

Howayek Providence Limited trading as

MARONITE COLLEGE OF THE HOLY FAMILY



Maronite College of the Holy Family policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

STUDENT WELFARE POLICY & PROCEDURES K-12

This policy and its procedures supersede all previous documentation relating to matters contained herein.

STUDENT WELFARE POLICY AND PROCEDURES K-12

Mission: *“Inspired by the Maronite Sisters of the Holy Family,
we accompany our students in the realisation of their potential.”*

Vision: *“We challenge our community to grow in faith, strive for excellence and transform the future.”*

Motto: *Know Love Serve*

Ethos: *“The College strives to instil in students the teachings of Jesus.
Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer,
celebration of the Sacraments, commitment to the Word of God, and openness to grace.
Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes,
‘Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing,
whatever is commendable, if there is any excellence and if there is anything worthy of praise,
think about these things’ (Phil 4:8).
Emphasises is on treating all with dignity, service, forgiveness, justice, and love.
Thirdly, the College is a community which promotes a sense of family among the Sisters, Board Members,
staff, students, parents, and friends.”*

RATIONALE

Maronite College of the Holy Family (the College) has in place and implements policy and procedures to maintain a safe environment for all students where risk of harm is minimised, and students feel secure.

Student welfare is the concern of all College staff, parents and the students themselves. All students have a right that the College will implement all means possible to protect students by implementing College policies including, but not limited to, the Student Behaviour Management, Anti-Bullying and Attendance Policies. Measures are taken to reward the achievements of the individual and sanctions are imposed where necessary for behaviours that reduce the learning capacities of classrooms or put at risk, any student’s safety.

PURPOSE

The Student Welfare Policy (the Policy) and Procedures (the Procedures) articulates a plethora of highly successful systems embedded in the College to ensure the safety, wellbeing and welfare of all students. The Policy conveys the systems in place for security, supervision, community code of conduct, pastoral care, communication and student support services. This Policy also includes clearly defined processes for student leadership, award process and various student programs and opportunities for students.

The Student Welfare Policy and Procedures resonate the NSW Child Safe Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

1. SECURITY (Child Safe Standards 1, 3, 4, 5, 7, 8, 9 and 10)

1.1 STUDENTS

- The College has a security gate at its entrance which is controlled from the Main Administration.
- Any person wishing to enter during College hours must buzz in at the security gate entrance.
- The administration staff require visitors to identify themselves before entry is granted.
- Security cameras are positioned at the entry point and administration staff will only allow entry to people if judged to be safe.
- Security cameras are in operation throughout the College and are monitored by administration staff.
- The security gate is opened in the morning 45 minutes prior to the College commencing, at 7.45am. It is then closed at 9am once classes commence for the day.
- A staff member is on duty each morning until 8:40am to ensure only students and families enter.
- The security gate is opened at 3:00pm, ten minutes prior to College finish time by a staff member.
- At the end of the day, primary students are accompanied by their teacher to an allocated playground area and remain with their students until picked up by their parent/guardian.
- Any student who has not been picked by 3:40pm are taken to the Main Administration; their parent/guardian will be contacted to arrange for their child to be picked up.
- Staff members are assigned to bus duty to ensure students safely board on buses.
- The drop off zone is monitored by Staff in the morning and afternoon.
- Intruder alert procedures are in place in the event of a person getting past the security gate and entering the College. These procedures are outlined in the College's *0016B Lockdown and Lockout Plan and Procedure*.

1.2 BUILDINGS AND FACILITIES

- Each staff member is provided a fob (wireless key) which is used to enter the College grounds. Two gates have a fob scanner installed to permit access for staff.
- The Security gate of the College keeps the buildings and facilities secure when the College is closed.
- Each building has a fire door which secures each building. These doors secure each building when the College is closed or in an emergency.
- Opening and closing of classrooms and offices each day is the responsibility of staff who are allocated a classroom or office.

1.3 EVACUATION and LOCKDOWN/LOCKOUT PROCEDURES

Evacuation procedures are implemented in the event of the need to evacuate the College grounds. These procedures are outlined in the following Policies and Procedures:

- *0016 Critical Incident and Emergency Management Plan*
- *0016A Evacuation Plan and Procedures*

The College Lockdown and Lockout Procedures are in place in the event of an incident occurring in or outside the College grounds. The procedures for such an event is articulated in *0016B Lockdown and Lockout Plan and Procedures*.

2. SUPERVISION OF STUDENTS (Child Safe Standards 1, 4, 5, 7, 8 and 10)

2.1 PRIMARY

- Supervision of Primary students begins from 7:45am where a staff member is on duty.
- At 8:40am the bell rings and students assemble in the playgrounds.
- The teacher becomes responsible for the students during class on a daily basis.
- At recess and lunch two Primary staff are on playground duty covering all areas where students will be located.
- Staff members who are on playground duty are required to wear a high-visibility vest for ease of identification.

2.2 SECONDARY

- Supervision of secondary students begins from 8:15am.
- Homeroom begins at 8:40am where the official roll is marked on the College management system.
- Formal classes begin at 9:00am and conclude at 3:10pm.
- The class teacher marks the roll in each lesson to ensure that all students are accounted for. The class teacher is alerted to any discrepancies and an investigation is conducted by the class teacher and/or the Year Advisor.
- Staff are on supervision before College, recess and lunch and after College.
- Staff members who are on playground duty are required to wear a high-visibility vest for ease of identification.

2.3 OFF SITE ACTIVITIES

Active and effective supervision strategies are implemented for all offsite activities. These procedures are outlined in the College's *0024 Excursion Policy*.

3. CODES OF CONDUCT FOR MEMBERS OF THE COLLEGE COMMUNITY (1, 2, 3, 4, 5, 6, 7, 8 and 10)

3.1 RIGHTS & RESPONSIBILITIES OF STUDENTS (as outlined in the *Student Behaviour Management Policy & Procedures K-12*).

As a student member of the community, I have the right to:	Therefore, I have a responsibility to:
Be happy and to be treated with understanding.	Treat others with understanding – not to laugh at others, tease them or try to hurt their feelings. Respect the 'Hands Off' and "Anti-Bullying" policies.
Be treated with respect and politeness and to feel part of the College community.	Treat others politely and with respect. I should be able to disagree without being disrespectful. Ensure that the College uniform is worn with pride, I am well-groomed and that I endeavour to always act as an ambassador of our College.
Expect my property will be safe.	Protect and respect the property of others and of the College.
Experience a safe environment.	Respect and care for the safety of others by following procedures. I must ensure that I do not bring to College any item that may harm myself or others.
Experience maximum benefit from all my lessons conducted by competent, empathetic teachers in a Maronite Catholic environment.	Co-operate with teachers and other students to contribute to a positive learning environment and keep up to date with required work. Engage fully in opportunities of differentiated learning that target my needs. I have the responsibility to behave in such a way so as not to interfere with the right of other students to learn.

	I have the responsibility to be punctual, to attend College regularly and to take part in activities that will be of benefit to me including excursions, carnivals and other College events.
Have homework and assessment tasks assigned, and the expectation that these will be communicated effectively by staff.	I have the responsibility to complete all homework tasks to the best of my ability and ensure they are completed on time. I have the responsibility to ensure that all assessments are submitted on time and are original pieces of work. I have the responsibility to bring the College Diary to College every day to be used as a tool for communication and the accurate recording of College events, the due dates of assessments and recording of homework and examination dates.
Experience an education conducted in a pleasant, well-resourced, clean and well-maintained environment.	Care for the College environment – by keeping it clean. Ensure that I do not vandalise College equipment and resources. Return to the College any resources that I have borrowed in the condition in which they were borrowed.

