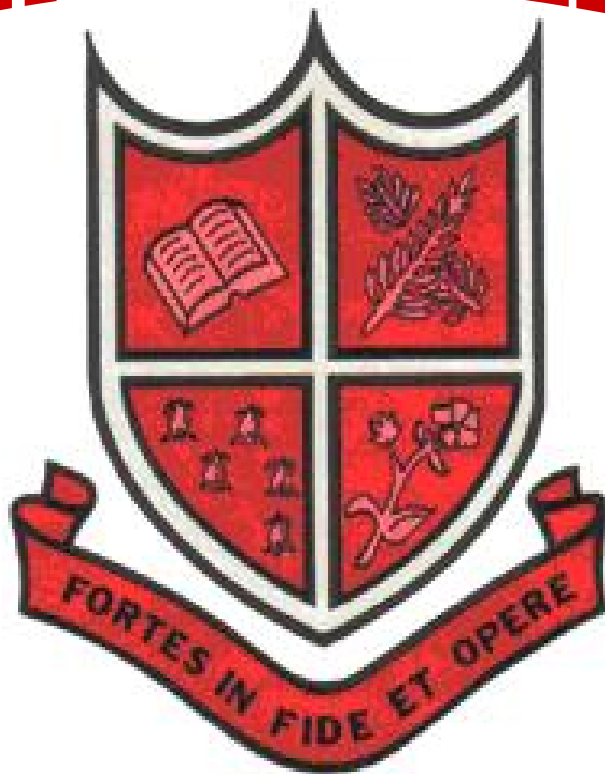


CAMPION COLLEGE



STUDENT HANDBOOK

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Campion College Student/Parents Handbook

CAMPION COLLEGE'S MISSION

Campion College, under the auspices of the Society of Jesus (Jesuits), is a school committed to building the Kingdom of God – a world characterized by social justice, love and respect for the dignity of every person. Every student of the College is given opportunities to achieve his or her maximum potential, to grow intellectually, socially, physically and spiritually, to make wise decisions, and to work co-operatively with peers and teachers, so as to develop as a confident, critically-conscious and useful citizen who will shape a more just society. The College, in partnership with dedicated and committed parents, alumni and community members, is dedicated to creating a harmonious and stimulating environment and providing a broad, balanced curriculum, using competent and motivated Staff.

CAMPION COLLEGE'S VISION

Campion College, with the involvement of its community of stakeholders, who are agents for positive social change achieves:

- Academic excellence with an optimum teaching and learning environment - one which has
 - the best available resources
 - a qualified, motivated staff achieving excellence
- and creates students who are well-rounded, socially-conscious and proactive individuals positively exhibiting school spirit and exuding high moral values.

CAMPION COLLEGE'S CORE VALUES

CREATIVITY
ACCOUNTABILITY
LOVE
OPEN-MINDEDNESS
RESPECT
INTEGRITY
EXCELLENCE

(CALORIE!)

Introduction

The main purpose of this handbook is to welcome all students and parents to Campion College and to provide each home with some details about the school, its policies and its programmes. This, we hope, will be both informative and useful.

We advise both parent and child to read through the booklet together. All of us – students, parents and teachers – can contribute much to the success of the school and the development of each child by working together with understanding and co-operation.

History of Campion College

The history of Campion College may be traced back to January 1940. That year, a Jesuit preparatory school for boys known as the St. George's College Prep. School was started on the site of the St. George's Old Boys' Club. Father J. Krim S. J. was the first headmaster. Sixteen boys enrolled at the beginning of the year and by the year's end, this number had increased to seventy-two.

By the end of 1941, it became apparent that the school building was too small to accommodate all the boys applying to attend the school. An alternative site was sought, and found in the form of Roslyn Hall, a property of three and a half acres situated at 115 Old Hope Road on the Liguanea Plain.

The building at 105 Hope Road was large and ideally suited to the purpose; applications had been received from people residing in the country parts thus creating the need for boarding space.

The property was renamed Campion Hall, in honour of the famous Jesuit Martyr, Edmund Campion, and it accepted its first 18 boarders on January 6, 1942.

Prior to 1959, a considerable number of Roman Catholics, residents of the corporate area had lodged complaints regarding the limited number of places available at St. George's College, then the only Catholic High School for Boys in Kingston. In response to this entreaty for additional school places, the Society of Jesus arranged to found another Catholic high school of boys. Accordingly, on July 10, 1959, it was announced that the Jesuits were undertaking to start a new boys' school, Campion College, on the site of the Campion Hall Prep. School. Samuel Carter S.J. was named as the first headmaster with a faculty consisting of two others, Father Ruddy and Father Raftery.

On January 5, 1960, Campion College flung wide its doors to students. Its first complement of pupils consisted of 105 first form boys.

Campion College really began the process of substantiating and entrenching itself in our community by moving into a new building; the school finally became independent of the old Prep. school in 1961. Waters Hall, which had been donated by an American benefactor, accommodated 240 students. After a number of successful fund-raising ventures, Campion then embarked upon further physical expansion and the science block was erected adjacent to Waters Hall at the cost of fifteen thousand pounds sterling. Its construction rendered Campion College fully equipped to teach any science syllabus required by Cambridge or London University, the then external school-leaving examinations.

Campion College, although run chiefly by American Jesuit Fathers, was geared towards preparing students for the Cambridge G.C.E. examinations. Increasing in size, the school took on more and more teachers, not all of whom were Roman Catholic priests. Many of the stalwarts of the staff did not, in fact, belong to any religious order.

The enrollment at Campion was by 1967, 450 boys. Prior to September 1967, the school took a major step forward by introducing a sixth form; a sixth form whose number increased the enrollment to 480 and which became co-educational in 1969.

Under the leadership of the new headmaster, Father Raftery S.J., the school continued to expand and thus provided a secondary education for an increasing number of Jamaican boys. The Administrative offices were moved into a new building and two new laboratories were created in the Science block.

A Jesuit desire to include students who could not afford private education led to various attempts by the school to render it grant-aided. This was finally achieved in 1976 when Campion College ceased being a private school and became not only grant-aided but co-educational. This was achieved by merging with Sts. Peter & Paul High School for girls (which had been experiencing financial problems). This was not achieved without a great deal of controversy concerning the merits or otherwise of grant-in-aid and co-education. The girls first took their seats at Campion College (other than in sixth form) in September 1976. The new system was a resounding success. In fact the co-educational system at Campion has been widely acclaimed as exemplary of the success that can be achieved by such a system. In 1977, Mr. John Mackay took over the post as headmaster from Father Raftery, just in time to embark on a most demanding and challenging exercise.

At this time, the government requested that all schools introduce a shift system whereby a larger number of students would be provided with a secondary education. In most other schools in which the shift system has been introduced, the first shift comes to school at 7:30 a.m. and the second at 12:30 p.m. or so. Mr. Mackay was able to work out a schedule whereby the first shift came to school at 8:00 a.m. and the second just one hour later at 9:10 a.m. This system is currently in use.

Expansion is part of every developing organization and it appears to be an integral part of Campion. Over the years, four other properties had been added to the original campus bringing its area to about 20 acres. Student enrollment increased to the present level of over 1450 and additional facilities were provided as the need and the means arose. In September 1979, work began on a new sports' complex which was to boast of, among other things, a swimming pool. The decade of the 'Eighties' saw the resident priests moving into new quarters and releasing their original large house for conversion to a staff block. Two classrooms were added to Waters Hall and a large modern auditorium/canteen was built at the eastern end of the campus.

The early to mid-nineties saw even more construction taking place: a new Sixth Form complex, complete with multi-purpose laboratory, was erected near to the Science Block; the original Roslyn Hall building was lovingly restored to house the school library and chapel while the previous library and study room space were converted into six classrooms; a modern, fully equipped gymnasium was developed to provide service for our students and the general community and our long-awaited computer laboratory was finished, equipped and ready for use in early 1997. Mr. Radley Reid succeeded Mr. Mackay as headmaster in 1999 and continued the expansion with three computer labs, two additional classrooms in the sixth form building, and a computer room in the library. The Administrative Block has also been extended allowing for a functional boardroom and additional offices. The school also now has internet access available in all classrooms and a renovated audiovisual room.

From a preparatory school of little significance, Campion has grown into a secondary school known throughout the island and which is respected throughout the world. Campion College must now continue to advance and grow, to fulfill all the promise and potential with which it is endowed, and we must continue to bring to fruition all our aspirations in the way of making useful contributions to our society.

