



**Mater Christi  
College**

Informed  
Compassionate  
Creative

**PEACE GARDEN**  
Seek peace and pursue it - Ps 34:14

**SCHOOL CHARTER  
2025**

# ACKNOWLEDGMENT OF LAND

As we pay our respects to the Wurundjeri people of the Kulin Nation, who for millennia have loved, cared and nurtured the lands on which our college sits.

We recognise all First Nations elders, past, present and emerging, whose stories, customs and traditions hold the memories of those who learned, played, grew and lived on these lands long before us.

We remember the significant spiritual connection that First Nations Australians have to the lands that they call home – the trees and the waterways, the soil and the sky.

As a Catholic College on Wurundjeri land, we remember the special place of story in learning, and the importance of Bunjil the Eagle, and Waa the Crow, ancestral beings of these lands.

As a College, we commit ourselves to being part of the ongoing journey of reconciliation, not just in words, but in deeds and actions.





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## SCHOOL CHARTER

Mater Christi College is a Catholic Secondary Girls' College, which takes its direction from the message and word of Jesus Christ. Inspired by the Sisters of the Good Samaritan and the Rule of Benedict, we aim to provide an inclusive education where all are supported and respected.

At Mater Christi College our goal is to provide a safe and supportive learning environment where every student is known and cared for. The School Charter is based on our commitment to provide both "wellbeing for learning" and "learning for wellbeing." This holistic approach to educating young people nurtures the reciprocal relationship between wellbeing and academic growth.

Our School Charter has been collaboratively created by all members of the College community. This collaborative approach to supporting student learning and wellbeing embraces the potential for school communities to flourish when built on *co-agency*. That is, students, teachers and parents/carers working together with mutual trust and respect.

The Charter is supported by a Learning and Wellbeing Code of Conduct (LWCC) explicitly outlining the behaviours, skills and dispositions conducive to fostering a positive school climate, thereby promoting success for all students. It clearly outlines the expectations and duties of every member of the school community, fostering positive and effective collaborations among students, teachers, and parents/carers. Additionally, the LWCC serves as a framework, guiding students to exercise agency by developing skills and making decisions that contribute to their overall wellbeing and learning.

As one of the ten colleges in Good Samaritan Education (GSE), we commit to the [GSE Philosophy of Wellbeing](#).

### **Preface for Parents and Carers**

At Mater Christi College, we strive to create an environment where students feel safe to be themselves, to explore who they are becoming, to learn and to grow. An inevitable part of this process is making



mistakes. I'm sure you can look back on your own adolescence and recall a time when you were not your best self. Let's face it, it is likely that during your child's time as a student at Mater, she will make a poor choice. This is a natural aspect of growing up and a crucial part of learning.

However, genuine growth can only occur when young people feel empowered and secure enough to take responsibility for their actions. This is challenging for adolescents, and we understand that this may be difficult for you, as a parent. You may be tempted to defend your child to the ends of the earth to protect her from negative feelings. We understand this urge as it is born of ferocious love. She is very lucky to have you in her corner.

But ultimately, we are also in her corner. Our partnership with you means that sometimes there will be consequences due to mistakes, accidents and poor choices. It is important for you to know that these consequences exist in a broader environment of pastoral care, learning,

a commitment to child safety and wellbeing, and a fundamental belief in the inherent dignity and worth of each young person in our care.

The atmosphere at Mater Christi College is overwhelmingly positive, and this Charter is designed to both uphold and enhance this positivity. Throughout this document you will find clear expectations for our students, as well as remedies for times when these expectations are not met. Additionally, you will see areas where your support is sought, so that together we can guide your child through this important developmental process. Your cooperation is invaluable as we work together to grow our positive culture which will give our students the skills and knowledge they need to flourish beyond their time at Mater Christi College.

**Ms. Maria Haggett** | Mater Christi College Principal





The College community has identified the following positive behaviours for learning and wellbeing. The table below outlines how students want to feel at school, and the behaviours that foster those feelings and promote learning success and enhanced wellbeing.