3.2 BEHAVIOUR MANAGEMENT

The College administers a behaviour management system based on providing opportunities for students to improve their behaviour. The system is outlined in the College's *Student Behaviour Management Policy & Procedures K-12*.

3.3 ANTI-BULLYING

The College is committed to providing a safe and caring environment which fosters respect for others and does not tolerate bullying. The strategies for addressing bullying at the College is outlined in the College's *Anti Bullying Policy*.

3.4 VISITORS

1. Parents/Guardian may communicate with College staff through emails, phone calls or meetings. Parents/Guardians are required to make an appointment for any meetings regarding College related matters. This includes, but is not limited to:
 - discussing the progress or welfare of their child
 - express concerns about actions of another child or children
 - enquire about College policy or practice
2. All visitors are required to enter the College via the Main Gate between 9:00am and 3:00pm. On arrival, the buzzer must be pressed and the visitor advises the purpose of their visit to the Main Administration Staff.
3. Once the purpose of the visit has been confirmed, visitors proceed to the Main Administration to sign in.
4. Once in College grounds, all visitors must:
 - adhere to the College's policies and procedures.
 - treat all members of staff with respect and courtesy.
 - keep clear of all buildings and entrances except those relevant for the purpose of the visit to the College.
 - allow staff to supervise, investigate and manage students without interference.
 - leave the grounds when requested.

3.5 MANAGEMENT & REPORTING OF SERIOUS INCIDENTS & EMERGENCIES

Management and reporting procedures are implemented for serious incidents and emergencies. These procedures are outlined in the following policies and procedures:

- *Critical Incident and Emergency Management Plan*
- *Evacuation Plan and Procedures*
- *Lockdown and Lockout Plan and Procedure*

4. PASTORAL CARE (Child Safe Standards 1, 2, 3, 4, 5, 6, 7, 8 and 10)

4.1 PASTORAL CARE PROGRAMS

Pastoral care practices are integrated throughout the teaching and learning and structural organisation of the College to effectively meet the personal, social (wellbeing) and academic needs of students.

Pastoral care is a valued and important aspect of life at Maronite College of the Holy Family. It underpins all we do both within the classroom and outside. Pastoral Care means being concerned for the total wellbeing of students and with the development of the whole person. Pastoral care incorporates the implementation of programs and practices aimed at promoting and supporting wellbeing, the College vision and mission and the climate and atmosphere in which students and staff learn and work. The Student Behaviour Management Policy is closely linked to pastoral care and promotes a respectful, safe and healthy environment for the whole College community.

4.1.1 PRIMARY PASTORAL CARE PROGRAM

Pastoral care concepts are incorporated into Religious Education lessons as well as in programs specifically designed to promote and develop pastoral care in students.

4.1.1.1 Personal Development

Each year the year six students participate in a program designed to explain how they are developing and to answer questions relating to puberty, reproduction and the promotion of a healthy body image. Staff from Maronite Family Planning educates the students in a manner that is respectful to their religious upbringing and assist the students with any questions they may have.

4.1.1.2 Lunch Time Groups

Each term the Stage Coordinators organise special interest groups that students can volunteer to attend. The activities covered include prayer sessions, writing tasks, creating art works, completing drama activities, playing chess and joining in for Zumba.

4.1.1.3 Charitable Works

Each year students are asked to participate in fundraising events that support charities including the Westmead Children's Hospital, St Vincent de Paul Society and Caritas Australia. Staff and students are asked to give of their time or donate goods or funds in an effort to support these charities. In addition, the choir and SRC hold a Christmas Carol sing along at a local nursing home and the elderly are presented with homemade cards and gifts to develop in students an appreciation for others in the community.

4.1.1.4 Buddy System YEARS 5 & 6

Year 5 classes pair up with a Kindergarten class and Year 6 pair up with Year 1 students to assist the transition into College life. The "Kindy Buddies" play games, read books, help with artwork and listen to the kindy children in order to provide additional support. This is of benefit to the older students who develop a greater sense of responsibility, empathy and nurturing, skills that they take with them as they progress to the High College.

4.1.1.5 Playground ANGELS YEAR 5

The primary task of the Playground Angels is to provide additional support for the teachers on duty. Year 5 students are given the opportunity to volunteer at breaks one and two to assist staff members on playground duty in. Playground Angels will:

- answer questions
- open food packages
- seek to find play friends for isolated students
- wear high visibility vests so that the K-2 students can quickly and easily locate them

4.1.2 SECONDARY PASTORAL CARE PROGRAM

Secondary students have 1 hour of timetabled pastoral sessions every Friday per week. This time set aside is used for Peer Support sessions, The Resilience Program sessions, mentoring, guest speakers, discussion time, opportunity to reflect on life goals, exam practice and tertiary guest speakers for senior cohorts.

Students have numerous possibilities to enhance their social and leadership skills through committees such as the SRC, St Vinnies group or the Social Justice group. There is the academic nourishment through mock trial and public speaking. There is the creative side that is developed through assembly presentations, concerts, Choir and end of year Expo Extravaganza.

The Secondary also has implemented a social structure where each student has several people they may approach or confide in, including the homeroom teacher, Year Advisor, psychologist, Director of Pastoral Care/Career Advisor, College Chaplain and the Secondary Leadership Team. Pastoral Care also implies spiritual care and this is offered through times allocated for reconciliation and participation in the Eucharistic Liturgies as well as praying before the daily announcements.

4.1.2.1 Peer Support Program

The Peer Support Program is led by the Year 10 Peer Support leaders. The Year 10 students undertake training and on conclusion of the training, students are selected to become leaders.

The Peer Support Program provides a fun and engaging environment for young people to address social issues. Modules are designed to equip them with skills to deal proactively with life experiences. The Peer Support Program promotes wellbeing, which encourages positive relationships, connectedness and a sense of responsibility.

Students will be participating in the Resilience: Rethinking Challenges program. Rethinking Challenges encourages young people to acknowledge their strengths and achievements identify people who provide support, take responsibility for their wellbeing and learn from achievement, success and failure. The modules focus on transition, resilience, values and anti-bullying.

4.1.2.2 The Resilience Project

The Resilience Project focuses on lessons in gratitude, empathy and mindfulness (GEM). The program is embedded into the student daily planner, so each year 7-12 student answers a daily question during morning homeroom. For students in year 8,9 and 10 only the program is more structured and lesson plans are given to teachers for pastoral periods. As well as the daily question, students are allocated a homeroom/pastoral teacher 2-3 times per term to run the session. Lessons are 60 minutes each with the groups consisting of 8-12 students per group.

The lessons are located at the back of the student's daily planner and focus on emotional literacy, gratitude, empathy and mindfulness. The purpose of the Resilience Project is to look at the basic steps to leading a happier and more content and fulfilling life through GEM and by reflecting on sleep, healthy eating and exercise.

4.2 TRANSITION PROGRAM

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

The aim of the program is to:

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

The Transition Program is compulsory for all students in years 5, 6 and 7. Students are expected to attend all sessions and participate in all activities throughout the program.

4.3 PROGRAM STRUCTURE

4.3.1 YEAR FIVE

Getting Ready Program (Two Sessions)

Session #1: "Be a Secondary Student for the Day"

- This session takes place in Terms Two and Three.
- One Year Five class will be split amongst the year 8 cohort and buddied up with a student.

Session #2: Evaluation on Being a Secondary Student for the Day

- This session takes place in Term Four.
- Students will participate in a reflection and evaluation task based on their experience being a secondary student for a day.