Our Patron Saint Edmund Campion S.J.

St. Edmund Campion was born in London in 1540. A brilliant scholar, he was at age 15 awarded a scholarship to Oxford where he continued his academic diligence, rising to become the most notable figure in the Oxford of his day. He was also an excellent orator and was renowned for his intelligence, eloquence and energy. The academic prowess of this great Saint is represented on our school crest by the open book.

He became a Jesuit priest in 1573, on going to Rome, and was commissioned by the Pope, Gregory XIII, in 1580 to return to England to convert Protestants and to strengthen Catholics living under the pressure of government oppression. His winning personality, saintliness and eloquence impacted positively on the Catholics throughout England. He was however, arrested by the authorities upon a charge of having excited the people to rebellion and of holding treasonable correspondence with foreign powers.

Edmund Campion had the courage of his convictions. He resisted all efforts to bribe him into apostasy and as a result was sentenced to death. This martyr was hanged, drawn and quartered at Tyburn Hill on December 1, 1581.

His steadfast faith and indomitable courage, a source of inspiration to others in his day, still give inspiration today. His life exemplified the school motto, "Fortes in Fide et Opere".

On December 1 each year, a school holiday is declared in celebration of his feast day.

The School Shield

The Campion College Shield has a red field and on it a white cross within a white border. In the quarters thus formed we have four charges: an open book, a palm branch, a pineapple, and a campion flower.

Some of these items may have several interpretations and can refer to the College, its students or St. Edmund Campion. All these levels of interpretations should be kept in mind.

The school shield and shield colours are red and white: red symbolizing courage and martyrdom; white, purity, virtue and victory. The green that appears in each quarter expresses the hope for the final victory amid suffering. The Cross by its shape designates traditional Christian virtues, a martyr's death, and glory, for since the first Easter the Cross has been a symbol of victory, not defeat. The white cross on red gives a subtle suggestion of the Jamaican Coat of Arms. The open book is common on academic arms for the learning and knowledge, but it also means the learning of St. Edmund Campion, himself an Oxford Scholar. The palm is the symbol of victory in general and especially the victory after martyrdom. The pineapple is the symbol of Jamaica and may be found on the country's Coat of Arms and royal standard, on the currency, and on the Coat of Arms of the Archbishop. The campion flower is pink with a red or yellow centre. It of course designates Campion College. The flower's name probably comes from 'campus' meaning 'field'. It is always drawn at a 45-degree angle to signify 'charge' or 'go forward'.

The School Motto

"**Fortes in Fide et Opere**" (Steadfast in Faith and Good Works) is similar in meaning to the main theme of the school shield which is perseverance in what is right in spite of difficulty, and by this means attaining victory.

'**Steadfast in Faith**' is the quality of the man who is religious. A school is meant to instruct the minds of its students and to give them knowledge; but if it only did this, it did not give them the *true wisdom* which begins with *reverence for God* (Psalm 110.10) and which is amply described in the Book of Wisdom, it would not be forming a true man or woman, a whole person, and would rightly be blameworthy. The aim of Campion is not merely to produce a student who is wise with the wisdom of this world, but also a student who will be armed with the *principles of Faith* to fight the adversaries that book-knowledge cannot combat; a student who will be a person of *character* and not merely of intellectual and physical prowess; a student who knows the Rock upon which he is founded and who is strong with the strength of the One who strengthens him. Furthermore, this Faith that is conveyed to the student must be a strong living one, not a weak faith.

The word 'Opere' does not merely mean *good works*; it also means hard work; steadfast in work means not merely perseverance in doing good, it also means perseverance in working hard, in studies and academic undertakings without which hard work no student can hope to survive at Campion. It is by this perseverance in study and in application of oneself to the tasks assigned in the school that each student will also bring to its fullest development his/her intellect and human understanding so that he/she will leave the halls of Campion College wise in the ways of both God and of man.

The School Song

Hail, Campion hail!
Faith and courage will prevail
Truth, integrity, honour, liberty,
These shall never, never fail.
Shine, Campion shine!
May you ever be a sign
That within our land
We bring hard and hand,
Reaching out in love and unity.

Rise, Campion rise!
Raise your banner to the skies.
With your red and white
Leading to the height
Ever onward, upward, rise.
Sing, Campion sing!
To our island may you bring
Champions pure and bold,
Like our Saint of old,
Brave and loyal,
Hail, O Campion hail!

(Written by Sister Mary Christine, O.S.M., former Principal of Sts. Peter & Paul High School for Girls & Vice-Principal of Campion College. Music from Edward Elgar, "Pomp and Circumstance March".)

Academic Information

The basic course that the school offers is one that leads to the Caribbean Examination Council C.S.E.C. examinations after five years of studies. Students in Forms One to Three however, study a common curriculum in order to receive a broad based, all-round education.

First Form

The subjects offered are English Language and Literature, Mathematics, History, Geography, Integrated Science, Spanish, Music, Art, Physical Education, Christian Living, Personal Development and Reading.

Second Form

French and Technical Drawing are added to the curriculum and each child selects one of these.

Third Form

As per second form. At the end of third form, students select the subjects they wish to do in fourth and fifth forms and hence in the CSEC examinations (see fourth form for further details).

Fourth Form

Besides the core subjects – English Language, English Literature, Mathematics, Christian Living, and Personal Development – students are allowed to select five (5) other subjects (according to interest and aptitude) from among the following: Art, Biology, Chemistry, French, Geography, History, Information Technology, Physics, Principles of Accounts, Principles of Business, Spanish and Technical Drawing. Students who are exceptional students are allowed to do nine subjects if I.T. is the ninth.

It is here in fourth form that students begin the CSEC syllabus in preparation for the CXC examinations at the end of fifth form. As part of this preparation they will begin to do School-Based Assessment (SBA) assignments which will contribute to their final CXC grade.

The SBA represents an innovative thrust on the part of the CXC to include work done by students during the course of the school term as part of their assessment for the exams. It is a wonderful opportunity for students as the SBA component usually represents 20% of their final grade. Unfortunately many students impede their own success by failing to do the required assignments during the term. Parents are well advised to take a keen interest in ensuring that their children do the required assignments. SBA is included as part of the assessment for the following subjects: Art, Biology, Chemistry, Geography, History, Information Technology, Physics and Technical Drawing.

Fifth Form

Students will complete the course of study started in fourth form to fulfill the requirements for the CSEC examinations. Students to sit the examinations must have achieved a satisfactory level of performance in at least six (6) subjects. Entry to sixth form is very competitive, as approximately 200 – 220 Campion graduates will be competing for the available 160 places in 6B. Each fifth former therefore needs to be aware of the criteria that is used in the selection process. The successful graduates will be those who can meet the following criteria to a high degree.

1. In the first term of Fifth Form, students should earn teacher recommendations for all eight CXC subjects – or seven or six in descending order of merit.
2. Throughout the Fifth Form year, students should maintain a passing grade in all eight CXC subjects – or seven or six in descending order of merit.
3. Ideally, in the CXC exam, students should pass all eight or seven subjects and achieve Grade I (General) in four or more subjects.
4. Ideally, in the CXC exam, students should achieve Grade I (General) in at least two (preferably all three) of the three subjects which they plan to pursue at the Advanced Level, and should pass both English A and Mathematics.
5. Students must be recommended by their teachers as being capable of coping with the sixth form lifestyle and 'A' level work.
6. Ideally, students should have shown ongoing involvement in one or more of the school's organized co-curricular activities – whether those which benefit mainly self or school (e.g. various sports and clubs such as Chess, Debating, etc.) or those which benefit mainly others in our society (e.g. our various service-oriented organizations).
7. Students should have a good conduct record up to the time of their graduation – or – if they have been guilty of any punishable misdemeanours, they should have demonstrated subsequent improvement in conduct.
8. Students should have demonstrated clear respect for authority, for their teachers, for their school-mates, for the school rules and for the school property.

Sixth Form

Students who are admitted into Sixth Form must have the intention of spending two academic years in Sixth Form in preparation for the Caribbean Advanced Proficiency Examinations.

Each student must offer six (6) units for examination at the Advanced Level from among the following: Art, Accounts, Biology, Chemistry, Economics, English, Geography, History, Computer Science, Mathematics, Management of Business, Physics, Sociology and Spanish. The required core subjects are Communication Studies (which is done in 6B), Caribbean Studies (which is done in 6A), Christian Living and Personal Development.

Rental Books

Many of the required textbooks used between first to fifth form are available to students through a Book Rental scheme.

