluntary) or in carrying out official duties.

Volunteers must notify Families SA of their suspicion as soon as practicable after they form the suspicion.

### Why report Child Abuse?

From time to time, volunteers working with children will experience children disclosing sensitive information.

Children have limited power to protect themselves from abuse and will only be protected from abuse and neglect if responsible adults take action on their behalf. Reporting child abuse is the first step in stopping the abuse and protecting children from further harm.

### When to report Child Abuse?

You are required to report child abuse and neglect when you have suspicion on reasonable grounds.

- A child or young person tells you that s/he has been abused.
- Your own observation of the behaviour of a particular child or young person and/or injuries, or your knowledge of the child generally leads you to suspect that abuse is occurring.
- A child or young person tells you s/he knows someone who has been abused (the child may be referring to her/himself).
- Someone tells you of the abuse who is in a position to provide reliable information (perhaps a relative, friend, neighbour or sibling of the child / young person).

### What do you do if you have suspicions or concerns?

You are not expected to act alone.

Always seek guidance and work in partnership with the nominated staff member at the school (normally this would be the Principal or the person who inducted you as a volunteer).

Your role as a volunteer means you are supported by professionals at the site in meeting your responsibilities as a mandated notifier.

The Federation of Catholic School Parent Communities SA is an active voice for families with children in South Australian Catholic Schools.

Phone 8301 6685.

### Complimentary Resources


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**Child Abuse must be reported to Families SA either online:**

- [www.reportchildabuse.families.sa.gov.au](http://www.reportchildabuse.families.sa.gov.au)
- **OR**
- **Child Abuse Report Line 13 14 78**
- **After Hours Crisis Care 13 16 11**