We want to feel:	SAFE	SUPPORTED	POSITIVE	ENGAGED	INSPIRED
<p><b>In the College we will:</b></p>	<ul style="list-style-type: none"> <li>• Respect all staff and students.</li> <li>• Respect our own and others' health and wellbeing.</li> <li>• Respect school property, facilities, shared spaces and boundaries.</li> <li>• Be inclusive.</li> <li>• Take care of our environment.</li> <li>• Use respectful language.</li> <li>• Respect the faith tradition of the College.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others with kindness.</li> <li>• Build positive and respectful relationships.</li> <li>• Be accepting of others' differences.</li> <li>• Be considerate.</li> <li>• Encourage others to do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Be upstanders.</li> <li>• Be our best selves.</li> <li>• Be solution focussed.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in whole school events and co-curricular activities.</li> <li>• Get to know others, choosing to be social in person rather than on a device.</li> <li>• Follow the uniform policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a go and get involved.</li> <li>• Encourage others to be their best selves.</li> <li>• Be a positive example to others.</li> </ul>
<p><b>In the classroom we will:</b></p>	<ul style="list-style-type: none"> <li>• Arrive at school/class on time and remain at the College until the end of the day.</li> <li>• Use a respectful voice and body language when interacting with others.</li> <li>• Respect the personal space of others.</li> <li>• Use equipment as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listen to others.</li> <li>• Follow teacher instructions.</li> <li>• Help others with their work.</li> <li>• Be polite and respectful to all staff and students.</li> <li>• Collaborate with others.</li> <li>• Contribute our views in a positive manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond positively to direction and feedback.</li> <li>• Be curious.</li> <li>• Try new things and challenge ourselves.</li> <li>• Embrace mistakes as learning opportunities.</li> <li>• Display initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time, organised and ready for class.</li> <li>• Ask questions to clarify our understanding.</li> <li>• Actively listen and participate in classroom learning activities.</li> <li>• Share knowledge and ideas.</li> <li>• Use our class time productively.</li> <li>• Complete our work punctually.</li> </ul>	<ul style="list-style-type: none"> <li>• Aim for our personal best.</li> <li>• Work hard and take pride in learning.</li> <li>• Strive for high expectations.</li> <li>• Take responsibility for our learning.</li> </ul>

We want to feel:	SAFE	SUPPORTED	POSITIVE	ENGAGED	INSPIRED
<p><b>When we are using ICT we will:</b></p>	<ul style="list-style-type: none"> <li>• Comply with the MCC <a href="#">ICT Acceptable Use Policy</a>.</li> <li>• Ensure our phones are locked in our lockers during the school day.</li> <li>• Think before sending a communication (message).</li> <li>• Use our laptops for educational purposes and only when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek help from an adult for ourselves and others when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate kindly with others online.</li> <li>• Use appropriate email etiquette.</li> <li>• Use ICT for personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your email daily.</li> <li>• Check and use SIMON daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to enhance our learning.</li> <li>• Use ICT to have a positive impact on others and the world around you.</li> </ul>
<p><b>When we are out in the community we will:</b></p>	<ul style="list-style-type: none"> <li>• Be courteous to others – whether in the street or on public transport.</li> <li>• Demonstrate College values and expectations.</li> <li>• Be aware of our surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge and respond to the needs of others.</li> <li>• Look out for each other on public transport and on the way to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Be our best selves.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear our College uniform in line with the Uniform Policy and with pride.</li> </ul>	<ul style="list-style-type: none"> <li>• Be Good Samaritans.</li> </ul>



### Commitment from Mater Christi College Staff to evidence-informed practices which have positive effects on the safety, wellbeing and learning of all students.

Mater Christi Teaching staff will:

- Learn the names of their students and make every effort to pronounce them correctly.
- Greet students at the start of class and show a genuine interest in them.
- Acknowledge and positively commend student effort and success, provide specific feedback and formal commendations for positive behaviours.
- Provide corrective feedback at the time of, or closely following a behaviour of concern; discreetly point out where expectations have not been met and provide examples of how the student could improve.
- Ensure that the physical layout of the classroom facilitates teacher movement and line of sight.
- Actively supervise students by moving around the classroom, scanning and interacting with students.
- Leave the classroom environment neat and tidy, ensure furniture is replaced, writing surfaces are clean and rubbish is removed from the floor and tables. Turn off lights, projector and heating/cooling.
- Work with students to establish a small number of clear expectations and specific behaviours using the LWCC as a guide. Make these expectations visible, teach them when required, and tie them to positive consequences when met, and correction or a remedy from the LWCC when not met.
- Establish classroom routines to increase predictability for students. For example, the appropriate way to enter and exit the classroom, how to ask for help, when a device should be opened or used, when to pack up, using equipment.

### Glossary

The LWCC introduces language that differs from previous policies. Please see below for a brief explanation.

**Behaviour of Concern** – refers to any action or conduct by a student that negatively impacts the learning environment, safety or wellbeing of a student or staff member.

**Breach** – refers to a College policy not being followed, specifically the LWCC.

**Remedy** – refers to an action taken by the school to address a behaviour of concern and to assist the student in understanding how the behaviour impacts the community.

**Incident** – An incident refers to a formal account of a behaviour of concern kept on the school record. The College is obliged to keep these records under the Public Records Act (1972).

**Lunchtime Community Service** – A remedy during which students are to complete a form of school-based service to acknowledge behaviours of concern.

**Parent/carer – school conference** – Refers to an official request to address the conduct of a student and the impact on the community, and to seek and provide support for improvement.