4.3.2 YEAR SIX

Almost Ready Program (Four Sessions)

Session #1: Secondary from a Student's Perspective

- This session takes place in Term 1.
- Selected College Leaders and Peer Support Leaders will lead this session where they will present their experiences in secondary.
- A tour of the secondary buildings will be held in this session.

Session #2: Secondary Curriculum and Pastoral Care

- This session takes place in Term Two.
- The Director of Curriculum will present to student's curriculum information in secondary.
- The Director of Pastoral Care will present to student pastoral care and wellbeing information in secondary.

Session #3: The Life in Secondary

- This session takes place in Term 3.
- The Head of Secondary will present to students' general secondary information such as timetable, bell times, student planner, sport, extra-curricular activities etc.

Session #4: Taster Lessons

- This session takes place in Term 4.
- Students will experience year 7 subjects over two-days.
- The lessons will be led by secondary teachers.

4.4 RELIGION

The community recognises the importance of the spiritual growth in which students not only develop an understanding of themselves but grow in care, concern and compassion for others. Spiritual care is offered through times allocated for Religion lessons, Reconciliation and participation in the Eucharistic Liturgies as well as praying the rosary, Stations of the Cross during the Lenten Season and morning prayer. The Chapel is open for students to visit. There is also an annual Spiritual Day for staff.

4.5 THE COLLEGE CHAPLAIN

The College Chaplain works closely with the Executive Principal in overseeing the key dimensions of the College's spiritual and pastoral life. The College Chaplain plays a crucial role in the mission of the College and contributes and implements the vision of the College in a way that reflects its Maronite Catholic character. The role of the College

Chaplain includes:

- Pastoral Care of staff, students and parents
- Modelling of values
- Support in crisis
- Celebration of Masses
- Reconciliation
- Spiritual guidance for students and staff

5. COLLEGE BASED AWARD SYSTEMS. (Child Safe Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10)

5.1 COLLEGE BASED AWARD SYSTEMS

As part of the Student Development Policy the College has:

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

Maronite College of the Holy Family emphasises and promotes academic, social and physical excellence for all its students. Throughout the College year student contributions and efforts are acknowledged through:

- Merit Awards
- End of Term Awards
- Award Assemblies
- Newsletters Announcements
- Morning Announcements

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

5.2 ENCOURAGING EXCELLENCE IN BEHAVIOUR

Maronite College of the Holy Family offers numerous opportunities for students to excel and display excellence and leadership in the following ways:

- College Leadership Team
- Bus Prefect
- SRC Committee
- Peer Support
- Social Justice Group
- St Vinnies Group
- Library Monitors

- College Choir
- Expo Extravaganza
- Mock Trial
- Public Speaking
- Various Community Fundraising such as Bandana Day and Project Compassion
- Representative Sport (including coaching and mentoring)

5.3 PRIMARY AWARDS

5.3.1 WEEKLY AWARDS

Each week classroom and specialist teachers reward two students who are demonstrating academic progress or social improvement with an award to recognise the achievements of the individual.

5.3.2 END OF TERM AWARDS

At the end of each term the Primary Department holds an assembly in order to formally recognise students from each class in the following areas:

AWARD CATEGORY	CRITERIA
Christian Values Award	In recognition of students who, through their daily interactions with others, display and give personal witness to Christian morals and uphold the Maronite Catholic ethos, values, beliefs and practices of our College. They consistently demonstrate an awareness of others, showing dignity, service, forgiveness and justice. Students show reverence during Mass, Liturgies and Sacraments, in the Maronite Catholic tradition, participating actively in classroom prayer and Religious Education Lessons.
Academic Excellence Award	In recognition of students who have achieved at a very high level of competence in all Key Learning Areas. They independently apply their knowledge and skills to all aspects of their learning. Students demonstrate an extensive understanding of content covered throughout the term.
Achievement Award	In recognition of students who have made significant personal and/or academic growth over the course of the term. Their dedication and commitment to improve is evident in their self-disciplined and determined approach to learn.
College Spirit Award	In recognition of students who show great pride and enthusiastically participate in all aspects of College life. They contribute to creating a positive culture and community spirit among staff and students.
Creative Excellence Award	In recognition of students who demonstrate an outstanding ability in the area of Creative and Practical Arts. Students display imagination, creativity and individuality in all aspects of their learning and work produced.

Specialist teachers also nominate students within each grade who have excelled in their fields. Students who have participated in extracurricular activities including the Student Representative Council, choir, extension programs, representative sports and those who have held other positions of distinction are also recognised.

5.4 MERIT SYSTEM: PRIMARY AND SECONDARY

5.4.1 PRIMARY

Positive behaviour of primary students is encouraged through the **Keys to Success** program. When students display the qualities of Persistence, Kindness, Honesty, Courage, Patience and Reverence they will receive a token. After 6 tokens accumulated, students will receive an award.

5.4.2 SECONDARY

Secondary staff issue a Merits for students in the areas of Curriculum Excellence, Extra Curricula Excellence or Personal Development Excellence. The merits are recorded in the student management system. There are four awards to obtain:

1. All Rounder Award (6 merits)
2. Bronze Award (12 merits)
3. Silver Award (18 merits)
4. Executive Principal's Award (24 merits)

5.5 SUPPORT SERVICE

The College provides a number of services to assist students in their needs. These include:

- College Psychologist
- Integration Education
- Student Support Staff
- Careers Advisor
- College Police Liaison Officer

CONTACT DETAILS OF SUPPORT SERVICES

Service	Contact Details
College Liaison Officer Strategies Colleges can use with College Liaison Officers to address issues at Colleges <ul style="list-style-type: none"> • Intervention programs organised by the College Liaison Officer in consultation with the College • Mentor program offered by the College Liaison Officer • Inviting the College Liaison Officer to have a police presence at the College for College events and/or to do presentations to students 	Youth Engagement Officer Glenn Clark - Youth Command Fairfield/Cumberland Ph: 9728 8399 Mob: 0447 011 633 clar3gle@police.nsw.gov.au
Youth Liaison Officer – Granville Police Station Role of the Youth Liaison Officer and the College Liaison Officer <ul style="list-style-type: none"> • They administer the Young Offender's Act 1997 • They deliver cautions and attend youth conferences • They support the youth policy statement • They support and like to attend College-based events such as assemblies, carnivals, open days, parent meetings etc • They provide presentations for students and parents 	Youth Liaison Officer Elie EL-Jammal Cumberland Youth Liaison Officer Granville Police Station 2 Carlton Street Granville Telephone 02 98974199 Facsimile 02 98974111 elja1eli@police.nsw.gov.au
Our Lady of Lebanon Community and Youth Centre	9689 2899
Family Referral Service	1300 403 373
Westmead Children's Hospital Emergency Department	9845 0000
Mental Health Line - www.health.nsw.gov.au/mentalhealth	1800 011 511
Kids Helpline – www.kidshelpline.com.au	1800 551 800
Lifeline Australia – www.lifeline.org.au	13 11 14
Beyond Blue – www.youthbeyondblue.com	1300 224 636
Headspace College Support - www.headspace.org.au	1300 737 616
Poisons Information - www.poisonsinfo.nsw.gov.au	13 11 26
Suicide Call Back Service – www.suicidecallbackservice.org.au	1300 659 467
Salvo Crisis Line - www.salvationarmy.org.au	1800 825 955
Reach Out - Online Resources	www.ReachOut.com
E Safety Website	https://www.esafety.gov.au/

6. STUDENT LEADERSHIP SYSTEM (Child Safe Standards 1, 2, 4, 5, 6, 7, 8 and 10)

Leadership roles are perceived as valuable by students and the College community. Providing students with leadership opportunities is an important part of their development. It allows students to develop confidence, personal strength, commitment, initiative and responsibility. It provides a mechanism for students to assist in strengthening the College community, and to serve as an inspiration to other students (Refer to Appendix 1).

