

1991

PREFACE

This Handbook represents an attempt to gather together as much information as possible about the day-to-day operation of Marist College Canberra. It is to be hoped that new teachers will find it useful as they start their staff days with us, and those who have been on the staff for some time will not mind having their memories jogged about policy and procedural matters.

Marist is a big and complex organisation as it goes about its task of offering a broad education to all of its students. Besides, the College is engaged in the most noble of all professions, that of enriching the minds of young people in the most impressionable time of their lives.

Therefore, it is most important that the College staff values the necessity of teamwork to enable the College to be efficient and effective. This Handbook is one of the many ways to create a spirit of teamwork; the information contained herein will greatly facilitate a co-operation among staff, who will be able to learn the ways and procedures of the College on a daily basis.

May this Handbook be a means of helping staff in their important work at Marist.

Brother David Hayes F.M.S.

Acting Headmaster

28.1.1991

3.7 Philosophy Of House System

3.7.1 Upon enrolment, all students become a member of one of the eight Houses, and as a general rule they belong to this same House throughout their schooling at Marist. The House System was introduced into Marist in 1986. The System, based on the vertical grouping of students from Year 7 to 12 belonging to a particular House, has encouraged leadership opportunities and responsibilities, particularly for our more senior students. It has also encouraged a sense of belonging and of continuity as staff and students cultivate loyalty and commitment to a particular group of people over a given period of time.

Each boy in the House will be allotted a locker by his Housemaster, who will be responsible for it being properly kept. There is a continuity of pastoral care. Some tutors choose to move up with their group, from Year 8 to Year 9 to Year 10 and so on. Others prefer to remain in a particular Year. In either case, all the tutors in the House are well known by all of the students.

The principle has been established that brothers should belong to the same House. This gives increased contact with families and helps the students' sense of belonging.

Parents can communicate with Tutors in this way, and similarly tutors can inform parents if work or behaviour is not up to standard.

The effective work of Housemasters and of Tutors starts in knowledge, and, when effective, ends in a worthwhile relationship. To achieve a proper pastoral care, it is important to know about the boy's family background, his interests, capabilities, disposition and personal needs.

On the academic side, it is necessary to see that the boy knows what choice of subjects is available, and that, when a choice is made, due consideration is given to the possible career the boy may follow. The level of study within a subject needs to be carefully watched too, so that a check can be made on whether a boy is working to capacity or not.

The other aspects of the boy's life should also be considered. His physical and mental well-being should be obvious, and, if it is not, some explanation should be sought. Every encouragement should be given to the boy's full participation in Games, the Duke of Edinburgh's Award Scheme, the Arts, Clubs and Societies. In this way, the foundation can be laid for a full and satisfactory life that becomes more and more cultivated as time goes by.

School bag monogrammed with College crest

Years 11 and 12

As above replacing junior pullover and tie with senior tie and pullover.

Physical Education Uniform

Years 7 - 11

Dark blue nylon shorts

College T-shirt - blue with royal blue trim and printed emblem.

College tracksuit - compulsory

On particularly cold days a single-colour navy or black parker may be worn to and from school.

Every article of clothing should be clearly marked with the student's name.

The College conducts its own Uniform Shop where parents may purchase new uniforms as well as second-hand uniforms.

4.10 **The Counsellor**

4.10.1 Arrangements for the Counsellor

1. A student wishing to see the Counsellor does so by self referral. As a rule, the appointment will be made for the next day, and an appointment slip will be given to the student.
2. The Counsellor will give a copy of the student's appointment details to the student's Housemaster, before the interview. In the case of emergency the student will be seen immediately or ASAP and details forwarded to Housemaster.
3. The Housemaster, after consultation with the Counsellor and where appropriate, will inform parents regarding their son visiting the Counsellor.

4. Each week, a list of students seen by the Counsellor will be given to the Headmaster and the Deputy.
5. As well as the above, Housemasters will also make referrals to the Counsellor, and indeed will be encouraged to do so.

Hopefully this will become the norm in future years. Housemasters should inform tutors of students visiting the Counsellor and should seek from Tutors the names of students who might benefit from such visits.

6. The Counsellor will give students an appointment card which must be signed by the Teacher of the lesson the student will miss.
7. The Headmaster and/or Deputy to be informed of home visits.
8. "On call" arrangements to be discussed with the Headmaster at a later date.

4.10.2 Physical and Sexual Abuse of Children

The ACT does not have Mandatory Reporting concerning this matter. However, teachers are morally obliged to report any suspicions to the Youth Advocate on 478722 (24 hours). The counsellor is obliged to report all direct or indirect disclosures of abuse to the Youth Advocates Office.