**Uniform**

<b>STUDENTS</b>	<b>PARENTS/CARERS</b>	<b>TEACHERS</b>	<b>REMEDIES</b>
<p>Wear your College uniform with pride and as outlined in the <a href="#">Uniform Policy</a>.</p> <p>Breaches of this may include:</p> <ul style="list-style-type: none"> <li>- Non-uniform outer garments such as a hoody or non-MCC puffer jacket; unsuitable shoes.</li> <li>- Wearing damaged, unwashed, and ill-fitting uniform items.</li> </ul>	<p>Provide appropriate uniform items.</p> <p>Support the College to ensure that your child complies with the <a href="#">Uniform Policy</a>.</p> <p>Seek assistance from the College if support is required to access the appropriate uniform items.</p>	<p>Promote positive wearing of the College uniform in your class.</p> <p>Ensure students in your class understand the appropriate way to wear the uniform.</p> <p>Address and follow up breaches of the <a href="#">Uniform Policy</a> which occur in your class.</p>	<p>Incident recorded in SIMON</p> <p>Following two (2) breaches of the Uniform Policy, the student will be required to attend Lunchtime Community Service.</p> <p>Following a third incident, a formal letter will be sent to parents/carers requesting support for College policies.</p> <p>Further breaches will trigger a parent/carer-school conference.</p> <p><i>For continued breaches, the College reserves the right to exclude a student from school until standards are in line with expectations.</i></p>
<p>Your personal presentation should be in keeping with <a href="#">Uniform Policy</a> standards</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- No cosmetic enhancements such as false eyelashes or nails.</li> <li>- Makeup should be minimal.</li> <li>- Long hair should be tied back.</li> <li>- Hair colour should be natural or near natural.</li> <li>- No septum piercings.</li> </ul>	<p>Support the College to ensure that your child complies with the <a href="#">Uniform Policy</a>.</p> <p>Should a student have a diagnosis for which cosmetic enhancement is an evidence-based intervention, the following is required:</p> <ul style="list-style-type: none"> <li>- provide evidence of a diagnosis from a registered clinical psychologist.</li> <li>- provide an accompanying plan to reduce the dependence on cosmetic enhancements over time</li> <li>- meet with the YLL twice per term to update progress.</li> </ul>	<p>Ensure students in your class understand that personal presentation is part of the <a href="#">Uniform Policy</a>.</p> <p>Promote student safety and wellbeing aspects of the uniform in your class, for example, the reduction of peer pressure to appear a certain way.</p> <p>Address breaches of the <a href="#">Uniform Policy</a>.</p>	<p>Incident recorded in SIMON</p> <p>Following two (2) breaches of the <a href="#">Uniform Policy</a>, the student will be required to attend Lunchtime Community Service.</p> <p>Following a third incident, a formal letter will be sent to parents/carers requesting support for College policies.</p> <p>Further breaches will trigger a parent/carer-school conference.</p> <p>For continued breaches the College reserves the right to exclude a student from school until standards are in line with expectations.</p>

	STUDENTS	PARENTS/CARERS	TEACHERS	REMEDIES
ICT	<p>Adhere to the <a href="#">ICT Acceptable Use Policy</a> by placing your phone in your locker prior to Home Group and class.</p> <p>Breaches include:</p> <ul style="list-style-type: none"> <li>- Concealing your phone in class or during lunchtime.</li> <li>- Bringing or using a second phone if one has been confiscated.</li> </ul>	<p>Actively monitor mobile phone use to support health and wellbeing.</p> <p>Follow the <a href="#">Parent/Carer – School Relationship Charter</a>.</p> <p>Do not call or text students during school hours.</p> <p>Contact Reception if the matter is urgent.</p>	<p>Foster the responsible use of mobile phones in your class, for example, use resources provided by external providers such as Control Your Scroll and Dr Judith Locke.</p> <p>Implement the <a href="#">ICT Acceptable Use Policy</a> in your class by actively monitoring student mobile phone activity.</p> <p>Confiscate student phones used in your class during the school day and take to Reception.</p>	<p>Confiscation of student phone, to be collected at the end of the school day from reception.</p> <p>Incident recorded on SIMON</p> <p>Following two (2) breaches of the <a href="#">ICT Acceptable Use Policy</a>, the student will be required to submit her phone to reception at the start of each day to be collected at the end of the day, for a period determined by the College.</p> <p>Further breaches will trigger a parent/carer-school conference.</p>
	<p>Use your school-supplied laptop appropriately as outlined in the <a href="#">ICT Acceptable Use Policy</a>.</p> <p>Your laptop should only be opened and turned on after you have been instructed to do so by your teacher.</p> <p>You are not permitted to use your devices in the yard during recess and lunch.</p> <p>Examples of inappropriate use include:</p> <ul style="list-style-type: none"> <li>- Playing games or using messaging services or social media during class or at recess/lunch</li> <li>- Inappropriate social media use outside of school time.</li> <li>- Watching streaming services during class time or at recess/lunch.</li> </ul>	<p>Promote responsible device use per the College <a href="#">ICT Acceptable Use Policy</a></p> <p>Model positive and productive use of social media and device use.</p> <p>Actively monitor device use at home, particularly in bedrooms.</p> <p>Where possible, attend College organised parent seminars on cyber safety.</p> <p>Contact the College if concerns arise regarding device use.</p> <p>Consider parental control apps and programs.</p>	<p>Instruct students to open their laptop only after you have greeted them and if it is necessary for students to use the device for learning.</p> <p>Actively monitor device use in your class to ensure it is purposeful.</p> <p>Promote appropriate device use in your class per <a href="#">ICT Acceptable Use Policy</a>.</p> <p>Model responsible device use in your class.</p> <p>Raise concerns with the Deputy Principals if you believe inappropriate apps, programs or sites are being accessed in your class.</p>	<p>Incident recorded on SIMON.</p> <p>Following two breaches of the <a href="#">ICT Acceptable Use Policy</a>, the student will be required to attend Lunchtime Community Service.</p> <p>Following a third incident, a formal letter will be sent to parents/carers requesting support for College policies.</p> <p>Device access may be limited.</p> <p>Further breaches will trigger a parent/carer-school conference.</p> <p>*In the case of a serious breach of the ICT Policy the College reserves the right to escalate the matter to a parent meeting and possible school exclusion.</p>