6.1 STUDENT LEADERSHIP OPPORTUNITIES (Refer to Appendices 1 and 2)

Year 12

- College Captains
- College Vice-Captains
- SRC Executive (President, Vice-President)
- House Captains
- Wellbeing Captains
- Social Justice Captains
- Class Captains

Year 11

- Class Captains
- SRC Executive (Secretary, Treasurer, Marketing)
- House Leaders
- Bus Prefects
- SRC Representatives
- Anti-Bullying Ambassadors

Year 10

- Class Captains
- Social Justice Ambassadors
- SRC Representatives
- Peer Support Leader (for Year 7)

Year 7 - Year 9

- Class Captains
- SRC Representatives
- Social Justice Ambassadors
- Learning Centre Monitors

Year 6

- Peer Support Leaders (for Year 1)
- SRC Leaders
- House Leaders
- Learning Centre Monitors
- Class Captains

Year 5

- Kindy Buddies
- Playground Angels
- Learning Centre Monitors
- Class Captains

Year 4

- Learning Centre Monitors
- Class Captains

Kindy - Year 3

- Class Captains

6.2 STUDENT LEADERSHIP ELECTION PROCESS

6.2.1 PRIMARY LEADERS' ELECTION PROCESS

6.2.1.1 College Captains, Vice Captains, SRC Members and House Captains

The election process will include the following stages:

1. Year 5 students interested in the positions of Captain, Vice-Captain, and SRC Representatives need to complete an online via FORM in TEAMS at the end of Term 3, responding to the following questions:
 - a) Why do you want to be Captain, Vice-Captain or SRC member?
 - b) What would you do in that role?
 - c) How have you contributed to the life of MCHF in your years here?

Year 5 students interested in the position of House Captain, need to complete an online via FORM in TEAMS at the end of Term 3 with the following information included in their submitted speech.

- a) Their sporting achievements.
 - b) Their overall behaviour.
 - c) Length of time at the College.
 - d) Their commitment to continue their education at MCHF.
2. The Stage Coordinators and Year Five teachers decide on the top leading responses.
3. The chosen students present a two-minute speech in front of Years 4 and 5 students early in Term 4.
4. Students elect their choice of leaders via FORM in TEAMS in the leadership roles of:
 - a) College Captains = 2 students
 - b) Vice Captains = 2 students
 - c) SRC Representatives = 4 students with an extra student added per term.
 - d) House Captains = 2 students per Sport House.
5. Results presented to Executive Team.
6. Elected students to be approved by the Executive Principal or Head of College.
7. New student leaders will be formally announced at the Leadership Mass or End of Year assembly.
8. Primary student leaders sign a contract agreeing to fulfil their roles and responsibilities
(Refer to Appendix 3).

6.2.1.2 Class Captains are elected at the discretion of the Class Teacher.

6.2.1.3 Learning Centre Monitors are elected at the discretion of the Class Teacher.

6.2.2 SECONDARY LEADERS' ELECTION PROCESS

6.2.2.1 College Captains, Vice Captains, SRC Executive, House Captains, Wellbeing Captains, Social Justice Captains

The election process will include the following stages:

1. Year 11 students apply through an application form. If they wish to apply for a College Captain or Vice-Captain role, a speech needs to be presented to the Head of College, Years 10 and 11 students and available teachers at an allocated time.
2. All students involved listen to candidate speeches and vote for College Captain and Vice-Captain through voting FORM in TEAMS.
3. Years 10 and 11 students vote for Year 12 students for the roles of:
 - a) College Captains = 2 students
 - b) College Vice Captains = 2 students
 - c) SRC President and Vice President
 - d) House Captains = 1 student per House
 - e) Wellbeing Captains = 2 students
 - f) Social Justice Captains = 2 students
4. Staff are sent a link for voting through FORMS
5. Year 11 Advisor compiles the results.
6. Results are presented to the Executive Team.
7. Elected students to be approved by the Executive Principal or Head of College.
8. Declaration of results. New student leaders will be formally announced at the Leaders Induction Mass early Term 4.
9. All College leaders sign a contract agreeing to fulfil their roles and responsibilities (Refer to Appendix 3).

6.2.2.2 SRC Leaders, Class Captains, Bus Prefects, Anti-Bullying Ambassadors, Social Justice Ambassadors and Learning Centre Monitors

The election process will include the following stages:

1. Year Advisor's go through a presentation during a pastoral session, early Term 1.
2. Students receive a VOTING FORM through TEAMS where they need to vote for.
 - a) **SRC representatives Years 7-10** = 2 students per cohort. SRC representatives are confirmed with the Year Advisor and the SRC Supervising teachers.
 - b) **Class Captain Years 7-11** = 1 student per Homeroom. The Class Captain is re-elected in Semester 2. Class Captain is confirmed with the Year Advisor and Homeroom Teacher.
 - c) **Learning Centre Monitors Years 7 -9** = maximum of 8 students in total.
 - d) **Social Justice Ambassador Years 7-10** = 2 students from each cohort. Final selection by the Year Advisor.
 - e) **Bus Prefects Year 11** students are asked to provide their Bus number if they travel to and from the College via the Bus. The Year Advisor selects 2 leaders for each bus as Bus Prefects.
 - f) **Anti-Bullying Ambassadors Year 11** students are asked if they would like to be an Anti-Bullying Ambassador. The Year Advisor selects a team of 8-12 students for this role.

3. Student leadership roles are announced at a Leadership Assembly.
4. SRC Leaders, Class Captains, Learning Centre Monitors, Social Justice Ambassadors, Bus Prefect, Anti-Bullying Ambassadors sign a contract agreeing to fulfil their roles and responsibilities (Refer to Appendix 3).

6.2.2.3 Peer Support Leaders

1. **Year 9** students have a Peer Support Training Day in Term 4.
2. Students are trained on how to be a Peer Support Leader and what it involves. At the conclusion of the training, students complete an evaluation form and indicate if they would like to be a leader.
3. These results are collated and discussed with the teachers who ran groups on the day, the Year Advisor and the Director of Pastoral Care. The recommendations are then brought to the Secondary Leadership Team for final review and approval of 24 to 30 leaders depending on the size of the following years cohort i.e. the larger the numbers the more leaders required.
4. Peer Support Leaders are announced at the end of year assembly. Their first task is to attend the Year 7 Orientation Day.

6.2.2.4 House Captains

The election process will include the following stages:

1. **Years 10 and 11** students receive a VOTING FORM in TEAMS where they vote for 1 Year 11 student per House Colour.
2. Years 10-11 students and available teachers listen to leadership speeches and complete the voting survey to select 1 Year 12 student per House Colour.
3. The Internal and External Sports Coordinator reviews students in each house and, working with the Head of College, students are selected. Students are selected based on their behaviour during Thursday sport and involvement during carnivals and rep sport.
4. Year 12 House Captains will be announced at the Leaders Induction Mass.
5. Year 11 House Leaders will be announced at the Leadership Assembly.

7. MOBILE PHONES & SMART WATCHES (Child Safe Standards 1, 3, 4, 5, 7, 8 and 10)

Maronite College of the Holy Family understands students may need their mobile phone or smart watch to contact parents or guardians before or after school. This said, the College limits the use of mobile phones and smart watches for students whilst on College premises to create a more focused, productive and secure learning environment for students.