The rental fee is included in the school fee which is paid at the start of the school year.

The books should be wrapped in **sturdy brown paper**, carefully maintained, and returned to the Grade Supervisor at the end of the school year on the days prescribed.

Reports will not be issued unless rental books are returned. Rental books which are lost, destroyed or unduly damaged are charged for as follows:

- (a) Books in their first year of use – full current retail price.
- (b) Books in their second year of use – 75% of current retail price.
- (c) All other books – 50% of current retail price.

Homework

Individual responsibility, power of concentration, personal grasp of subject matter can be significantly developed by faithfully devoting the required amount of time to the home assignments before each school day.

In preparation for the following day's classwork, it is expected that each student in first form will spend 2 hours on homework whilst those in second form will spend at least 2 ½ hours on homework. The time for homework preparation is increased to at least 3 hours for third form; 3 ½ hours for fourth form and 4 hours for fifth form. For sixth form it is recommended that for every hour of teacher/student contact, at least 3 hours should be spent on homework.

Home assignments offer the opportunity for self-activity which is the basis of all true education and includes pre-reading, post-reading, reading over and preparation of notes, study, practice, review, self-evaluation as well as any homework set by the teacher.

Tips on how to study

Studying is an all-out effort at learning, and it is only successful when you learn.

Tips:

1. **KEEP YOURSELF IN GOOD PHYSICAL CONDITION**
 - Get 6 – 8 hours sleep every night
 - Exercise for at least one hour every day
 - No more than one hour of T.V. or video during weekdays
 - Eat balanced meals
2. **PLACE FOR STUDY**
 - ✓ Be alone, as far as possible, away from the rest of the family and its activities
 - ✓ Quiet is absolutely necessary...loud music is distracting
 - ✓ Have on your desk or table everything you will need to do your work (e.g. paper, pen, pencil, books, dictionary, etc.)
 - ✓ Remove any gadgets, magazines, comics, toys etc. that may distract you

3. TIME FOR STUDY
 - ✓ Have a definite fixed time for your study
 - ✓ Prepare a study timetable and stick to it
 - ✓ If possible try to begin your study one hour before the evening meal
 - ✓ Do not resume study until one hour after your evening meal...you are less likely to fall asleep
4. BEGIN STUDY
 - ✓ Always begin with a prayer
 - ✓ Begin promptly
 - ✓ Avoid day-dreaming and doodling
 - ✓ CONCENTRATE...give the job your full attention and energy
5. ORDER OF STUDY
 - ✓ Always begin with homework assignments first
 - ✓ Do your hardest subject first, if possible, before your evening meal
 - ✓ Do an easy assignment next, then your second hardest and so on
 - ✓ For each subject, STUDY, before you do the written assignments...review notes and text related to the assignment
 - ✓ When your homework is completed do some extra work in TWO subjects
 - ✓ Look over what was done in class earlier that day
 - ✓ **Always take a five-minute break for a period of relaxation after every 30 – 40 minutes of study**
6. INDEPENDENCE
 - ✓ Try and do the work yourself...avoid dependence on big brother or sister or parents
 - ✓ Strive for excellence...working as well as you can should be your aim

ESSENTIAL LEARNING SKILLS

1. COMPREHENSION OF WHAT YOU READ

Begin with exploratory reading, that is, read through quickly at first to get a feel of the general context of the article, chapter or part of the text

Re-read more slowly and reflectively, as in a conversation, agreeing with one statement, wondering what another means etc.

Set yourself questions as you read and mentally answer them

Think for a short while on what you have read, digest it and make it your own
2. MEMORIZATION
 - ❖ Memorize in short periods of ten minutes at odd moments in the day
 - ❖ Memorize when you are fresh and not at the end of a long day
 - ❖ Get all your senses into the act...LOOK at the lines, RECITE the matter aloud, close your eyes and PICTURE in the imagination whatever you are learning, WRITE it down unless it is too long, THINK of what you are saying, rather than merely saying the lines
 - ❖ Use repetition, mnemonics and word associations to help you remember
 - ❖ Test yourself frequently. Try and see how much you can recite or write. Use a tape recorder if possible. If weaknesses or inaccuracies show up, attack them, then test yourself again.
3. VOCABULARY

Examine the spelling of all new words

Learn their meanings

Make sure of the pronunciation

Make a table of the words you learn and revise them frequently

Make your own sentences using these words
4. NOTE-TAKING
 - ❖ Always make short notes and summaries of your subject matter.
 - ❖ Make notes from the teacher especially
 - the introduction, key points and closing summary of the lesson
 - questions asked by the teacher
 - sources of information given by the teacher
 - ❖ Make notes from the textbook
 - ❖ Make notes from other resource material
 - ❖ Put the material in your own words
 - ❖ Make brief notes on flashcards which can be easily carried around with you and reviewed at any opportunity

HOMEWORK IN ACTION

- A. Have a special notebook for homework assignments
- B. Write down ALL information – better to write more than less
- C. Check your assignment notebook to see exactly what directions were given for the lesson – what to study? What to write?
- D. Go over the preceding lesson or several lessons to refresh your memory to prepare yourself for the new lesson
- E. Think how the new matter will fit-in with what you have thus far learned
- F. OVER-LEARN your lesson, i.e. learn it better than you actually need it for the present
- G. At the week-end, spend at least fifteen (15) minutes revising the new work you have learned during the previous week. In this way you won't have to relearn all your notes when it comes time to study for exams

USE THE "SELF-RECITATION" METHOD OF STUDY IN EVERY SUBJECT

1. Read through the whole lesson very rapidly. Force yourself to learn as much as you can in 3 or 4 minutes. Then divide the work into sections.
2. Dig into the first section. Take apart the important idea and explain it to yourself. In your own words, make a question of that idea and WRITE it down. Take the next main idea in the first section and repeat the process.
3. When you have finished the section of work, close the book and ask yourself each of those questions you have written down, and answer them.
4. Open the book again and check the accuracy and completeness of your answers. Clear up any difficulties and give extra effort to the parts where you are weak. If there are any real difficulties that you cannot solve after a reasonable effort, make a note of them and check with the teacher next time in class, or, SEE THE TEACHER IN CONSULTATION TIME.
5. Having finished one section, go on to the others and do likewise.
6. Go over the whole assignment in a quick review, tying everything together in your understanding.

CORRECTIONS

Corrected tests, exams, quizzes, and written work of any nature are important. Look at your mistakes carefully. *Why did you make them?* Re-write the word, form sentence, problem, etc. on the same paper and save carefully for later reference.

CONSULTATION DAYS

In order that students who find difficulty with various subjects or who are not progressing as they should might have a definite opportunity to receive the help they need, a consultation programme is in operation throughout the school year. Once a week, on a specified day and in a specified classroom, teachers are available for a *consultation and make-up* hour for the students they teach. On the day assigned to the teacher, consultation takes precedence over all activities except for a detention or demerit. Students will not be able to plead any excuse – whether it be work, co-curricular activities, or practice for sports – if their presence is desired by one of their teachers on Consultation Day. The schedule of Consultation Days is made available to each student. This schedule does **not** restrict help to students to only one day a week. It merely provides a systematic method of ensuring that all students can always have help at least one day a week.

ON REPORT

A student who has been noticeably lacking in effort in three or more subjects can be placed **on report**. Each of these students is given a report card which assesses conduct, classwork and homework, and is to be filled out by the teachers each day for a period of two weeks. These report cards are seen by the Grade Supervisor every afternoon. At the end of the two-week period the parents/guardians are asked to sign the cards and return them to the Supervisor.

EXAMINATIONS

Every student **must** take a comprehensive examination in his academic subjects at the end of the Christmas and Summer Terms. The marks from these examinations have the same weight as the marks for the term. Students who are absent from these examinations are awarded a mark of zero unless the reason for absence is illness and this can be supported by a medical certificate from a doctor. Fifth and sixth form students have no internal examination for the Summer Term as this is the time for the CSEC and CAPE examinations. Cheating in examinations is a serious breach of discipline. Borrowing in exams, or corresponding in any way is strictly forbidden. No student may leave an examination room during the time of an examination or before the examination ends.

REPORTS

I. MID-TERM REPORT

Mid-Term Reports are sent home to parents just after the mid-term holidays and just before the Home School Association meeting for the term. Parents are therefore able at this meeting to consult with the teachers about the progress of their children.

These reports are not recorded in the office – their purpose is to furnish information on the student's progress at mid-term.

