



# MARIST COLLEGE NORTH SHORE

270 MILLER STREET, NORTH SYDNEY NSW 2060 P: 9957 5000 E: [northshore@maristcollege.com](mailto:northshore@maristcollege.com)  
[www.maristcollege.com](http://www.maristcollege.com)

4 November 2020

Dear Parents/Guardians,

Over the course of 2020, the College has undertaken a review of all policies and processes, academic and wellbeing, in preparation for our step towards coeducation and K-12 from 2021. Our vision and aim in this review was to ensure we were providing the best possible environment for our young men to thrive intellectually, spiritually and emotionally. As a result of this review, there will be a number of changes to the pastoral and learning structures at the College from 2021, which have been outlined below:

## House Allocation

As previously announced, the College will move to six (6) new Houses in 2021. This was a collaborative process with both staff and students from both the St Mary's site and our Marist site. At present, our new Student Leadership Team is working on developing the crests, motto and values associated with each of the six new Houses.

The College has also been working on allocating all our students across the new Houses. We are now at the stage where we will inform our young men of their allocated House for 2021 onwards. Your son will be informed of the allocation here at school.

## Tutor Groups and Pastoral Care Lessons

In 2020, the College implemented for the first time a structured pastoral program that builds from year to year and examines key wellbeing issues for our students - mental health, sexualisation, unconscious bias, violence, social media, body image, peer pressure, drug use to name but a few. The program complements many learning areas across the curriculum and bridges the divide between wellbeing and academic outcomes. Students were placed in Pastoral Care classes in their year group, so age specific and appropriate topics could be addressed.

In 2021, we will be expanding this program through our connection with the Berry Street Educational Model. This model provides schools with the training, curriculum and strategies to engage all students with its underlying approach being positive education and wellbeing practices that enable students academic and personal growth. It is unique as it educates all members of the school community to reinforce and sustain cognitive and behavioural change, which re-engages young people in learning and progressing their academic achievement.

Tutor groups in 2021 will now be year group, House based. This means that if your son is a student in Year 9 and has been placed in Aquinas, he will go to Tutor group each morning with the other students in Year 9 Aquinas. He will also have his Pastoral Care lesson with his Tutor teacher and House Tutor group. Students will be looked after by a Year Coordinator who can better understand the needs of the students in that specific year group.

## Positive Behaviour Management Policy and Student Recognition Policy

Beginning in 2021, the College's Behaviour Management Policy has been adjusted to operate with positive psychology at its core. Each of the strategies incorporated in the program have the purpose of encouraging students to foster positive relationships and focus on their learning.

## **Good Standing Policy**

Every student will begin each year on Good Standing. Having Good Standing status means students are meeting the expectations of the College including, but not limited to: learning, behaviour, attendance, appropriate use of technology & devices and uniform. The Good Standing Policy is designed as a framework to assist students to meet the expectations of the College and let them know where they stand. It encourages students to take responsibility for their actions and work towards being a Marist graduate.

If a student demonstrates a pattern of not meeting the expectations of the College, they will move to Conditional Good Standing status. At this point, students will have two weeks to work towards meeting the expectations of the College. Year Coordinators will provide students with strategies to assist them in this process. If they succeed, they will move back to Good Standing status, but if they do not, they will lose Good Standing.

When a student loses Good Standing status, they will have four weeks to work towards improving their learning, behaviour and/or interactions and they will be placed on a *Dare To Be* or *Behaviour Monitoring card* to support them in this process. If a student engages positively with the measures put in place, they will move back to Good Standing Status, if they do not, they will move to conditional enrolment.

## **Pastoral Misdemeanours**

These are 15 minute detentions which students may be placed on by a Year Coordinator for minor infractions, including, but not limited to:

- Wearing the uniform incorrectly
- Being disruptive in class
- A pattern of tardiness developing
- Disrespect to a teacher/student
- Chewing gum
- Inappropriate behaviour

## **Restorative opportunities**

This is a period of approximately two hours each Day 8 on the timetable, where students who are repeatedly doing the wrong thing or whose actions warrant a harsher punishment than a pastoral detention will serve. During this time they will repair their relationship with the school and other students or staff by spending the first hour assisting in the completion of jobs around the College. The second hour will be spent focusing on an area of their learning.

## **Learning opportunities**

Students may be placed on a weekly Wednesday afternoon detention to focus on an area of their learning. They may be placed on this detention for some of the following reasons:

- Incomplete classwork &/or homework
- Being disruptive in class
- Failure to follow the teacher's reasonable instructions
- Failure to complete set class work during the lesson
- Failure to hand in an assessment task or class work
- Exam/assessment malpractice

## **Recognition of Student Strengths Policy**

This is the new merit system, which Matthew Fitzgerald notified the community about on Wednesday 29 July in that edition of *High Notes*. This new commendation system involves teachers recognising strengths of character in students. This allows students to build a portfolio of their strengths as recognised in the community and create awareness of other strengths of character they may need to build on or exhibit more. By the time students reach the MacKillop Stage of the policy, they would have had built a portfolio of 135 strengths, which will be visible to students and parents via the Compass portal.

Part of this policy is the *Three Violets*, which Matthew Fitzgerald has explained in this week's edition of *High Notes*.

### New College Diary

In 2021, all students and staff will be issued with a revamped College Diary. The diary has been intentionally designed to better support students' learning every day. The College is advocating an approach to teaching and learning that places an increased degree of importance on the purpose of each lesson. Students participating in each lesson will be engaged in a specific learning intention, subsequently allowing students to understand and unpack the direction and reasoning behind the content.

Building on from the learning intention, students will design specific success criteria, built with their teachers, allowing them to identify what achievement looks like and how they work towards achievement of the learning intention. This approach is completely differentiated for each student thus, caters for all abilities.

The 2021 College diary has been modified to suit such a learning approach, with space allocated for each lesson allowing students to write down the specified learning intention. Along with this space, students are also provided the opportunity to grade their success in meeting this learning intention, whether they do not understand, are in the process of getting there, or they may be successful in achieving the goal. This grading provides you as parents with a point to begin a learning conversation with your son. The College will work with parents next year in examining questions you can ask each night to gauge your son's progress in achieving his set goals in each lesson.

Diaries will need to be signed weekly by parents/guardians and the Tutor Teacher to ensure student, school and family engagement with the learning taking place.

Term 1 Week 1 January 2021

UPCOMING ASSESSMENTS		
Subject	Tasks	Due Date

	SUBJECT	LEARNING INTENTION & HOMEWORK	Don't Understand	Getting There	Successful in my Learning
25 <i>Monday</i>		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
26 <i>Tuesday</i>		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			

Parent Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

	SUBJECT	LEARNING INTENTION & HOMEWORK	Don't Understand	Getting There	Successful in my Learning
27 <i>Wednesday</i>		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
28 <i>Thursday</i>		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
29 <i>Friday</i>		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			
		LI: H/W:			

I understand there is a lot of information in this letter regarding new processes for 2021. We thank you for your support as we continue to move this great College into the future. We acknowledge that change is not easy and takes time to process. Please talk through the changes with your son, listening to him, but not reacting. They need a sounding board to learn how to process change and develop their resiliency. As we as adults know, nothing stays the same and we shouldn't want it too. Sometimes you just need to be courageous enough to take the first step, lean into it and I can absolutely guarantee that all of your sons, our young men, will be cared for and looked after here at the College, no matter what the structures in place look like.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Brigid Taylor', with a stylized flourish at the end.

**Brigid Taylor**  
**Acting Principal**