ICT

**STUDENTS**

Use your headphones and earbuds appropriately and when permitted.

Examples of inappropriate use include:

- Wearing headphones or earbuds during recess or lunch without prior arrangement.
- Wearing headphones or earbuds during class without prior permission.

**PARENTS/CARERS**

Promote positive use of headphones and earbuds, for example, avoid using them in social settings.

Advise the College if your child has documented sensory needs that require therapeutic use of headphones.

**TEACHERS**

Monitor and address headphones and earbuds use in your class, on yard duty and in other settings where headphones or earbuds are not permitted.

Ensure that adjustments for students with sensory needs are met.

**REMEDIES**

Incident recorded on SIMON. Following two (2) breaches a student will be required to attend Lunchtime Community Service.

Following a third incident, a formal letter will be sent to parents/carers requesting support for College policies.

Further breaches will trigger a parent/carer-school conference.



**Attendance**

**STUDENTS**

**PARENTS/CARERS**

**TEACHERS**

**REMEDIES**

Attend all classes in your timetable.  
Attend all school events including but not limited to:

- College Masses and celebration days.
- Mater Day.
- Sports Carnivals.
- Excursions/Incursions.
- Information sessions.

Comply with statutory responsibilities and the MCC [Attendance Policy](#) to ensure your child attends school each day.  
Communicate with the College promptly if your child is ill, via the absentee line or MyMCC.  
Support the College approach to student attendance and safety.

Mark the roll promptly in your class, ideally within first 15 minutes of each lesson.  
Promote attendance at all school events.  
Comply with [Duty of Care Policy](#) requirements under professional obligations.

Students not attending class without valid reason will be required to attend Lunchtime Community Service.  
Truancy (being off campus without permission) will result in an internal suspension and a parent/carer-school conference.

Arrive punctually to school.  
Remain at the College throughout the school day.  
Remain in your class or approved alternatives as appropriate.  
Approved alternatives (with permission) include Wellbeing Hub, Health Care Centre, and ICT Support.

Follow College procedures to support your child's safety including:

- Supporting punctuality
- Following correct procedures for late arrival or early finish.
- We respectfully ask that you do not lie for your child if they are absent without permission.

Promote and acknowledge punctual attendance in your class.  
Discuss the importance of punctuality with students who arrive late to your class.  
Record late arrivals on SIMON.

Following two (2) late arrivals without valid reasons, students will be required to attend Lunchtime Community Service.

	<b>STUDENTS</b>	<b>PARENTS/CARERS</b>	<b>TEACHERS</b>	<b>REMEDIES</b>
<b>Property</b>	<p>Respect the College learning environment by using facilities, equipment and resources appropriately.</p> <p>Breaches may include wilful or reckless damage to property such as:</p> <ul style="list-style-type: none"> <li>- Drawing on desks, breaking seats.</li> <li>- Defacing or damaging resources.</li> <li>- Defacing or damaging bathroom or toilet facilities.</li> </ul>	<p>Encourage your child to respect the materials and resources provided for them by the College.</p> <p>Support College policies including consequences for any breach arising from wilful or reckless behaviour.</p> <p>If damage is caused wilfully or recklessly families may be asked to reimburse the cost of repair or replacement.</p>	<p>Actively monitor students in your class and on yard duty.</p> <p>Report incidents to YLL or DPSS and in pastoral notes on SIMON.</p>	<p>Breaches will trigger a parent/ carer conference.</p> <p>Intentional property damage may result in suspension.</p>
	<p>Show respect by taking responsibility for your belongings and materials by locking lockers, caring for your textbooks, and naming uniform items.</p> <p>Respect the belongings of others.</p> <p>Breaches may include:</p> <ul style="list-style-type: none"> <li>- Careless or wilful damage of own resources, laptop, etc.</li> <li>- Accessing the devices, schoolbags, or lockers of other students.</li> </ul>	<p>Promote respect for your commitment to your child's education by talking to them about looking after their belongings and respecting those of others.</p> <p>Ensure your child's belongings are clearly labelled.</p> <p>If damage is caused wilfully or recklessly families may be asked to reimburse the cost of repair or replacement.</p>	<p>Assist students in learning how to use lockers and locks.</p> <p>Assist students in your class to organise their learning resources in an orderly manner.</p> <p>Address minor incidents with a discussion and major incidents by reporting to the YLL.</p>	<p>Teachers are to address inappropriate use of belongings, as required.</p> <p>Damage to the property of others will result in Lunchtime Community Service.</p> <p>Intentional major property damage may result in suspension.</p>

