



HOUSE SYSTEM INFORMATION TO PARENTS

The concept of the House system (Faction) is to take on a greater role beyond that of sports carnivals. It is the focal point for Pastoral Care within the School. There are six (6) Houses, each run by a Head of House who is responsible for the overall pastoral care, including academic growth, of each student in their House from Year 7 to 12. The Heads of House is co-ordinated by the Senior Head of House, Revd Tim Russell. The House System becomes another support mechanism for students entering Middle School.

On entering schooling at GMAS, even in Kindergarten, students are allocated a House and they remain in this House for their schooling. Siblings are in the same House.

Georgiana Molloy Anglican School's approach to Pastoral Care is very much a pro-active approach. We find that students thrive in a structured environment where they are involved in a wide range of activities, feel part of a warm and supportive community, are valued as individuals, are surrounded by positive role-models, and are encouraged to make their own contribution to the lives of others. This is achieved in the vertical **House** system. There are six (6) Houses. Each House has students from each of the years 7-12. Boys and girls become part of their House, make strong friendships among their housemates and find an easy transition to adulthood as they rub shoulders with older students who are there to support and encourage them. Each House engage in a variety of activities which promote breadth of interest, valuing of difference and develop the student's communications skills as well as their awareness of others. There will be an Inter-House Debating Competition, and Inter-House Science Quiz, House Music Awards, and a host of other things within Houses.

The House is divided into smaller groups called **Tutor Groups**, each with a Tutor, a member of the teaching staff, who monitors closely the progress and general development of each student and liaises closely with the Head of House and parents. The Tutor Groups engage in a variety of activities which develop their social and learning skills as well as strengthening bonds within the group. In House and Tutor Group activities, boys and girls learn not only to take an interest in each other and broaden their own horizons, they also make their own contribution to the activities and feel valued and can use their strength to develop the confidence to work on their weaknesses.

One of the strengths of the vertical system is the strong sense of continuity provided. The Head of House and Tutor get to know their charges very well indeed, and any difficulties a student may encounter can be picked up and dealt with quickly. This continuity also allows for long-term strategies to be put in place for students who need extra support. All younger boys and girls have an older **buddy** within their Tutor Group and those who need extra help have a senior student as an Academic Tutor who meets with them a couple of times a week to help with their organisation and work. In their daily contact with older students, the boys and girls find ready role models and quickly learn to relate to each other maturely, approach their studies in a settled way and make an easy and gradual transition to adulthood.

At the same time as they move through the School the students gradually take on more responsibility with Tutor Group and House and learn valuable leadership skills. Most Year 12 students have some leadership role within the House.

Parents themselves become part of the House family. As the boy or girl remains in the same House and Tutor Group over their six years, strong links develop between Head of House, Tutor and parents. Each House has an annual House Function, where the parents of the House can meet each other and the students of the House and their child's buddies.

Fundamental to the philosophy of the School and the House is the Christian Gospel and its emphasis on selfless **service**. Over their time at GMAS, students are engaged in a variety of service learning activities. These vary from going out collecting for the Red Shield Appeal, Daffodil Day, Fred Hollows Foundation and helping out with children with disabilities in schools for special purposes including the Parish of St. Mary's Community Centre.

Our students will become very proud of their House and very fond of their Housemates and become attached to their Head of Houses and tutors. The House farewell for departing Year 12 students late in the year can be quite moving occasions. The Head of House/Tutor team are backed up with the academic support for students with particular needs at both ends of the spectrum, and the Resource Centre is available after School for those who desire it.

Bruce Rixon
Principal

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