7.1 PRIMARY

Primary students are required to hand in their mobile phone or smart watch to their class teacher each morning for safe keeping. No student is permitted to keep their phone or smart watch in their possession during the College day. The class teacher will return the phone or smart watch to students at the end of the day before dismissal.

7.2 SECONDARY

Mobile phones and smart watches must be stored away in either the student's locker or bag. Students are not permitted to use their mobile phone or smart watch as soon as they enter the College grounds. Students may access their phone or smart watch at the end of the day after dismissal. If a student is required to use their phone for College or educational purposes, then permission must be granted.

7.3 PAY WAVE Secondary Students ONLY

Students who have 'Pay Wave' (Eftpos) on their mobile phone or smart watch have permission to access it **only** when the student is **in the canteen line** to purchase items at recess and lunch.

The teacher on duty in A block during recess and lunch, will ensure students are only using their mobile phones/smart watches to purchase food at the canteen. Students using their mobile phone or smart watch for any other purpose during recess and lunch will be disciplined in accordance with the *College Student Behaviour Management Policy & Procedures*.

Students must return their mobile phone and smart watch to their locker or bag before class resumes.

7.4 PHOTOS & VIDEOS

NO student is to use their mobile phone or smart watch to take photos or videos of other students or any staff member nor, access or upload on any social media platform while on College premises or at College organised activities and events.

Students accessing their mobile phones or smart watches other than the reason stated in 7.3 will be disciplined as per the *Student Behaviour Management Policy*. Students needing to access mobile phones during the College day must be supervised by a teacher.

7.5 The College will not be responsible for any damaged, lost or broken mobile phones or smart watches.

8. COMMUNICATION (Child Safe Standards 1, 2, 3, 4, 5, 6 and 10)

The College ensures communication with parents is maintained. For families affected by separation or divorce, the presumption of equal shared parenting applies as per Section 61DA of the Family Law Act. Parenting Orders and Aggravated Violence Orders precede these presumptions. The parent with whom the child lives and the parent responsible for payment of fees will receive all communications.

8.1 METHODS OF COMMUNICATING TO STAKEHOLDER

- a) **Sending Letters to Student Parents/Carers:** Letters are sent to a student's parent(s)/carer(s) for matters of concern and formal communications. e.g., missing an assessment, concerns of absence and overdue fees. Often a request to make an appointment to meet with College staff is contained in the letter and if a response is not received the College will ring the parent.
- b) **Portals on Sentral:** All relevant information will be posted on the College Management System, Sentral. Students and Parents can access this anytime and anywhere.
- c) **Notes in envelope addressed to parents given to students in roll call to be passed on to their parent(s)/carer(s)** Is used for formal and informal communications, including excursion permission notes, notifications for special College events requiring student or parent attendance such as Parent/Teacher interviews, surveys and requests to update College database information.
- d) **Email:** Mainly used for notifications and notices such as fees.
- e) **Newsletter:** A weekly newsletter is emailed to parents which highlights the events of the week and up and coming events and any other relevant information.
- f) **Facebook and Instagram:** Photos and information is regularly uploaded.
- g) **Formal Communication** with parents related to student education and well-being planned each year.
- h) **Information evening, student reports and parent/teacher interviews** are conducted throughout the year.

Parent Information Evening	Held annually at the beginning of the year to discuss the year ahead.
Student Reports	Yrs. 7–10: Two written reports each year, mid-year and end of year. Yr. 11: Two reports each year, end term 2 and end of term 3. Yr. 12: Two reports each year, end term 1 and end of term 3. Primary: Two written reports per year, mid-year and end of year. Prepared by teachers and reviewed by Stage Coordinators and Year Advisors and signed by Executive Principal.
Parent and Teacher Interviews	Once per year, mid-year with students and teachers. Parents may request additional meetings.

8.2 COMMUNITY CONSULTATIONS

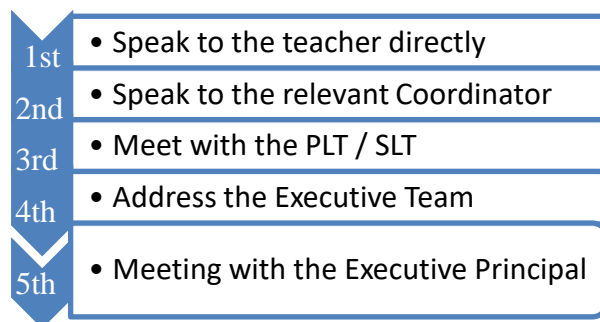
The Executive Principal from time to time may consult with community groups of the College including the Governing Board, Parent Association, staff, parents and students, to ensure the College is meeting the needs of its community. This may be done through meetings, surveys, questionnaires or open forums. Information gathered will be recorded by way of minutes and survey results. Such community consultations serve as advice. The College Executive Principal will make any final decision.

8.3 COMMUNICATION PROTOCOLS

All public communications will be made by the Executive Principal. No College employee is to make any public comment on issues relating to the College or other education matters unless approved by the Executive Principal. When preparing correspondence to external parties including parents on College letterhead, the details of the correspondence must be approved by the Executive Principal before sending.

There are times when your children may sustain an injury outside of the College which impacts on their attendance at the College. Any injuries which impact on the student’s mobility must be notified to the College prior to the student attending so that a Risk Assessment can be formulated and in place on the students first day. Parents should also make an appointment to see the Executive Principal prior to the student returning to the College.

If parents/guardians would like to discuss any issues relating to their children’s education at Maronite College of the Holy Family, the following procedures are in place.



9. CRUNCH AND SIP (Child Safe Standards 1, 4, 5, 7, 8 and 10)

Maronite College of the Holy Family has created an environment to support healthy eating habits in students, teachers and staff. Specifically eating fruit or vegetables and drinking water during the set time of Crunch and Sip in the classroom daily.

Crunch & Sip supports students to establish healthy eating habits while in the classroom. Allowing students to eat fresh fruit or vegetables between breakfast and morning tea helps students to re-fuel during the time students' attention starts to wane. Giving students the chance to re-fuel in class with fruit or vegetables helps to improve physical and mental performance and concentration, as well as promoting long term health.

Teachers timetable class Crunch and Sip to read to their student, during News time or silent reading or for explicit teaching. Crunch and Sip is NOT a break from classroom learning.

The objectives of Crunch & Sip.

1. Increased awareness of the importance of eating fruit and vegetables and drinking water every day.
2. Enable students, teachers and staff to eat fruit or vegetables during an allocated Crunch & Sip break in the classroom.
3. Encourage students, teachers and staff to drink water regularly throughout the day, including during sports, excursions and camps.
4. Encourage parents to provide students with fruit and vegetables every day.
5. Develop strategies to help students who do not have regular access to fruit and vegetables.
6. Reinforce the healthy eating messages taught during Crunch & Sip break with nutrition education taught during PDHPE lessons.

9.1 CLASSROOM CRUNCH & SIP

Teachers will:

- Inform parents/carers of the type and amount of fruit or vegetables to pack daily for Crunch and Sip.
- Consult with their class to set class rules for the Crunch & Sip break.
- Timetable a set Crunch & Sip break time each day.
- Use the Crunch and Sip time to continue students' learning.
- Encourage students to eat fresh fruit or vegetables and drink water during the Crunch & Sip break.
- Encourage students to drink water from their drink bottles throughout the day, during sport, excursions and camps.
- Include nutrition and healthy eating lessons as part of their PDHPE programming during the year.