**Social Behaviour**

**STUDENTS**

Do not possess, use, or distribute illicit substances or paraphernalia on College grounds, in the College uniform, or at any College organised activity.

Breaches include possession, distribution or use of:

- E-cigarettes (vapes)
- Cigarettes
- Alcohol
- Non-prescribed or illicit drugs
- Inappropriate use or sharing of prescription medication

Your interactions with fellow students should reflect our community's expectations of kindness and inclusion, so that all of our students feel and are safe.

Behaviours of concern that may be construed as bullying if continued such as:

- Derogatory comments or noises to and about others.
- Unwanted physical contact.
- Microaggressions.
- Online harassment or threats.
- Bystander behaviour.
- Approaching others in a large group.
- Approaching a student in a group in a manner that is likely to intimidate.

**PARENTS/CARERS**

Help your child to understand the dangers of illicit substances.

Comply with legal obligations regarding illicit substances.

Support the College to enact policies regarding the use of illicit substances.

The College reserves the right to review the enrolment status of any student involved in the use or distribution of illicit substances or paraphernalia.

Encourage and model Good Samaritan Values.

Encourage your child to act with kindness and compassion.

Support College expectations and consequences for breaches of this Code of Conduct.

Understand and uphold the [Parent/Carer – School Relationship Charter](#).

The College reserves the right to escalate more serious matters, including continued behaviours which have not improved. In such cases, the College also reserves the right to review a student's enrolment status.

**TEACHERS**

Monitor students in your class and any other setting per the [Duty of Care Policy](#).

Report any incidences to YLL/DPSS.

Clearly define and establish positively stated expectations in and out of the classroom.

Have consistent boundaries and act fairly.

Actively supervise your classroom and other activities, interacting with students.

Model Good Samaritan values to students and other staff.

Pay attention to positive behaviours, and address behaviours of concern as they happen, being mindful to correct students discreetly.

**REMEDIES**

The possession of paraphernalia will result in a parent/carer meeting and the student will be required to participate in a health education program.

Any illegal behaviours will result in parents/carers being contacted and immediate suspension.

For ongoing behaviours of concern, an incident will be recorded on SIMON and communicated to the YLL.

Escalate serious matters to the YLL or the DPSS immediately.

It may be appropriate for the teacher to communicate directly with the parent/carer, check with YLL/DPSS.

For serious breaches in the classroom use the time out procedure and contact parent/carer.

**Social Behaviour**

**STUDENTS**

Your conduct in the College should reflect respect for your teachers and the College.

Use the opportunities in the RULER program to learn about your emotions and how to express them appropriately.

Breaches may include:

- Disruptive outbursts, speaking inappropriately to a staff member, for example, being rude or defiant.
- Refusal to follow teacher instructions.
- Leaving class without permission.
- Congregating in or near toilets.
- Being in areas that are out of bounds.
- Chewing gum.

**PARENTS/CARERS**

Encourage your child to make the most of their opportunities for classroom learning by being a respectful class member.

Talk to your child about appropriate ways to express her emotions.

Support the College's consequences for breaches of this code in the classroom.

Understand and uphold the [Parent/Carer – School Relationship Charter](#).

The College reserves the right to escalate more serious matters, including continued behaviours which have not improved, to a parent/carer meeting. In such cases, the College also reserves the right to review a student's enrolment status.

**TEACHERS**

Model Good Samaritan values in class.

Address inappropriate behaviours respectfully with individual students.

Escalate serious matters to the YLL/DPSS.

Record incidents in SIMON for further action once communicated to YLL/DPSS.

It may be appropriate for the teacher to communicate directly with the parent/carer, check with YLL/DPSS

**REMEDIES**

A seating plan may be enacted.

Incident recorded on SIMON.

Incident communicated to YLL/DPSS.

For serious breaches within the classroom use the time out procedure and contact parent/carer.

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and should not be



### In the classroom

#### STUDENTS

Attempt and complete classroom learning tasks to the best of your ability.

Open and turn on your laptop only after you have been instructed to do so by your teacher.

Actively listen to maintain your attention and focus during class.

Accept assistance from any staff member whose role is to assist you in classroom learning.

Contribute to class discussions respectfully.

Bring the required equipment and resources to class.

Access SIMON for your class notes and information.

Maintain your class notes in an orderly manner.

Seek help with any of the above points if required.

