

MARIST MERIT AWARDS

MERIT AWARD

The Merit Award is an academic and pastoral award and is based on the Five Marist Pillars and the Learner Profile Attributes.

The Merit Award is endorsed by a student's Classroom Teacher and is given to a student for a specific reason outlined by the teacher.

Once a student obtains four Merit Awards, they are then eligible for a Principal Award.

The Merit Award is presented at a Junior School Assembly. Students can receive an unlimited number of Merit Awards per year and can be rolled over from year to year.

PRINCIPAL AWARD

The Principal Award is awarded to a student who has received four Merit Awards from their Classroom Teacher.

The Principal Award is an award where a student has demonstrated consistent application of the Five Marist Pillars and the Learner Profile Attributes.

This Award is an academic and pastoral award.

The Principal Award is presented at a Junior School Assembly.



JUNIOR SCHOOL STUDENT ATTENDANCE

REPORTING YOUR CHILD ABSENT

Parents/Carers should ensure that their child/ren arrive at school between 8.00 am and 8.25 am.

When a student is unable to attend school, a parent/carer is requested to contact the Junior School before 9.00 am either via telephone, by leaving a voicemail message explaining the reason for the absence on 4624 2777 or email: jsenquiries@stgregs.nsw.edu.au.

An SMS will be sent for any unexplained absences to parents/carers on a daily basis. A signed note from a parent/carer is a requirement and forms part of the process for recording your child's absence. All unexplained absences require a written note, email or voicemail explaining the child's absence.

LATE ARRIVAL

When a student arrives after 8.25 am, the student is required to go directly to the Junior School Office and must be signed in by a parent/carer before going to class. A written note or email from a parent/carer explaining the late arrival must be provided. Explanations for partial absences (late) can also be emailed to jsenquiries@stgregs.nsw.edu.au.

EARLY DEPARTURE

Students who need to leave school early must bring a written note from their parent/carer with the reason for the early departure. A parent/carer can send an email explaining the early departure to jsenquiries@stgregs.nsw.edu.au. It is advisable to contact the Junior School Office in advance of the early departure.

When a student departs during the school day, they must be collected from the Junior School Office by a parent/carer and sign out.

REQUESTING LEAVE

Attendance on every school day is compulsory. Leave may be granted in special circumstances.

In the event of a planned extended absence, parent/carer are requested to inform the College Principal and Head of Junior School in writing, with the reason for the absence, giving as much notice as possible. All requests for extended leave of 10 days or more should be addressed to the College Principal. Forms for Application for Extended Leave (10 days and over) can be obtained from the Junior School Office or by emailing jsenquiries@stgregs.nsw.edu.au

Leave requests between 1-10 days must be emailed to the Head of Junior School via email: Daniela.Romeo@stgregs.nsw.edu.au



JUNIOR SCHOOL REGULATIONS

Uniform

The College has a uniform standard which each student is expected to maintain well. The uniform is not optional. It must be worn completely by all students enrolled at the Junior School. There are three uniforms: Summer, Winter and Sports.

It is College Policy that all items of uniform are to be purchased from Noone Imagewear (located at St Gregory's College) and not a third party. The only exception is footwear and students must wear black leather shoes as part of their uniform. For sport, students must wear white sports shoes.

Girls tunic length must be no shorter at mid-knee length. Noone will advise of appropriate length at the time of your child's fitting appointment.

Hair

Students are required to wear their hair in a neat and tidy manner. Haircuts should be of an even grade. Hair should be well brushed and combed and it is assumed that hair will not be in such a condition as to invite comment.

The following are not acceptable:

- Extreme styles, bleaching, colouring or dyeing of hair are not permitted.
- There will be no undercuts or step cuts.
- Hair should not extend below the eyebrows.
- The scalp should not be visible. This can occur if hair has been clipped at a 0-2 comb. Parents are to ensure that when arranging hair cuts for their child that they advise the hairdresser/barber to exercise proper judgement. Therefore, it is suggested to use a 3-4 comb.
- Students who do not abide by the haircut requirements will be asked to fix the identified problem and not return to school until the issue is resolved.
- Girls need to wear their hair neatly tied back. If girls have shorter hair, please ensure that hair is neatly presented. School coloured ribbons only to be worn.
- The ultimate decision as to whether or not a hairstyle is appropriate for the Junior School will come from the Head of Junior School.

Jewellery

The Junior School does not permit children to wear jewellery as part of their uniform. Earrings for girls are limited to silver or gold stud in each ear. No piercings such as nose/mouth/body are allowed. Boys are not permitted to wear any type of ear, nose, mouth or body piercings. A single necklace with a religious adornment may be worn under uniform so that it is not visible. Students may wear a watch (no apple/smart watches).

JUNIOR SCHOOL

REGULATIONS CONTINUED

Mobile Phones

The Junior School Policy in relation to mobile phones is that students cannot carry a mobile phone in school time. If a student needs to contact their parent(s), they can do so at the Junior School Office. Mobile phones are to be handed to the Class Teacher in the morning which is then securely placed at the front office.

Apple/Smart Watches/Devices

The Junior School Policy in relation to electronic devices in particular Apple/Smart Watches is that students cannot wear or bring an Apple/Smart Watch to school. It is preferable for students do not bring such devices to school. If a student needs to contact their parent(s), they can do so at the Junior School Office.