Students will:

- Wash their hands prior to the Crunch & Sip break where possible.
- Bring fresh fruit or vegetables in bite size pieces each day to eat during Crunch & Sip.
- Bring a bottle of water each day to drink during class.

9.2 FRUIT, VEGETABLES and WATER GUIDELINES

9.2.1 Fruit

- All **fresh** fruit is permitted (e.g. whole fruits such as apples, bananas or plums and chopped fruit such as melon, pineapple or kiwifruit).
- Preserved fruit in water, or juice with no added sugar (e.g. small fruit tubs or canned peaches)
- Dried fruit (e.g. sultanas, dried apple or apricots) is permitted however only small amounts, eaten infrequently, are recommended as these fruits have a high concentration of natural sugars that cling to teeth and increase risk of tooth decay

9.2.2 Vegetables

- All **fresh** vegetables are permitted (e.g. carrot, celery stick or cherry tomatoes)

9.2.3 Water

- Plain, still water

9.2.4 NOT PERMITTED

- All other fruit products, including bars and leathers, pies, cakes, pastries and muffins.
- Potato chips and crisps.
- Vegetable pies, cakes, pastries and muffins.
- All other drinks, including flavoured waters, sparkling water, flavoured mineral water, fruit and vegetable juices and fruit cordial.

LEGISLATION and REGULATIONS

Education Act 1990

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Higher Education Act 2001

Children and Young Persons (care and protection) Act 1998

Children's Guardian Act 2019

NSW Child Protection Standards 2022

NSW Privacy and Personal Information Act 1998

MCHF RELATED DOCUMENTATION

Child Protection Policy and Procedures.

Student Attendance Policy and Procedures.

Student Behaviour and Management Policy and Procedures.

ICT Policy


Student ICT Acceptable User Policy

Complaints Handling Policy and Procedures for ALL Stakeholders.

Privacy Policy

Primary Curriculum and Assessment Policy and Procedures

RoSA and HSC Curriculum and Assessment Policy and Procedures

POLICY DATES			
Implemented	February 2022	Reviewed	17/03/ 2022; 10/02/2023, 20/03/2024; 11/06/2024
Next Policy Review Due	January 2027	Next Procedure Review Due	2025
POLICY AUTHORISATION			
EXECUTIVE PRINCIPAL Sr Margaret Ghosn	SIGNATURE 	DATE: 20/03/2024	
POLICY DETAILS			
Policy Number: 0081 Policy version: 0001, 0002, 0003, 0004 Tracked Changes: The College Crunch and Sip Policy has been merged into the Student Wellbeing Policy. 2023 version 0002 Inclusion of new Leadership title implemented in 2023. Inclusion of College Mission, Motto, Vision and Ethos. 2024 version 0003: Amendments made to student mobile phone and smart watches usage. 2024 version 0004: Change in Mission and Vision Attachments: Appendices 1 Leadership Expectations 2 Student Leadership Role Descriptions 3 Student Leader Contracts			



LEADERSHIP EXPECTATIONS

College Leadership

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

Key skills for Leadership

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

Principles of Leadership

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

Characteristics of an Effective Leader

Students develop their existing leadership potential by strengthening attitudes and skills required to be an effective leader:

- Build self-confidence and self-belief
- Be more resourceful under pressure
- Communicate with understanding and influence
- Develop effective relationships across the organisation
- Motivate others to take responsibility
- Inspire others to action with optimism and a positive attitude
- Be more creative in planning in planning and problem solving
- Build trust, mutual respect and recognition for contributions
- Develop cooperative teamwork and value honest feedback
- Have more flexibility to manage change and difficult situations or people.



STUDENT LEADERSHIP ROLE DESCRIPTIONS

COLLEGE CAPTAINS and VICE CAPTAINS (Year 12 and Year 6)

Coordinating Teachers: Executive Principal, Head of College, Head of Wellbeing

The College Captains and Vice Captains are appointed to provide a holistic approach to student leadership in the College. They provide the entire student leadership team with direction and guidance. The College Captains represent the College in the wider community.

Skills, Roles and Responsibilities include:

- Be proud of the College and highlight the College motto to Know, Love and Serve
- Achieving excellence in academic pursuits, always striving for 'personal bests'
- Have effective time-management skills and balance co-curricular responsibilities with academic commitments
- Demonstrate exemplary behaviour and attitude
- Show responsibility, reliability, integrity and loyalty
- Have a positive attitude to the traditions and values of MCHF
- Actively promote the College values at all times, by being role models and providing leadership to the student body
- Running leadership meetings
- Leading College functions such as assemblies, parent information nights, award ceremonies and annual College expo
- Relay messages from staff to students
- Assist in duties whenever requested by staff
- Introducing and promoting the College community in a positive manner to the wider community
- Be responsible, tolerant, fair and equitable
- Do their best to uphold the good image of the College Community and to work towards its betterment
- Assist in the distribution of Academic Awards
- Assist and possibly present on Parent Information Evening on behalf of the student bodies
- Promote the academic life of the College
- Offer experience and support to students struggling – academic mentors
- Assist during homework club in both Primary and Secondary
- Initiating subject specific study skills sessions across stage 4, 5 and 6

STUDENT REPRESENTATIVE COUNCIL (SRC)

Coordinating Teacher: Head of Wellbeing, SRC Supervising Teacher/s

An effective SRC will enable students to:

- Act in the best interest of themselves, the SRC and the College community
- Investigate ideas and bring them to fruition
- Identify areas of change and initiate action
- Practice effective leadership
- Increase wellbeing and participation
- Be involved and involve the student body in decision making and problem solving
- Become responsible citizens

SRC TEAM (Years 6-12)

President

- Facilitates SRC meetings
- Contributes to the agenda for meetings
- Works with the teacher in charge of the SRC to help organise and run fundraising events

Vice President

- Facilitates SRC meetings in the absence of the President
- Contributes to the agenda for meetings
- Works with the teacher in charge of the SRC to help organise and run fundraising events

Secretary

- Prepares the agenda in consultation with the President and Vice-President
- Records minutes of the meetings
- Completes administration roles

Treasurer

- Handles the finances during activities in consultation with College staff

Year Representatives

- Acts as the main method of communication between the Secondary Leadership Team and the year group
- Cooperate with teachers and others in running activities

HOUSE CAPTAINS (Year 12 and Year 6)

Coordinating Teachers: Head of Wellbeing, Internal and External Sport Coordinator

The House Captains role is to assist and work with relevant staff to provide leadership to all house related initiatives and events where students are organised into their house groups. Such events include but are not limited to the inter-house sporting competition, major carnivals and other house related events while developing their own collaborative leadership and organisational skills.

Skills, Roles and Responsibilities include:

- Provide leadership to the student population in developing the status of sporting events
- Assist, promote and organise the running of sporting events
- House captains to be outgoing and enthusiastic in all aspects of College life
- Promote lunchtime sporting matches
- Organise staff vs student competitions

HOUSE LEADERS (Year 11)

College House Captains, excel in the physical aspects of sport, embody the qualities of sportsmanship, fair play, honesty, perseverance, dedication, compassion and respect for their opponents.

House Leaders are given responsibilities in various College events, carnivals and competitions. The students work closely with the House Captains and the House Supervising Teacher to ensure their peers are prepared for various events, carnivals and competitions. They are required to provide support, encouragement, motivation and guidance to students in their house to compete and participate to the best of their ability.

WELLBEING CAPTAINS (Years 12)

Coordinating Teachers: Head of Wellbeing and Year Advisors

Wellbeing Captains are expected to be leaders and role models for the College. They assist with the organisation and running of social activities and support College initiatives. They form a valuable link between the student body and the Director of Pastoral Care.