Breaches may include:

- Refusing to attempt or avoiding classwork.
- Lack of or disorganised notes.
- Continually not bringing or charging laptop.

#### PARENTS/CARERS

Show interest in your child's learning, for example, via MyMCC.

Contact the HGM or class teacher as soon as difficulties may arise.

Ensure book-listed materials and resources are provided at the start of the school year.

The College can assist families where difficulties arise in purchasing resources. Please contact the Registrar.

Encourage use of the College planner to assist with organisation

Where required, seek support from College staff.

#### TEACHERS

Document lesson plans in SIMON and include resources to support classroom learning.

Commend students who display positive learning behaviours.

Provide clear instructions.

Provide clear and specific feedback to support student growth.

Support students with strategies to assist them in developing their learning behaviours (for example, note taking, use of planner to record homework and assessment task due dates).

Provide and document learning adjustments where required to meet student learning needs.

Communicate concerns about student learning to parents/carers early.

Reply to communication from parents/carers within two (2) school days.

#### REMEDIES

Classroom teachers will manage classroom concerns by:

- Discussing concerns with a student who does not display positive learning behaviours.
- Providing support, including strategies, to assist student learning.

Should this continue, the following strategies may apply:

- A seating plan may be enacted to support student learning.
- A time out will be enacted to remove students who continue to disrupt classroom learning.
- Parents/carers may be required to attend a meeting to discuss concerns.
- The Student Referral Team may be asked to investigate further if learning diversity needs are suspected.

## Homework

### STUDENTS

Use the MCC student planner (preferred) to organise your weekly study requirements.  
Record your homework in the planner, including due dates.  
Complete homework tasks to the best of your ability.  
Seek assistance from your teacher with homework prior to the due date.  
If an extension is required, ask or email your teacher prior to the due date outlining the reason.  
Breaches may include:

- Consistent non-completion of homework
- Consistent late homework.

### PARENTS/CARERS

Support your child to complete study and homework by (where possible) providing a quiet physical space away from distractions.  
Support good homework habits including checking in and asking how their use of the planner is tracking.  
Encourage your child to communicate proactively with her teacher, e.g. to clarify task requirements prior to the due date.  
Contact the teacher if you have concerns about homework habits so that support can be provided.

### TEACHERS

Manage due dates and student submission of homework tasks in SIMON.  
Be explicit and realistic about the recommended time required to complete homework tasks.  
Provide resources in SIMON to assist students.  
Design homework tasks to support classroom learning.  
Provide strategies to assist students in developing good homework habits.  
Reply promptly (within 2 school days) to requests for extension or support.

### REMEDIES

Classroom teachers will manage student submission of homework tasks by:

- Discussing requirements with a student who has not submitted the task.
- Sending 'not submitted' or 'incomplete' notifications on SIMON.
- Organising submission (or resubmission) of homework.



The Mater Christi College Peace Garden commemorates the work of the Good Samaritan Sisters in Japan following the Second World War. The sisters responded to an invitation to minister in the Archdiocese of Nagasaki after atomic bombs destroyed Nagasaki and Hiroshima. The garden was a project for the 60th anniversary of the College.



	STUDENTS	PARENTS/CARERS	TEACHERS	REMEDIES
<p><b>Approved student absences 7-10</b> (includes parent notified illness, excursions, approved leave, co-curricular commitments)</p>	<p>Prioritise coming to school every day unless an absence is unavoidable.</p> <p>Check Lesson Plans in SIMON to complete any classwork you have missed.</p> <p>Contact your class teachers to clarify instructions for classwork.</p> <p>Complete work prior to the next lesson.</p> <p>Breaches may include:</p> <ul style="list-style-type: none"> <li>- Non-completion of tasks following absence.</li> <li>- Continued absence without a valid reason.</li> </ul>	<p>Support your child's wellbeing and learning by reserving absences for serious matters such as illness.</p> <p>Communicate with the school about any absences through MyMCC or absentee line.</p> <p>Support the school in observing statutory attendance requirements, including VCAA requirements.</p> <p>Contact the school as soon as you suspect that your child is developing a persistent reluctance to attend school.</p>	<p>Reply within two (2) school days to students and/or parents who request assistance with schoolwork due to absence.</p> <p>Document lesson plans in SIMON and include resources to enable students to complete missed work.</p> <p>Monitor classroom attendance and follow processes for recording absences.</p>	<p>Classroom teachers will send a letter (via SIMON) alerting parents/carers of</p> <ul style="list-style-type: none"> <li>- non-completion of classwork following an absence.</li> </ul> <p>End of semester report will record <b>absent</b> if a student has not completed an assessment task due to absence.</p> <p>Class teachers will advise YLL and record a Pastoral Note on SIMON if frequent absences from class are impacting a student's progress in the subject.</p> <p>Frequent absences will trigger a parent/carer meeting.</p>
<p><b>Approved student absences VCE</b></p>	<p>VCE students must maintain a 90% attendance average in each VCE subject.</p> <p>VCE students must follow MCC student assessment processes and procedures, including medical documentation for absences.</p>	<p>As above and:</p> <p>Parents of VCE students should be aware that absences from VCE classes and assessments will require documentation from a medical practitioner.</p>	<p>As above and:</p> <p>Monitor VCE attendance to ensure it does not fall below 90%.</p>	<p>Classroom teachers will send a letter (via SIMON) alerting parents/carers of:</p> <ul style="list-style-type: none"> <li>- concerns if VCE class attendance falls below 90%.</li> <li>- non-completion of classwork following an absence.</li> </ul> <p>Frequent absences may jeopardise a student's eligibility to meet VCE completion requirements.</p>