Students are given a letter grade for each subject. The addition of '+' sign indicates that the student is making effort whilst that of '-' indicates that the student is not working.

PROFILE OF GRADES:

A 90 – 100 VERY GOOD
 B 89 – 80 GOOD
 C 79 – 70 FAIR
 P 69 – 60 PASS
 ACTUAL MARK 'if below 60' – FAIL

II. END-OF-TERM REPORT

A report is sent home at the end of each term. The report at the end of the Summer term has to be collected by a parent on the prescribed date indicated in the school academic calendar.

Each report includes a term grade, (and in the Christmas and Summer Terms – an examination grade), an effort mark and the comments of subject teachers, Grade Supervisor and Vice-Principal.

HONOURS

A Testimonial of First Honours is awarded to students who achieve an overall average of 90% or more and who have no grade lower than 60%.

A Testimonial of Second Honours is awarded to students who achieve an overall average between 80 – 89% and who have no grade lower than 60%.

HONOUR SOCIETY

The Campion College Honour Society was formed in 1966 to recognize students who attained the very highest standard in academic work, and extra curricular involvement, as well as qualities of good citizenship. At present a student must meet the following requirements:

Academic Excellence: A student must attain at least four Honour Roll points per year for at least four years. Two points are awarded for first honours and one point for second honours.

Extra Curricular Involvement: A student must attain at least one point each year for at least four years. One point is awarded for involvement in any recognized extra curricular activity which is not internal but which involves other schools or other parts of society.

Good Citizenship: A student who shows throughout his or her school career the qualities that Campion College regards as being characteristic of good citizens are awarded points. Points are not awarded on a yearly basis but consensus must be arrived at by a panel of Staff and Administration members.

DIPLOMAS/CERTIFICATES

On graduating from Campion College one may receive (a) a diploma or (b) a school-leaving certificate.

To obtain a Diploma a student must:

1. have achieved a satisfactory level of academic performance
2. have maintained a good attendance record and where legitimately absent from school, the necessary written excuses given to the Supervisor
3. have a satisfactory conduct record
4. be present for all external examinations
5. be involved in at least one two co-curricular activities in school, one of which is a sport

A **School Leaving Certificate** is given to those students who have completed the course of study, but who do not fulfill any of the above criteria.

In extreme cases of misconduct the student may be asked not to attend the graduation ceremony and receive neither a certificate nor a diploma.

At the end of Sixth Form a **Sixth Form Certificate** is given to those students who have completed the prescribed Advanced Level Course of study and who have also fulfilled the above criteria.

DISCIPLINE

For the proper functioning of any institution discipline plays a key role. Failure of students to comply with the regulations of the school will result in punishment:

- o Detentions
- o Demerits
- o Suspensions
- o Expulsions

DETENTIONS

Detentions are given at two levels:

- Prefect Detentions
- Teacher Detentions

PREFECT DETENTIONS

Prefect detentions are given by the members of the prefect body when they are on patrol, library or canteen duty, at assembly or when conducting random spot checks. These detentions are given to students who may be in an out-of-bounds area, out of school uniform for no legitimate reason, or for general acts of indiscipline to members of the school community.

Repeat offenders are usually reported to the Grade Supervisors or the Dean of Discipline who may then give a demerit.

The specific date, time, place and reason for the detention are given by the prefect issuing the detention. Failure to serve this detention results in the name of that student appearing on a list which is placed on the Students' Noticeboard, where the time and date of the second detention is given. Failure to serve either of these detentions leads to an automatic demerit.

TEACHER DETENTIONS

Teacher detentions are generally given for misdemeanours such as:

- No homework
- Being unprepared for class

- Excessive chatting while a lesson is in progress
- General acts of indiscipline
- Minor acts of insubordination (teacher's discretion)
- Inappropriate dress
- Being in an out-of-bounds area
- Frequently late and/or absent from school without a legitimate written excuse from the parent/guardian
- Bringing onto the campus electronic equipment without permission (these will be confiscated)

1. Detentions are held on two specific days of the week, and supervised by a named member of the teaching staff.
2. Detentions generally last for one hour (from 3:00 – 4:00 p.m.) and 24 hours notice is given so the appropriate arrangements can be made by the parents.
3. Parents are well advised not to remove students from detentions before its completion.
4. If for some reason a student fails to serve the given detention and has a valid reason for doing so, he is to report to the assigned detention room on the next day that the detentions are being held.
5. Failure to serve a detention, and three or more detentions in one term, result in an automatic demerit.
6. Detentions take priority over any school activity or extra class.

DEMERITS

When a demerit is given it represents a serious breach of the school rules, for example:

- Gross insubordination
- Disobedience
- 'Skulling' classes and school
- Stealing
- 'Skinning' of school bags
- Persistent use of foul language
- Giving a false name to someone in authority
- Missing detentions without permission
- Leaving the campus without permission
- Repeatedly out of school uniform
- Persistently late or absent from assembly
- Cheating at school (a zero is also given for the particular assignment)
- Excessive 'contact' in games which go beyond that consented to, e.g. excessive kicking, punching or any kind of hooliganism

A demerit is a three (3) hour detention served on two days of the week under the direct supervision of the Deans of Discipline.

The date, time, place and reason for the demerit is given by the Deans and a minimum of 24 hours notice is given.

Failure to serve a demerit is a serious violation.

Demerit punishment takes priority over any school activity, extra class or detention.

DEMERITS ARE RECORDED ON THE STUDENT'S PERMANENT FILE.

FOUR OR MORE DEMERITS IN A TERM CAN RESULT IN A SUSPENSION.

SUSPENSIONS

A suspension is a mandate by the school that the given student stays off its premises for a given period of time. This action becomes necessary when a student blatantly defies the rules of the school, or behaves in a way that is injurious to members of the school community, for example:

- Fighting
- Bringing weapons onto the campus
- Repeatedly leaving the campus without permission
- Deliberately and maliciously damaging school property
- Bringing obscene literature onto the campus
- Repeatedly being found in bars, betting shops and games arcades in school uniform
- Smoking
- Repeated stealing

In-school suspensions

In certain circumstances, the decision may be taken that the student reports to school out of uniform and is assigned duties on the campus for a designated time period.

SUSPENSIONS ARE RECORDED ON THE STUDENT'S PERMANENT FILES.

EXPULSIONS

Detentions, demerits and suspensions can eventually lead to an expulsion, this being the last resort of the school after all appropriate measures have been taken to rehabilitate the individual.

Expulsion however is immediate if a student deliberately and willfully brings onto the campus, or causes to be brought onto the campus weapons or persons with the intention of inflicting and causing to be inflicted bodily harm to an individual, or uses or propagates the use of a prohibited sentence.

Students who damage school property or the property of another individual is also liable for its repair and/or replacement.

MERITS

A student who in the judgment of a teacher performs acts that are good in themselves, or go beyond that which is expected, is awarded a merit.

GROOMING REGULATIONS FOR THE SCHOOL UNIFORM

Traditionally, the first impression people have of you is your appearance. Good grooming is your outward expression of pride and self-respect. Your uniform, a symbol of your school, worn neatly at all times, portrays respect for the standards of the school. The following uniform regulations should be observed at all times:

BOYS

Uniforms are made according to specifications and must be purchased from the outlets designated by the school.

SHIRT:

Regulation khaki with school crest on left pocket; short sleeves; open neck; should be worn tucked into the trousers and fully buttoned.

House button should be worn on the left pocket.

If an undershirt is worn, it should be a V-neck and not visible at the neck or showing below the sleeves.

TROUSERS:

- Regulation, tailored khaki pants
- To be worn on the waist not on the hips
- The straight leg of the pants must reach the top of the shoes and **MUST NOT** be bunched up at the ankle
- A black or brown belt with a discrete buckle must be worn with the pants, and be visible at all times

HOUSE BUTTON:

Obtainable at school.

To be worn on the left

SOCKS:

- Always...and of a solid and sober colour.
- No brand names should be printed on socks.
- The socks must fit three (3) or more inches above the ankle.
- No tennis socks or stitched cuffs, no sports socks of any kind.

SHOES:

- Black or dark brown shoes or loafers (SOLID COLOUR ONLY – NO TRIMS OF WHITE OR ANY OTHER COLOUR).
- They must be low-cut; no boots or high-tops.
- Shoes should always be clean and polished.
- If shoes have laces, they must be neatly laced and tied.

JEWELLERY:

None, except for an inexpensive watch if desired.

HAIR:

Regular, conventional cut.