THREE LEVEL BEHAVIOUR MANAGEMENT PLAN

Goal: To provide optimum opportunities for the learning, engagement and wellbeing of every student

	LEVEL 1	LEVEL 2	LEVEL 3
BEHAVIOUR	<ul style="list-style-type: none"> Disobeying a teacher Going out of bounds Lateness to class after break Unsuitable possessions Swearing Home Learning not done – no note No Hat – withdrawn from outside play Deliberately hurting peers feelings 'Hands on' (minor) 	<ul style="list-style-type: none"> Rudeness to adults Lying Swearing Spitting Stealing Biting Poor bus behavior Repeated disobedience 'Hands on' <p>Repeated Level 1 = Level 2 Behaviour 3 incidences with timing and discretion of class teacher and/or Team Leader</p>	<p>Significant consequences for:</p> <ul style="list-style-type: none"> Vandalism Physical violence Pattern of bullying Cyberbullying Discrimination Truancy <p>Repeated level 2 = Level 3 Behaviour 3 incidences with timing and discretion of a member of the Junior School Leadership Team</p>
RESPONSIBILITY	<ul style="list-style-type: none"> Staff member who witnessed behaviour 	<ul style="list-style-type: none"> Staff member who witnessed Behaviour and/or Team Leader 	<ul style="list-style-type: none"> Referred to Head of Junior School and/or Assistant Head of Junior School When necessary Principal, Deputy Principal and Counsellor informed
COMMUNICATION	<ul style="list-style-type: none"> Behaviours recorded in the Student Diary thereby informing parents Possible parent phone call if required 	<ul style="list-style-type: none"> Behaviours recorded in the Student Diary thereby informing parents Phone call to parents/possible meeting Online Reflection Room entry Sentral record 	<ul style="list-style-type: none"> Online Reflection Room entry Reflection Sheet Head of Junior / Assistant Head of Junior School to contact parents for an interview Parent/ Carers Interview Sentral record
ACTION	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Reflection with staff member who witnessed behaviour Classroom Teacher notified of this behaviour 10 minute related 	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Lunchtime Reflection Room Reflection Sheet Withdrawal from the playground Member of the Junior School Leadership Team to monitor 	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Lunchtime Reflection Room/s Possible Counselling Interview with parents/carers Playground suspension In-School Suspension Suspension

HOME LEARNING

GUIDELINES

At St Gregory's Junior School we seek to ensure the following.

- Home learning is a positive experience for students, teachers and parents by providing meaningful, engaging and authentic learning experiences. It may draw on different subject areas and students' existing interests and extra-curricular activities. Home learning will generally consist of the following types of activities but not limited to;
 - o Reading – nightly reading of a Home Reader (K-2) or literature of choice (3-6). Logs should be completed for reading
 - o Spelling practice – varying activities each week
 - o Mathematics – problem solving, core number tasks etc
 - o Inquiry – related to the current Unit of Work – this may be research, discussion, thinking routine etc
 - o Acknowledgement and encouragement of physical and creative activities
 - o Acknowledgement and encouragement of family-based activities
- Home learning will consist of both **compulsory and optional** activities that include both inquiry-based and skill-based learning.
- Home learning caters for students of all abilities and learning styles.
- Home learning expectations are **flexible** and allow for **negotiation** between home and school. If home learning is not completed, the teacher will inform parents/guardians with a view to both working together towards a satisfactory learning outcome.
- Teachers will provide **feedback** to the students. This may be written or verbal.
- Home learning will usually consist of some tasks to be completed across a fortnight and some tasks to be completed across a week. It is generally expected that students will complete home learning four nights per week from Monday to Thursday.



HOME LEARNING GUIDELINES

CONTINUED

Time Allocations

Your child is not expected to spend any more time than that suggested for completing home learning. The intention is that all children should be able to complete the tasks independently in the time allocated.

We are aware that some children take longer to complete tasks than others and that most children will take longer to complete tasks at home than they would at school. Therefore we request that, when your children have worked for the time allocated, they cease work, whether or not they have completed the set task. A brief note to the teacher indicating this would be beneficial. The teacher will then be in a position to adjust the amount of homework required for your children if necessary.

Daily home learning expectations should not exceed the times indicated below:

Year Group	Time Allocation for Home Learning
Kindergarten	10 minutes per night
Years 1 and 2	15 – 20 minutes
Years 3 and 4	20 – 25 minutes
Year 5 and 6	30 minutes

Parents are strongly asked to communicate with the teacher if home learning is taking significantly less or more time than the above guidelines.

Home Learning Environment: Cultivate Good Study Habits

Noise TV and radio do not mix with study

Light A strong even light from above and behind will help avoid unnecessary tiredness

Furniture A straight-backed chair and table of good height help posture

Place A suitable learning space is recommended

Parents are encouraged to:

- Read out spelling words for the child to write down
- Listen to children read and ask questions to prompt comprehension of the text
- Read to the child
- Read and comment upon what the child writes
- Answer questions - cautiously! It is better to try to lead the child to find or work out an answer than to simply provide it.
- It is helpful if parents sign and date homework or the diary as an indication that they have seen it and that a measure of supervision has taken place.