	STUDENTS	PARENTS/CARERS	TEACHERS	REMEDIES
<p><b>Longer term absences 7-10</b> such as discretionary family holidays</p>	<p>You must obtain an overview of the learning requirements from your teachers and negotiate what you can complete while absent.</p> <p>Breaches may include:</p> <ul style="list-style-type: none"> <li>- Being noncommunicative about an absence.</li> </ul>	<p>Schedule holidays during term breaks and known student-free days to minimise the impact of prolonged absences on your child's learning.</p> <p>If a family holiday during term time is unavoidable, communicate with your child's teachers about the length of absence and expectations for schoolwork.</p> <ul style="list-style-type: none"> <li>- Due to the statutory requirements around student attendance, absences for longer than two weeks require the principal's permission.</li> <li>- Please note MCC is not a registered distance education provider, and we are unable to provide online or distance learning.</li> </ul>	<p>Provide an overview of learning requirements for up to two cycles (four weeks) for students with a principal-approved absence due to a family holiday.</p> <p>Assess any tasks submitted while the student is absent.</p>	<p>If a student has not completed an assessment task due to a long-term absence, the end of semester report will record <b>absent</b>.</p> <p>If long-term absences from class are impacting a student's progress in the subject, the classroom teacher will advise the YLL and record a Pastoral Note in SIMON.</p>
<p><b>Longer term absences VCE</b> such as discretionary family holidays</p>	<p>Please note that a VCE SAC missed due to a family holiday will have no grade recorded.</p> <p>Please note that family holidays will impact VCAA attendance percentages and may impact your VCE eligibility.</p> <p>Breaches may include:</p> <ul style="list-style-type: none"> <li>- Being noncommunicative about an absence.</li> <li>- Falling below 90% in VCE attendance.</li> </ul>	<p>Download and, if necessary, clarify with the College the VCAA requirements for student attendance which is contained in the MCC VCE Student Assessment process and procedures.</p> <p>The College strongly advises against planning long family holidays during term time when your child is completing VCE.</p>	<p>Refer any relevant queries to the VCE Learning Leader.</p>	<p>Absences due to a family holiday, will impact attendance percentage and jeopardise a student's eligibility to meet VCE completion requirements</p>





Assessment  
– Years 7-10

### STUDENTS

Record assessment task due dates in your MCC student planner (preferred planner).  
Complete all assessment tasks to the best of your ability.  
Academic honesty must be displayed at all times.  
Complete and submit assessment tasks by due dates.  
Clarify requirements with your teacher at least two school days prior to the due date.  
If you are absent from class when an Assessment task is in progress, you must catch up prior to the next class.  
If you are absent from class on the day an Assessment Task is due, you must submit or complete the task the very next lesson.  
A medical certificate must be provided if you are absent from an end of semester examination.  
Breaches may include:

- Noncompletion of an assessment task
- Late submission without a valid reason.
- Absence without a valid reason, for example, from a test.

### PARENTS/CARERS

Actively support your child's completion of assessment tasks through regular conversations about their learning and/or via MyMCC.  
Support good organisation habits by encouraging the use of the student planner to record due dates.  
Encourage your child to communicate with her teacher at least two school days prior to a due date to request an extension.  
Support the implementation of the College's learning and assessment principles including appropriate remedies when expectations are not met.  
Assist in providing a medical certificate if your child misses an end of semester examination due to illness (years 9 & 10).

### TEACHERS

Ensure assessment tasks are fully explained and that assessment criteria are understood by students.  
Record assessment tasks in SIMON, including details of the requirements, assessment criteria and rubric, due date and submission format.  
Provide exemplars of assessment tasks for students to view.  
Reply within two school days to student requests for an extension, naming a new due date.  
Manage submission of assessment tasks in SIMON.  
Grade assessment tasks and provide feedback to students.  
Record grades in SIMON within two weeks of the due date.  
Oversee completion and submission of tasks for students who are absent from in-class assessment tasks (e.g. tests).  
Communicate with parents/carers if there are concerns about a student's progress or performance on an assessment task.  
Observe MCC assessment and reporting processes and procedures for assessing student learning in MYP.