No fashion-fads, no shaved sides, no processed/bleached/dyed styles.

P.E. UNIFORM

The PE uniform which is utilized for other events as well e.g. Sports Day and House Events, is sold at the school.

One (1) Red school t-shirt – printed with Champion Logo and name on the back

One (1) House colour t-shirt with Champion logo and name on the back

One (1) White shorts with trim, lining and pocket

One (1) Red shorts with lining, to be used as both PE shorts and swimsuit

One (1) Champion swim-cap (optional but essential if hair is thick and long)

Regular WHITE sneakers (no trim of any kind)

Regular White socks

If for some valid reason a student cannot take part in a P.E. class, a letter of explanation from the parent should be submitted to the teacher.

The white sneakers may be worn to school on the days of P.E. (1st, 2nd and 3rd formers only!)

GIRLS

Uniforms are made according to specifications and must be purchased from the outlets designated by the school.

BLOUSE:

Short-sleeved WHITE blouses must be worn fully and neatly tucked into the skirt BEFORE, DURING and AFTER school. The waistline band of the skirt must be visible. No ballooning of the blouse.

House buttons must be worn on the left side of the blouse.

SKIRT:

- A-line PURPLE skirt.
- They must fit neatly at the waist and LOOSELY on the hips (see pattern for details).
- The hem should be 5 cm below the knees.

TIE:

- The striped tie must be purchased from the school bookstore.
- A neat knot must be made at the break of the open collar and the tie extend to the waist.
- It should be clean and free of all buttons and badges of any sort.

SOCKS:

- Clean, plain, white socks – no fancy ribs.
- Socks must be neatly cuffed 1 ½ - 2 inches above the ankle. Socks should be long enough to make the cuff – no tennis socks or stitched cuffs. The turned-down cuff must be 2 – 2 ½ inches wide.

SHOES:

- Black or dark brown walking shoes (SOLID COLOUR ONLY)
- Heel not higher than 2 cm or 1 inch.
- Shoes should always be cleaned and polished.
- No boots.

JEWELLERY:

None except for a pair of small gold or silver knobs.
(Knobs must be worn in matching positions on the lower part of the ear).
An inexpensive watch may be worn but no other jewellery.

HAIR:

- Must be neatly combed and no fashion-fads.
- Hair ornaments in solid colours only – black, purple or white, but no combinations of the three.

NAILS:

- Must be kept short and clean.
- (Nail polish is not acceptable).

P.E. UNIFORM

The PE uniform, which is utilized for other events as well e.g. Sports Day and House Events, is sold at the school.

One (1) Red school t-shirt – printed with Champion Logo and name on the back

One (1) House colour t-shirt with Champion logo and name on the back

One (1) Red 'skorts' (shorts with a skirt combined)

One (1) White 'skorts'

One (1) Champion swimsuit with logo

One (1) Champion swim-cap

Regular WHITE sneakers (no trim of any kind)

Regular white socks

If for some valid reason a student cannot take part in a P.E. class, a letter of explanation from the parent should be submitted to the teacher.

The white sneakers may be worn to school on the days of P.E. (1st, 2nd and 3rd formers only!)

THE SCHOOL RULES

1. PUNCTUALITY: TIME OF ARRIVAL AND DEPARTURE

Students must be punctual. They should arrive at school at the time designated and obey all bells promptly. In the afternoon, students should leave school no later than 5:00 p.m. unless they are engaged in some form of organized activity.

2. SECURITY OF POSSESSIONS

It is recommended that students should only take enough money for the purchase of lunch each day. If there is reason for an additional sum of money to be taken, it should be handed in an open envelope to the Grade Supervisor with a note from the guardian or parent for safe-keeping.

3. ABSENCE FROM CLASS

Students may be present and punctual for all classes. Students may obtain permission to be absent or late to class from his/her subject teacher, Grade Supervisor, Dean of Discipline or Vice-Principal. Students shall remain in classes during class sessions except in cases of emergency when they should report to their subject teacher. All necessary wants must be attended to during recess periods.

4. ABSENCE FROM SCHOOL

Students who have been absent from school for a day or more should on their return bring a note from their parent/guardian stating the reason for their absence. Students who need to leave school before the end of the school day should also bring a note from their parent/guardian. Telephone calls are not sufficient. These notes should be handed in to their Grade Supervisor.

5. ASSEMBLIES

All students are expected to attend school and house meetings on the days and at the times designated.

6. LEAVING THE PROPERTY

Students shall remain on the compound during the times that school is in session, unless permission to leave is obtained from the Grade Supervisor, Deans of Discipline or Vice-Principal. Such permission is given only in real emergencies. Those students who leave the property without permission are liable for suspension.

7. ILL STUDENTS

Students who are ill should report to the Nurse for treatment. If it is necessary for the student to go home or see the Doctor the Nurse will get in touch with the parent/guardian. Students must not call parents to come and collect them without permission.

8. PLAYING IN AND AROUND CLASSROOMS

Playing and shouting in the classroom, on the corridors or around the classroom buildings are forbidden. Students are expected to observe the designated out-of-bounds areas between 8:00 a.m. and 3 :00 p.m.

9. EATING IN THE CLASSROOM

Eating and/or drinking in the classroom is absolutely forbidden.

10. HOMEWORK AND TESTS

Copying assignments or cheating in tests is dishonest therefore students should refrain from copying another student's homework or cheating in tests. The penalty for this type of dishonesty is a demerit and a mark of zero.

11. TEXTBOOKS AND OTHER EQUIPMENT

Students must obtain their own textbooks and other equipment required for their particular subjects. Borrowing is forbidden. A student without equipment cannot do his homework adequately and besides being a nuisance to his teachers and classmates, is showing little regard for self-responsibility.

12. SECURITY OF POSSESSIONS

Books, notebooks or articles of clothing may be locked up in the classroom at break. The school is not responsible for the property of students which has been lost or mislaid.

13. RESPECT PROPERTY OF OTHERS

Students should respect the property of others and on no account should a student deprive another person of what is rightfully theirs. Stealing therefore is an offence.

14. LOST AND FOUND ARTICLES

Any article found by students in the classroom or on the school grounds should be taken immediately to the place assigned for lost articles. Students who lose their possessions should report it to their teacher immediately.

15. CARE OF SCHOOL PROPERTY

Students are expected to care the school property. Feet should not be placed on chairs or desks, nor names scratched on them. Walls should not be scribbled on. If students deface or destroy school property they will either have to repair it or pay for its replacement. To minimize destruction of school property, classrooms are out of bounds for students during breaks and after school.

16. BOOKS AND GADGETS

Students should not have in their possession obscene books, magazines or pictures. Radios and cassettes or any article not directly connected with any class is a distraction and is forbidden in school.

17. TRANSPORTATION

Student-driven bikes or cars are not allowed on the premises, with the exception of Sixth Formers who have to get special permission from the Principal. Students however may ride bicycles to school.

18. KNIVES AND MISSILES

Students are prohibited from taking any knife or any other cutting implement or dangerous weapon to school. The use of chalk, stones, sticks, broken bottles etc. as weapons is an offence and is forbidden.

19. APPEARANCE AND UNIFORM

Students must be dressed in full uniform whenever they are on campus as long as school is in session. This includes during exams, study breaks (fifth and sixth forms), for teacher consultations, for H.S.A. meetings and/or to return books.

Students should ensure that they maintain a tidy appearance when in uniform whether on or off campus.

- i. Shirts and blouses to be neatly tucked in
- ii. Clothes must fit well and not be over-sized
- iii. Shoes must be properly cleaned
- iv. Hair to be always neatly combed
- v. Boys are expected to be clean-shaven

20. COURTESY, SELF-CONTROL AND SPEECH

Students are expected to be courteous to each other, exercise self-control, speak properly and refrain from using threatening or indecent language. Fighting on the school grounds or publicly in school uniform is strictly forbidden.

21. ENTERING AND LEAVING THE PROPERTY

Students are to enter and leave the compound through the regular gates. No short cuts should be taken through fences or across the property of others.

22. RESPECT FOR TEACHERS, ADMINISTRATION AND ANCILLARY STAFF

Students are expected to show the proper respect to all members of the school community. Disrespect, rudeness or insolence directed toward any member of the School Staff is a serious offence. Courtesy does not mean subservience nor does discourtesy show independence or manliness. Courtesy to others begins with self-respect and dignity. Discourteous behaviour shows immaturity, poor self-respect and a lack of self-dignity.