Skills include:

- Are personally resilient and socially responsible
- Act with integrity and compassion, caring for and supporting others
- Rise to the challenge to 'make a difference' as socially aware citizens
- Show responsibility, reliability, integrity and loyalty
- Demonstrate exemplary behaviour and attitude, as a role model for all students
- Have a strong work ethic and a commitment to College programs and activities
- Mentor students, be a good listener and problem solver

SOCIAL JUSTICE CAPTAINS (Year 12) and SOCIAL JUSTICE AMBASSADORS (Years 7-10)

Develop leadership through service of others. The leaders will work closely with the wider community such as assisting Heaven on Earth – feeding the homeless, nursing homes visits, charities, and any community events that might arise or would like to partake in.

Skills, Roles and Responsibilities include:

- Act with integrity and compassion, caring for and supporting others
- Rise to the challenge to 'make a difference' as socially aware citizens
- Demonstrate exemplary behaviour and attitude, as a role model for all students

ANTI-BULLYING AMBASSADORS (Year 11)

Skills, Roles and Responsibilities include:

- Identifying issues relating to bullying before they escalate
- Promote and plan "Bullying Awareness Week"
- Offering support and guidance to students who are being bullied
- Providing a range of facilities and activities to help prevent bullying
- Working with Staff, as well as students, to prevent bullying

BUS PREFECTS (Year 11)

Year 11 students are selected each year as bus prefects on the basis that they display leadership skills in this role. The prime responsibility of the bus prefect is to ensure the safety and proper behaviour of all students on the bus from K-12. Bus prefects locate themselves on the bus where they can see what is going on. As there are 2 or 3 prefects per bus, one should sit at the front, another midway and the final prefect towards the back.

Skills, Roles and Responsibilities include:

- Ensure the safety of all students is priority
- Ensure there is no food or drinks consumed on the bus
- Warn students about improper behaviour which may include moving from their seats, causing damage, provoking other students with rude behaviour etc.
- Approach students in a persistent and mild manner if they need to address an issue
- Report any issues to the Director of Pastoral Care on arrival to the College

PEER SUPPORT LEADERS (Year 10)

Peer Support is a skill based and experiential learning program which is designed to enhance peer connections throughout the College. Its aim is to support in particular the incoming Year 7 students' transition from Primary to Secondary. Peer Leaders in Year 10 work with small groups of Year 7 students throughout the year.

Skills, Roles and Responsibilities include:

- Prepare to be a mentor and role model for the younger students
- Work closely with the year 7 students, Year Advisor and Homeroom Teachers to lead sessions and activities that focus on various pastoral and welfare matters specifically related to Year 7 students
- The groups work through a program of activities which involve developing skills in resilience, assertiveness, decision making, problem solving and leadership
- The program will develop and sustain positive relationships, sense of self and responsibility for self and others

LEARNING CENTRE MONITORS (Years 4-9)

Assist teachers, students and Learning Centre supervisors in service delivery, by providing feedback on services and by representing their peers. They help to provide experiences to stimulate reading, promote the enjoyment of literature and use of the whole range of material in the Learning Centre.

Benefits of being a Learning Centre Monitor:

- Monitors develop and improve their computer and leadership skills in a College community.
- The role provides them with the opportunity for work experience and office skills.
- Student communication skills and their knowledge of the learning centre improves, as well they pick up computer literacy skills that enhances their cognitive development.

Expectations of a Learning Centre Monitor:

- To be responsible for helping to keep the learning centre a safe, welcoming place where people can come to work, read a book, research an assignment or study
- To demonstrate excellent Learning Centre Monitor behaviours – modelling learning centre rules
- To attend rostered duties.
- To be polite and prompt with assistance
- Ensuring the learning centre computers/laptops are used effectively by everyone

CLASS CAPTAINS (Kindergarten – Year 12)

Class Captains are leaders of their respective Classroom/Homeroom work closely with the Class/Homeroom Teacher and the Stage Coordinator/Year Advisor as role models for their peers.

Roles and Responsibilities include:

- To be leaders of the College, working with staff and students
- Demonstrating a caring and supportive manner toward staff and students
- Organise and motivate students to participate in homeroom or pastoral activities
- Assist Year Advisors and homeroom teachers
- Liaise with students in other leadership roles such as SRC representative
- Cooperating with teachers and others in homeroom activities
- Conduct end of day homeroom checks (checking furniture condition, closing windows, turning off AC, ensuring chairs are stacked)



COLLEGE LEADER CONTRACT

COLLEGE CAPTAINS and VICE CAPTAINS (Year 12 and Year 6)

Coordinating Teachers: Executive Principal, Head of College, Head of Wellbeing

The College Captains and Vice Captains are appointed to provide a holistic approach to student leadership in the College. They provide the entire student leadership team with direction and guidance. The College Captains represent the College in the wider community.

Skills, Roles and Responsibilities include:

1. Be proud of the College and highlight the College motto to Know, Love and Serve.
2. Achieving excellence in academic pursuits, always striving for 'personal best.'
3. Have effective time-management skills and balance co-curricular responsibilities with academic commitments.
4. Demonstrate exemplary behaviour and attitude.
5. Show responsibility, reliability, integrity and loyalty.
6. Have a positive attitude to the traditions and values of MCHF.
7. Actively promote the College values at all times, by being role models and providing leadership to the student body.
8. Running leadership meetings.
9. Leading College functions such as assemblies, parent information nights, award ceremonies and annual College expo.
10. Relay messages from staff to students.
11. Assist in duties whenever requested by staff.
12. Introducing and promoting the College community in a positive manner to the wider community.
13. Be responsible, tolerant, fair and equitable.
14. Do their best to uphold the good image of the College Community and to work towards its betterment.
15. Assist in the distribution of Academic Awards.
16. Assist and possibly present on Parent Information Evening on behalf of the student bodies.
17. Promote the academic life of the College.
18. Offer experience and support to students struggling – academic mentors.
19. Assist during homework club in both Primary and Secondary.
20. Initiating subject specific study skills sessions across stages 4, 5 and 6.

I agree to the conditions set out above, and to represent the College as a chosen College Leader to the best of my abilities. I agree to be responsible, tolerant, fair and equitable, and to do my best in upholding the good image of the College Community and to work towards its betterment.

Student Name	Student Signature	Date
Head of College	Head of College Signature	Date
Mr E. Asmar		



COLLEGE LEADER CONTRACT

HOUSE CAPTAIN

Coordinating Teachers: Head of Wellbeing, Internal and External Sport Coordinator

The House Captain's role is to involve students in the ordinary and extraordinary events that give life to the College Community. They assist and work with relevant staff to provide leadership to all house related initiatives and events where students are organised into their house groups. Such events include but not limited to, the inter-house sporting competition, major carnivals and other house related events whilst developing their own collaborative leadership and organisational skills.

Skills, Roles and Responsibilities include:

1. Provide leadership to the student population in developing the status of sporting events
2. Promote and organise House events
3. Assist, promote and organise and running of events
4. Assist house leaders and students to connect to the life at the College
5. House captains to be outgoing and enthusiastic on all aspects of College life
6. Willing to help out at any extra College events e.g. primary carnival, gala days etc.
7. Promote lunchtime sporting matches
8. Organise staff vs student competitions

I agree to the conditions set out above, and to represent the College as a chosen College Leader to the best of my abilities. I agree to be responsible, tolerant, fair and equitable, and to do my best in upholding the good image of the College Community and to work towards its betterment.