### REMEDIES

The class teacher will send a notification (via SIMON) alerting parents/carers of non-submission of assessment tasks.  
Student required to submit task following receipt of notification.  
Student required to sit in-class task as arranged by the teacher – must be within two weeks of the original due date.  
Student will not receive a grade for assessment task if submitted late.  
End of semester report will indicate **submitted**. Feedback will be provided in SIMON.  
Late assessment will not be accepted one week after the formal due date unless an extension has been granted.

**Assessment  
– VCE**

**STUDENTS**

Ensure you understand and observe all requirements of the MCC VCE Assessment Policy.

Record all SAC and SAT due dates in your planner or calendar.

Contact your teacher for assistance at least two school days prior to SAC/SAT, Examination, or other assessment task date.

Provide a medical certificate if you are absent from a SAC/SAT or other assessment task including examinations.

Show academic honesty and observe VCAA authentication requirements when completing all assessed work.

Utilise study periods effectively by attending Scholastica or the Learning Commons.

Breaches may include:

- Noncompletion of an assessment task.
- Late submission without a valid reason.
- Absence without a valid reason, for example, from a test.

**PARENTS/CARERS**

Actively support your child's completion of assessment tasks through regular conversations about their learning and/or via MyMCC.

Support good habits by encouraging the use of the student planner to record due dates.

Be aware of and support the College in implementing VCAA and College assessment processes and procedures.

Facilitate a medical certificate for any absences from SAC/SAT or other school-based assessments.

If you are unsure about the requirements for the VCE qualification, contact the College.

**TEACHERS**

Record SAC/SAT or assessment tasks in SIMON, including details of the requirements, assessment criteria and rubric, due date and submission format.

Ensure all SACs/SATs and assessment tasks have the College's SAC Coversheet attached.

Provide all SACs/SATs and assessment task due dates at the start of each semester and advise the VCELL when requested

Communicate with parents/carers if there are concerns about a student's preparedness for a SAC/SAT or other school-based assessment.

Refer students to the VCE Learning Support Panel if serious concerns about progress arise.

Stay informed of and comply with the MCC VCE Assessment processes and procedures, and all VCAA Assessment and authentication requirements.

Stay informed of and comply with College's principles and procedures for SAC rescheduling and Scholastica duty.

Respond within two school days to student requests for assistance with SAC/SAT or other school-based assessment tasks.

Make explicit to students the assessment cut-off date for each VCE Area of Study (3 weeks after final SAC).

**REMEDIES**

The class teacher will send a letter to the parent/carer to inform them of an unsatisfactory SAC/SAT/outcome or school-based assessment task including arrangements for a re-sit.

VCELL and YLL will conduct a Learning Support Panel conversation with the student and inform parents/carers.

## Academic Honesty

### STUDENTS

Show academic integrity, that is be honest, fair, respectful, and responsible in the completion of learning and assessment tasks, ensuring that all work is your own.

Ensure you can verify the stages of your work, for example, by note-taking and drafting.

Be ready to produce references for all assessment tasks, including online sources and books.

Seek assistance from the Learning Commons staff regarding effective research and correct referencing (MCC uses the Harvard system).

Breaches include:

- Not acknowledging sources.
- Copying another student's work.
- Arranging for someone else to complete your work.
- Cutting and pasting from the internet.
- Unauthorised use of AI to complete schoolwork.

### PARENTS/CARERS

Promote academic integrity in all areas of school learning. Support your child to develop awareness of things that may constitute a breach of academic integrity.

Be aware of and support College responses to demonstrated breaches of academic integrity.

Mater Christi College endeavours to provide an environment in which our students learn from their mistakes; this cannot happen unless your child is encouraged to take responsibility when a poor choice has been made. We appreciate this may be difficult and ask for parent/carer support in assisting us in this process.

### TEACHERS

Apply consistent and rigorous assessment conditions across all classes and subjects.

Be familiar with the College's academic integrity principles and what constitutes a breach.

Support students with learning strategies to assist them in demonstrating academic integrity. Examples may include note-taking systems, paraphrasing, citing sources and referencing. Seek assistance from the Learning Commons to facilitate learning for your class.

Inform the YLL and VCELL (for VCE students) if you suspect or witness a breach of academic integrity.

Follow communication procedures with parents/carers about breaches of academic integrity.

Support students to understand the consequences of breaches of academic integrity in and beyond school.

### REMEDIES

In the first instance, the class teacher will contact the parent/carer to inform them of a suspected breach of the College's academic integrity principles.

Following this, a formal notification will be sent via SIMON advising that an academic honesty breach is being investigated.

The class teacher will meet with the student to discuss the breach.

- Where the student acknowledges the breach, a resubmission/resit date will be negotiated.
- Where a student does not acknowledge the breach, the teacher will seek assistance and conduct further investigations for example - authenticity tools.
- At this point, the teacher may also provide an alternative task under test conditions allowing the student to demonstrate understanding.
- The teacher will make a judgement about the authenticity of the student's work. If found to plagiarised not grade will be recorded.
- The end of semester report will indicate **submitted**. Feedback will be provided in SIMON.





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