23. LITTERING

Students must keep their classrooms and school premises clean. Bottles, cans, papers and other rubbish must be disposed of in the proper receptacles. Littering is an offence and contributes to unhealthy surroundings.

24. SMOKING, DRINKING AND USE OF DRUGS

Smoking, drinking alcoholic beverages and the use or possession or sale of any dangerous or prohibited drugs on the school compound or in public while in school uniform is forbidden. The indoctrination of anyone on the school compound in the use of drugs or alcohol is also forbidden. Smoking on the compound or in uniform will result in automatic suspension, and the use of dangerous drugs will result in expulsion.

25. VENDORS AND BETTING SHOPS

Students may buy only from the vendors who have been given permission by the Headmaster to sell their goods during the course of the school day. Students may not patronize betting shops while in school uniform.

26. VISITORS ON CAMPUS

Students may not entertain visitors on the Campus. Any person desirous of seeing a student should first request the permission of the Headmaster, Vice Principal, Deans of Discipline or Grade Supervisor.

27. BANNED SUBSTANCES/ARTICLES

The following articles and substances must NOT be used or carried to school:

- Cellular phones (except for 6th formers with permission)
- Cards (all types of playing/trading cards)
- Dominoes
- Chewing gum
- Whiteout/liquid paper
- Electronic equipment (except for use in class with teacher's permission)
- Articles for sale
- Knives or other weapons
- Cigarettes
- Alcohol
- Drugs
- Inflammatory substances

28. INTERPERSONAL RELATIONSHIPS

Overfamiliarity between students is strictly forbidden. There should be no petting or any activity that would contribute to any show of intimacy.

THE HOUSE SYSTEM

There are six Houses, named after exemplary Catholics who could serve as good role models for the students – Bellarmine (orange), Gonzaga (yellow), Kostka (green), Loyola (blue), Regis (navy blue) and Xavier (purple).

MEMBERSHIP

Incoming First Formers are placed in Houses according to the form in which they have been placed, and remain in these Houses for as long as they remain at Campion. The number of students per House is therefore fairly even until the end of Fifth Form. Not all graduates enter Sixth Form so the ratios change at that time. To offset this, any new student from 4th to 6th form is placed in the House with the fewest members.

Members of Staff are also allocated to Houses, care being taken to evenly distribute the male and female teachers between the six Houses.

MEETINGS

Meetings are held on days appointed by the House Coordinator.

OFFICERS

Each House elects a House Captain, one Vice Captain, two Sports Captains, a Treasurer and a Secretary. There should also be a Staff member to serve as House Moderator. Altogether, Officers and Staff Members of Houses are

responsible for conducting the House Meetings, encouraging student involvement, collecting funds when necessary and keeping accurate records of House Meetings: Attendance, Achievements and Expenditure. The House Coordinator checks from time to time to ensure that these duties are being carried out.

ACTIVITIES

Inter-House rivalry exists in the areas of Academic Performance, Conduct, Sports and other co-curricular activities. In the Academic area, points are awarded for not only FIRST and SECOND Honours, but for outstanding EFFORT as well (all 1s or a combination of 1s and 2s).

Conduct points are awarded for Merits and deducted for demerits and suspensions.

Students are encouraged and rewarded if merited, for participating in a variety of co-curricular activities. These include Inter-House competitions such as: Scrabble, Road Race, Culinary, Floral, Craft, Debating, Swimming, Girls' and Boys' Football, Netball, Lapathon and Sports Day events.

At the end of each School Year, Trophies and Shields are awarded to the top House in each category.

AIMS

The aim of the House System at Campion – which can be deduced from the above information – is therefore: To provide an environment that enables the fullest personal development of each and every student, not only within but also outside of the classroom, by

- a. Promoting a spirit of friendly rivalry among students
- b. Enabling students to realize their leadership potential
- c. Providing students with opportunities to develop and improve their organizational skills
- d. Creating opportunities for students to use up some of their boundless energy in healthy, creative and enjoyable ways
- e. Helping students to learn that although abilities differ from person to person, with consistent and dedicated effort, much can be achieved
- f. Teaching students that (i) participation can be rewarding even without a victory and (ii) defeat should be gracefully and peacefully accepted
- g. Inspiring students to truly LIVE the School Motto: FORTES IN FIDE ET OPERE (Strong in Faith and Work)

THE HOUSE PATRONS A PROFILE

Saint Robert Bellarmine, S. J. (1542 – 1601)

Saint Robert Bellarmine, S.J. was a Bishop, Cardinal and Doctor of the Universal Church. He was one of the most learned men of his time and his books were such a powerful vindication of the Catholic Church that Queen Elizabeth forbade her subjects from publishing or selling them under pain of death. A very popular orator, he could memorise an hour-long Latin sermon by reading it over once. He had the ability to simplify the great truths of theology and put them within range of ordinary people. Bellarmine confronted the Protestant Reformers and justified the right of the Catholic Church to defend herself and the faith, to meet moral issues and to somehow guide and correct the temporal order. In spite of his protests, the Pope made him a Cardinal "because he was without equal for learning in the Church of God". From this new vantage point he set about to root out the abuses which gave the Reformers grounds for their criticisms of the church and he presented to Pope Clement VIII a denunciation of the major abuses prevalent in the Pope's own Roman Curia. He also pointed out that the Pope was not the Church's overlord but its administrator. Only Pope Sixtus V's death prevented him from putting some of Bellarmine's writings on the list of forbidden books because Bellarmine opposed the Pope's theory of direct papal power of civil authority.

His concern for education was apparent from the letters he wrote urging careful training of mathematics teachers. Galileo invited Bellarmine to see the new-found wonders of the sky in his telescope and later Bellarmine turned to Jesuit scientists to confirm Galileo's findings. This resulted in Bellarmine's gentle treatment of Galileo at his trial – which did not please the Holy Office.

Bellarmino was notable not only because of his brilliant scholarship offered freely in the service of others, but also his commitment to intellectual integrity. In fact his theories of government are reflected in the writings of Thomas Jefferson. He was not to be intimidated by anyone either inside or outside the Church.

Saint Aloysius Gonzaga, S.J. (1568 – 1591)

Saint Aloysius Gonzaga, S.J. was an Italian Jesuit scholastic (not yet ordained) who died while attending the sick during the 1591 Roman plague and is the Patron Saint of Youth.

This young nobleman repudiated the allure of Renaissance life and gave himself with powerful single-mindedness to the Ignatian ideal. In calling himself "a piece of twisted iron that needed to be straightened out" he was referring to his appalling background, of both his heredity and his environment. His ancestors included despots who condoned assassination, debauchery and extortion. They survived one assassination after another while their subjects were bled white by taxation. Aloysius, convinced that such a society could not be reformed from within, tore himself out of his setting and joined the then new Society of Jesus.

Aloysius had a remarkable toughness of character; he was never a recluse and his innocence was founded on neither ignorance nor prudery. He could control quarrelling princes and lead Roman rabble to confession.

Aloysius had hoped to be sent to work on the missions but the plague intervened when he was only twenty-three. While helping the victims he contracted the plague and died. Usually known as the Patron Saint of youth, this catechist of Roman ragamuffins, consoler of the imprisoned, martyr of charity for the sick, just as appropriately and deservedly could be honoured as a Patron Saint of the Social Apostolate. He certainly reflects one of the hallmarks of Jesuit education – the individual care and concern for each person.

Saint Stanislaus Kostka, S.J. (1550 – 1568)

Saint Stanislaus Kostka, S.J. born in Poland, was seventeen years old when he entered the newly founded Jesuit Order, and died a year later. He was recognized for accomplishing the ordinary things in life in an extraordinary way through a vibrant faith. The liturgy speaks of him "accomplishing much in a short time". He had a sacramental view of the world and exemplified in his own life signs of a transcendent life.

Stanislaus Kostka, a student at the Jesuit College in Vienna, gave the measure of his determination to respond to God's call to the Jesuit Society, against the set opposition of his angered father and sadistic brother, by the fatiguing journeys he made on foot from Vienna to Augsburg, and then on to the Jesuit novitiate in Rome. Of singular innocence and devotedness to the Virgin Mary, he showed undeviating singleness of purpose, and demonstrated extraordinary steadfastness in prayer and penance. He received exceptional spiritual favours in the form of visitors. During the last ten months of his short life he moved everyone who knew him with his childlike fervour. Eventually he died of a fever, leaving to the recently opened novitiate of Saint Andrea, the happy memories of a joyous son who had been among the first to enter its walls. He was proclaimed the Patron Saint of religious novices.