Student Name	Student Signature	Date
Head of College	Head of College Signature	Date
Mr E. Asmar		



COLLEGE LEADER CONTRACT

SENIOR WELLBEING PREFECT

Coordinating Teachers: Head of Wellbeing and Year Advisors

The Student Wellbeing Prefect is expected to be a role model for the College and assume leadership positions throughout the year. They assist with the organisation and running of social activities and support College initiatives. They form a valuable link between the student body and the Head of Wellbeing. Students should feel free to approach any Prefect with concerns or issues they feel are important.

Skills, Roles and Responsibilities include:

1. Working collaboratively, developing skills for leadership and team building.
2. Are personally resilient and socially responsible.
3. Participate effectively in the full life of the College.
4. Are respectful of others and celebrate difference.
5. Act with integrity and compassion, caring for and supporting others.
6. Rise to the challenge to 'make a difference' as socially aware citizens.
7. Possess and display leadership qualities.
8. Show responsibility, reliability, integrity and loyalty.
9. Have a positive attitude to the traditions and values of the College.
10. Have effective time-management skills and balance Prefect and co-curricular responsibilities with academic commitments.
11. Demonstrate exemplary behaviour and attitude, as a role model for all students.
12. Have and maintain a good record of attendance.
13. Understand the importance of uniform as part of the College identity and heritage and wear it with dignity and respect.
14. Have a strong work ethic and a commitment to College programs and activities.
15. Have empathy and care for the wellbeing of students and others.
16. Appreciate the diversity of the College community.
17. Monitor and assist in the maintenance of high standards of uniform.
18. Mentor students, be a good listener and problem solver.

I agree to the conditions set out above, and to represent the College as a chosen College Leader to the best of my abilities. I agree to be responsible, tolerant, fair and equitable, and to do my best in upholding the good image of the College Community and to work towards its betterment.

Student Name	Student Signature	Date
Head of College	Head of College Signature	Date
Mr E. Asmar		



COLLEGE LEADER CONTRACT

COMMUNITY OUTREACH PREFECT

Coordinating Teachers: Head of Wellbeing, Year Advisors

The Community Outreach Prefect develops leadership through service of others. The leader will work closely with the wider community such as assisting 'Heaven on Earth' feeding the homeless, nursing homes visits, charities, and any community events that might arise or would like to partake in.

Skills, Roles and Responsibilities include:

1. Be open to work with MCHF and the wider community.
2. To have a "make a difference" attitude.
3. Working collaboratively, developing skills for leadership and team building.
4. Are personally resilient and socially responsible.
5. Participate effectively in the full life of the College.
6. Are respectful of others and celebrate difference.
7. Act with integrity and compassion, caring for and supporting others.
8. Rise to the challenge to 'make a difference' as socially aware citizens.
9. Possess and display leadership qualities.
10. Demonstrate exemplary behaviour and attitude, as a role model for all students.
11. Appreciate the diversity of the College community.

I agree to the conditions set out above, and to represent the College as a chosen College Leader to the best of my abilities. I agree to be responsible, tolerant, fair and equitable, and to do my best in upholding the good image of the College Community and to work towards its betterment.

Student Name	Student Signature	Date
Head of College	Head of College Signature	Date
Mr E. Asmar		



COLLEGE LEADER CONTRACT

SRC PRESIDENT

Coordinating Teacher: Head of Wellbeing, SRC Supervising Teacher/s

What is the SRC?

The SRC consists of students who work together to represent their peers in the College.

1. It works as an advocate for the structures which need to be set in place to address the needs of the College community
2. Addresses relevant issues and sets achievable goals which support a whole College approach

Aims of SRC

An SRC aims to:

1. Develop leadership skills.
2. Ensure students views are heard in decision making processes.
3. Empower students to contribute towards a positive College culture.
4. Strengthen the College community through active participation.

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

What is an Effective SRC?

An effective SRC will enable students to:

1. Act in the best interest of themselves, the SRC and the College community.
2. Investigate ideas and bring them to fruition.
3. Identify areas of change and initiate action.
4. Respond to the needs of the students which are in the best interests of the College.
5. Contribute to social and civic needs.
6. Use effective democratic processes.
7. Practice effective leadership.
8. Increase wellbeing and participation.
9. Be involved and involve the student body in decision making and problem solving.
10. Understand the roles and responsibilities of the SRC structure.
11. Communicate with students, staff and others.
12. Become responsible citizens.

SRC President

1. Facilitates SRC meetings.
2. Ensures that everyone has the opportunity to be heard.
3. Directs discussion.
4. Remains impartial.
5. Summarises and clarifies points.
6. Manages times.
7. Is an effective communicator.

I agree to the conditions set out above, and to represent the College as a chosen College Leader to the best of my abilities. I agree to be responsible, tolerant, fair and equitable, and to do my best in upholding the good image of the College Community and to work towards its betterment.

Student Name	Student Signature	Date
Head of College Executive Principal	Head of College Signature	Date
Mr E. Asmar		



COLLEGE LEADER CONTRACT

SRC VICE PRESIDENT

Coordinating Teacher: Head of Wellbeing, SRC Supervising Teacher/s

What is the SRC?

The SRC consists of students who work together to represent their peers in the College.

1. It works as an advocate for the structures which need to be set in place to address the needs of the College community.
2. Addresses relevant issues and sets achievable goals which support a whole College approach.

Aims of SRC

An SRC aims to:

1. Develop leadership skills.
2. Ensure students views are heard in decision making processes.
3. Empower students to contribute towards a positive College culture.
4. Strengthen the College community through active participation.

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

What is an Effective SRC?

An effective SRC will enable students to:

1. Act in the best interest of themselves, the SRC and the College community.
2. Investigate ideas and bring them to fruition.
3. Identify areas of change and initiate action.
4. Respond to the needs of the students which are in the best interests of the College.
5. Contribute to social and civic needs.
6. Use effective democratic processes.
7. Practice effective leadership.
8. Increase wellbeing and participation.
9. Be involved and involve the student body in decision making and problem solving.
10. Understand the roles and responsibilities of the SRC structure.
11. Communicate with students, staff and others.
12. Become responsible citizens.

Vice President

1. Assists with the organisation and management of the SRC.
2. Supports the role of the President.
3. Manages times.
4. Is an organiser and a planner.

I agree to the conditions set out above, and to represent the College as a chosen College Leader to the best of my abilities. I agree to be responsible, tolerant, fair and equitable, and to do my best in upholding the good image of the College Community and to work towards its betterment.

Student Name	Student Signature	Date
Head of College	Head of College Signature	Date
Mr E. Asmar		



COLLEGE LEADER CONTRACT

BUS PREFECT REGULATIONS

Year 11 students are selected each year as bus prefects on the basis that they display leadership skills in this role.

1. The prime responsibility of the bus prefect is to ensure the safety and proper behaviour of all students on the bus from K-12.
2. You are expected to locate yourselves on the bus where you can see what is going on. As there are 2 or 3 prefects per bus, one should sit at the front, another midway and the final prefect towards the end.
3. You are to warn students about improper behaviour which include:
 - a) eating on the bus,
 - b) moving from their seats,
 - c) causing damage,
 - d) provoking other students with rude behaviour etc.
4. You are not to handle students or use improper language. You have the right to upbraid students in a persistent and mild manner.
5. You should not confiscate an opal card however you have the right to take down names.
6. Any major concerns must be reported to the Director of Pastoral Care as soon as possible.
7. If there is repeated misbehaviour by certain students, you need to put this in writing to the Head of Wellbeing.

DECLARATION

Student Name	Student Signature	Date
Head of College	Head of College Signature	Date
Elie Asmar		