Saint Ignatius Loyola, S.J. (1490 – 1556)

Saint Ignatius Loyola, S.J. is the founder of the Society of Jesus, the author of the *Spiritual Exercises*, and the Patron Saint of all Jesuits. Over his own protests he was elected the first Superior General. The expansion of the Jesuit Society was nothing less than miraculous; during his sixteen years as Superior General, it had grown from ten men to a thousand men living in 101 houses. Ignatius was canonized in 1622.

Loyola was born in the Basque hill country, the youngest of eleven children. Having received only a superficial education, his interests were in sports and military prowess. While defending a fort in Pamplona his leg was broken. During his convalescence he read the only books available which were lives of saints, and he underwent a remarkable conversion. He was determined to imitate these saints and to become a knight in the service of God. After some years in prayer and penances, he received divine illumination by which the rest of his life would be guided. He wrote down his experiences in his famous book known as the *Spiritual Exercises*.

These exercises were not read – they are done. They involve a process meant to free one to choose what is best for oneself in the light of first principles, and bring a sense that God is at work in all things, animating and energizing them. These step-by-step guidelines for teaching the art of prayer and meditation are meant to lead an individual to find God in all things, to increase awareness of God's plan and the role one can play in bringing them to fulfillment.

At the age of thirty, Loyola returned to school to repair the gaps in his education until he was ready for the great universities at Alcalá and Salamanca. In both these places he was reported to the Inquisition and jailed. Later he gathered together six companions who determined to go to Rome and put themselves at the disposal of the Pope. In 1540 Pope Paul III gave formal recognition to the order which would profess the three customary vows of poverty, chastity and obedience along with a fourth vow of special obedience to the Pope.

Very early it was clear that education was the most urgent need of the Church, so it became the work of the Jesuits. It is therefore no surprise to find many Jesuit schools named in his honour.

Saint John Francis Regis, S.J. (1597 – 1640)

Saint John Francis Regis, S.J. was a home missionary to southern France, visiting hospitals and prisons, reviving the faith of lax Catholics, assisting the needy, and bringing the hope of Christ to the poor. His influence reached all classes and brought about a lasting spiritual revival throughout France.

When he became a Jesuit he requested the mission of evangelizing the fallen-away Catholics of the interior of France, which still suffered from the sad effects of the Wars of Religion – that civil strife between French Calvinists and Catholics. Since a good portion of southern France had been under the control of the Huguenots, the Catholics in those areas had been forced to abandon the practice of their faith. Their churches had been destroyed and their priests slain. Now that peace returned to the country, it was the task of the home missionary to rekindle the faith that had once been there.

Regis traveled through many towns, climbing difficult mountains to carry God's message. His sermons were simple but sincere, and flowed from a heart close to God. Besides preaching, he would hear confessions, celebrate Mass, and catechize. He consoled the disturbed of heart, visited prisons, collected clothing and food for the poor, and established homes for prostitutes so that they might be rehabilitated. There was nothing outstanding in any of his actions during the years he traveled as a home missionary, but the results were truly extraordinary. His influence reached all classes and brought about a lasting spiritual revival throughout France. Numerous miraculous cures of the sick effected during his lifetime continued after his death.

Saint Francis Xavier, S.J. (1506 – 1552)

Saint Francis Xavier, S.J. was a missionary in India, the East Indies and Japan. Since the time of the Apostles there has not been a greater missionary than Francis Xavier.

His early ambitions to become a university professor were put aside when he met Ignatius Loyola, who convinced him that the best way to use his talents was to spread the Gospel. Xavier became one of Ignatius' first companions in a fellowship that later became the Society of Jesus. He was the first Jesuit missionary.

The story of his journeys is an epic of adventure that found him dining with head hunters, washing sores of lepers in Venice, teaching catechism to Indian children, baptizing 10,000 in a single month. He could put up with the most appalling conditions on his long sea voyages and endure the most agonizing extremes of heat and cold. Wherever he went he would seek out and help the poor and forgotten.

In a ten-year span he traveled thousands of miles – most on his own bare feet. He saw the greater part of the Far East. He died in 1552 on a lonely island of Sancian, near the China coast, while trying to reach mainland China. It was an astonishing feat when one considers the primitive means of transportation available, together with the danger involved in any form of travel due to incessant wars and piracy. But what is especially remarkable is the fact that he left behind him a flourishing church wherever he went. Many miracles were attributed to him, but the real miracle of his life was the miracle of his personality, by which he was able to win over thousands to the Faith wherever he went and to win their passionate devotion. He was declared the Patron Saint of Navigators as well as the Patron Saint of all Missions.

THE ROLE OF INDIVIDUALS IN SCHOOL

PRINCIPAL

The Principal holds full responsibility for the day-to-day operations of the School. He is directly responsible to the School Board, and through the Board, to the Ministry of Education.

He handles matters of **Staffing**: employing, timetabling; **Financing**: budgeting, auditing of accounts, fund-raising, fee-collecting; and **Academics**: the school curriculum.

He is responsible for the **School Plant**: its use, maintenance, improvement and security; and the **Student Population**: Entry, Promotions, Expulsions.

He establishes and maintains good relationships with the community, the parent body, the staff and the student body.

VICE PRINCIPALS

These are the chief assistants to the Principal and carry out specific management roles in addition to teaching duties.

Some of their roles include:

- ❖ Organizing school assemblies and worship
- ❖ Assisting with special School functions
- ❖ Providing professional guidance of Teachers
- ❖ Monitoring student performance
- ❖ Commenting on reports

DEAN OF DISCIPLINE

With an Assistant Dean, the Dean of Discipline is responsible for the conduct and deportment of students, to ensure that a high standard is maintained at all times. Duties include:

- ❖ Investigating and deciding on matters related to demerits, and in conjunction with the Principal, on matters warranting suspension or expulsion
- ❖ Assisting with selection of Prefect and Sub-Prefect Body
- ❖ Arranging and monitoring the detention system
- ❖ Assisting with determining deployment of Prefect Body (duties)

GRADE SUPERVISOR

Appointed by the Principal, one for each Grade Level, the Grade Supervisor's duties include:

- ❖ Monitoring and recording of attendance (regularity and punctuality)
- ❖ Commenting on and ensuring the completion of reports

- ❖ Assisting with difficulties at grade level
- ❖ Managing and organizing the Book Rental Scheme
- ❖ Appointing Beadles for classes

FORM TEACHER

Appointed by the Principal, the Form Teacher's role is basically a pastoral one – the Mother/Father figure who guides, counsels and creates a family atmosphere within the class. Responsibilities include:

- ❖ Supervision of collection of weekly Welfare Fund Contribution
- ❖ Organization of daily class devotions
- ❖ Assisting class to organize scheduled school assembly
- ❖ Monitoring of Homework Book
- ❖ Ensuring care of classroom and furniture
- ❖ Assisting with fund-raising ventures
- ❖ Encouraging students' maximum achievement
- ❖ Encouraging good conduct and deportment of students

GUIDANCE COUNSELLOR

The Guidance Counsellor is concerned with student welfare. He/She

- ❖ Offers advice and counsel to students with special problems
- ❖ Liasises with the home and parents of students with special problems
- ❖ Administers the School's Welfare Fund to give economic assistance where necessary

Individuals may seek the confidential assistance of the Guidance Counsellor whenever the need arises.

NURSE

The Nurse assumes the full responsibility for the students who are ill while at school. He/She

- Administers First Aid when necessary
- Advises teachers on students' health
- Makes contact with parents if any student needs to see a Doctor or be sent home due to illness
- Instructs students re. hygiene, personal development, physical development
- Records lateness and gives late slips to students who arrive late for the morning session
- Is responsible for the lost and found department

CHAPLAIN

The School Chaplain caters to the spiritual enrichment and development of staff and students. His/her duties include:

- ❖ Developing the Liturgical life of the school through class and school worship services and prayer assemblies
- ❖ Conducting Mass in school chapel twice per day
- ❖ Giving Guidance and Counselling to individuals about spiritual matters
- ❖ Expanding and enriching the current Outreach Programme of the school
- ❖ Working closely with the Religious Education Department and the Guidance Counsellor to aid spiritual development, conflict resolution and other related problems

STUDENT POSITIONS OF RESPONSIBILITY

Students have a chance of serving in leadership roles at class and school levels. Persons so chosen will be relieved of these positions if deemed through their actions to be unfit as role models.

HOMEWORK MONITOR

This person is selected by the Supervisor in consultation with the Form Teacher. His/her main duty is to keep and record in the Homework Book all classwork and homework that is given by the teacher and to indicate when no homework is given.

BEADLE

The Beadle is selected by the Supervisor in consultation with the Form Teacher. The Beadle is the Head Student of the class, responsible for maintaining discipline, recording attendance, lateness etc. The Beadles report any class problems to the form teacher or supervisor.

ASSEMBLY MONITOR

The Assembly Monitor keeps the assembly register and records student attendance or lateness at each assembly. This is collected periodically by the Dean of Discipline for checking and any other action necessary.

PRAYER MONITOR

The Prayer Monitor is chosen by the Form Teacher. Duties include helping to organize School's Devotions scheduled to be led by the class and organizing daily devotions for the class at the beginning and at the end of the school day.

STUDENT COUNCIL REPRESENTATIVE

This representative is elected by the students of the class. He/she

- ❖ Must attend Student Council meetings
- ❖ Discusses concerns of the class about any matters pertaining to school life
- ❖ Reports to class on Student Council meetings

SUB-PREFECT

These students are selected by the Dean of Discipline on the recommendations of their teachers. Sub-prefects should:

- ❖ Possess good leadership qualities
- ❖ Demonstrate good school spirit
- ❖ Be of good conduct

Sub-prefects are selected from the fourth and fifth forms. Their duties include:

- ❖ Monitoring the corridors and classrooms
- ❖ Supervising students entering the canteen
- ❖ Keeping good order in the library

PREFECTS

Prefects are selected by the Prefect Coordinator on the advice of the Prefects, Staff, Supervisors, Deans of Discipline, Vice-Principals and Principal. They should be:

- ❖ Of good character, dependable and be relied upon to carry out their responsibilities faithfully
- ❖ Able to cope with their academic duties despite the extra responsibilities of their office
- ❖ Exemplary in their conduct and therefore able to set an example to the rest of the student body
- ❖ Sensitive to the rules of the school and be willing to guide students in their conduct and so promote the maintenance of good discipline in the school
- ❖ Able to set an example in their speech and dress
- ❖ Able to command the respect of the student body as a result of their own conduct and demeanour
- ❖ Strong in their personality and be mature enough to know how to relate to the rest of the student body
- ❖ Able to act on their own initiative

The Prefect's main role is to encourage and promote good discipline amongst the student body. Each prefect is assigned a number of duties which includes patrolling the corridors, library duty, canteen duty, general supervision at School Assemblies, and proctoring classes in the absence of a teacher.

FORM PREFECT

Form Prefects are appointed by the Head Prefects to perform a Big Brother/Sister role to the members of a particular class. The Form Prefect:

- ❖ Encourages conflict resolution through the proper channels
- ❖ Spends time with the class and becomes familiar with the class teacher
- ❖ Remains with the class in assemblies and ensures that good discipline is maintained
- ❖ Encourages full participation in school activities

HEAD STUDENTS/PREFECTS

A **Headboy** and two Deputies, and a **Headgirl** and two Deputies are selected from amongst the members of the Prefect Body by the Principal after consultation with the Prefect Body, Staff, Supervisors, Prefect Coordinator and Vice-Principals.

As Head Prefects they provide leadership to the Prefect Body, assigning duties to individual prefects and monitoring them in the carrying out of their duties. As Head Students, they also provide leadership to the rest of the student body and should be exemplary role models for the student body.

STUDENT ACTIVITIES AT CAMPION

Co-curricular activities at Campion are many and varied, appealing to a diverse and multi-faceted student population. With over fifteen individual clubs and the entire range of sporting activities, each student should be guaranteed at least one year of total involvement, preferably more!

Clubs include:

THE CHOIR – an impressive group drawing its members primarily from the upper school (4th – 6th forms).

CHORDS

CHRISTIAN LIFE COMMUNITY – a group open to all Christians with a desire to live a Christian way of life and carry out works of mercy.

INTER-SCHOOL CHRISTIAN FELLOWSHIP (ISCF) – a non-denominational gathering of individuals who meet to pray, praise and serve.

MINISTRY OUTREACH PROGRAMME – 'Service in Action' – this club provides community outreach to the elderly, the abandoned and the handicapped of our society.

KEY CLUB – the Junior branch of Kiwanis International dedicated to serving the community and the school, while having fun at interclubbings, concerts and sundry activities.

INTERACT – the Junior branch of Rotary International. It is service-oriented while building personal responsibility. It is limited to the upper school (4th – 6th forms).

SCIENCE – a discovery-oriented group that meets weekly to delve into the wonders of science.

DEBATING – seeks to foster a higher level of debating skills in Campion students. The School Team reached the National Finals in 1997.

CHESS – hone your skills on the chessboard with others at different levels.

STUDENT COUNCIL – once elected, members discuss problems encountered, suggestions for improvement and all issues concerning Campionites. It is also the 'liason' between the students and the administration.

JUNIOR SOCIETY – open to 1st to 3rd formers. This fairly recent and active group aims to appreciate others, recognize the importance of giving, assisting others and sharing.

LANGUAGE – come and practice your foreign language!

FLOWER ARRANGING – meets weekly to learn new techniques and share ideas.

ALUMNI ASSOCIATION – open to all fifth form graduates and past students of Campion. An opportunity to give back to your Alma Mater!

SPORTING ACTIVITIES include:

- Athletics
- Badminton
- Basketball
- Cricket
- Hockey
- Football
- Netball
- Swimming
- Synchronised Swimming
- Table tennis
- Tennis
- Volleyball
- Water Polo

GUIDELINES FOR PARENTS

In this education partnership parents need to be aware of what is happening in the school, monitor and encourage the students, to ensure that all worthwhile expectations are met so that the child receives maximum benefit.

Make sure you receive:

1. **An Academic Calendar**

This is sent out each year in September giving the dates of:

- i. The beginning and end of each term
- ii. mid-term breaks
- iii. meetings with parents
- iv. any scheduled major school event

Action: Keep safely where it can be always viewed to help with planning, so relevant meetings can be attended and support given to school functions.

2. **Reports**

Five are issued each year: THREE End-of-Term Reports, TWO Mid-Term Reports (Christmas and Easter Terms).

Action: Study these reports. Note the child's progress. Take any action necessary to improve the progress.

3. **Consultation Schedule**

A consultation schedule is sent home to parents in September each year outlining the times when teachers are available for consultation. These times are not only an opportunity for teacher and student to reinforce, explain, redefine etc. any academic problem the student may be having, but parents may request to see the teacher during this consultation time. Similarly the teacher may request to see a parent or student at this time.

TEACHER/PARENT INTERACTION

Campion provides opportunities for teacher-parent interaction.

- ❖ Home School Association (H.S.A.) meetings – are held once each term. In the second term, TWO days are set aside for this. Dates are indicated on the academic calendar. One aim of the H.S.A. is to stimulate parental interest in the academic development of the children and to maximize the potential of the school to provide quality education.
Action: Attend the H.S.A. Meetings and, to save time –
 - i. Come knowing the names of the child's teachers
 - ii. Know the child's class (e.g. 1-4)
 - iii. Study the School Report and know what questions you would like to ask
 - iv. Bring the Report
- ❖ Private Consultations – Appointments can be made (by telephone or in person) to meet with teachers (see Consultation Schedule for possible times).

SUGGESTIONS FOR HELPING YOUR CHILD

- 1) Books and Equipment – Be sure that they are given, and taken to school with them, all required books and equipment.
- 2) Rental Books – must be cared, used and returned on the prescribed day at the end of the school year. Failure to do so results in penalties.
- 3) Study Timetable – Help your child to organize and follow a study plan which allows each subject to get prime study time each week.
- 4) Homework – Insist that homework is done daily. Work may be:
 - Assignments given by the teacher
 - Revision or correction of classwork done
 - Preparation of work for the next class
- 5) Notebooks – A notebook should be kept for each subject. An entry with DATE and TOPIC, and facts gleaned should be made each day the subject is done. Purpose: Enables parent to see what is done in school and helps the child in revision and study.
- 6) Absent Notes/Excuses – The day your child returns to school after being absent, he/she must present a note from you explaining his/her absence. If your child is unavoidably late for school at any time, a written excuse from the parent is expected. If for good reason your child is out of uniform, a note seeking permission for his/her acceptance in school must be sent to the Grade Supervisor, Dean of Discipline or Vice Principal.
- 7) School Rules – Ensure that your child abides by the school rules (pay special attention to attire and grooming).