

# Principal's Message

Dear Parents,

We are pleased and proud that you have selected St Paul's Catholic Parish Primary School for your child. On behalf of Rev Richard Healey our Parish Priest and the staff of the school, WELCOME.

It is our VISION that:

*"In the richness of our Catholic faith and tradition we achieve excellence."*

Supported by our MISSION:

*"In partnership, St Paul's parish and school communities will:*

- *give witness to the life and mission of Jesus;*
- *build and nurture positive relationships;*
- *provide a safe, inclusive, quality learning environment; and*
- *develop socially responsible citizens"*

Enrolling your child in our Catholic school enables him/her to learn about the Catholic Church, its traditions, beliefs and practices and supports parents in their role as the child's first educators of faith.

You the Parents and Carers have the privilege of being the first and major influence on your child. The decision to baptise your child into the Catholic Church is made by you. When your child reaches school age, parents enter into a partnership with those who are in the profession of formal education. St Paul's Catholic Primary Parish School Albion Park, strives to be totally dedicated to partnership in this privilege and responsibility.

We pride ourselves on being an inclusive and welcoming faith community. At St Paul's Catholic Parish Primary School the importance of tolerance and understanding of difference is promoted. This allows all in our school community the right to work in a safe, productive and harmonious environment.

We believe in developing the whole child- academically, socially, emotionally, physically and spiritually, through a developmental approach. We understand we are a teaching and learning environment and it is important we focus on a holistic approach for our children so they have the opportunity to develop into happy, productive and successful members of society.

We are blessed to have a dedicated staff, passionate about teaching children, as we strive for high quality teaching and learning. We promote parental involvement in the school and encourage the parents to be a part of their children's education. We are fortunate to have a wonderful relationship with the parish especially Fr Richard Healey, our parish priest.

We are a school that allows the development of quality relationships. Community is important at St Paul's and relationships are promoted and celebrated through positive interaction with students, teachers, parents, parish and the wider community.

I am confident that you will find St Paul's Catholic Parish Primary School a welcoming community that values each individual.

I encourage you to become involved in the life of the school so that we can continue on our journey of educating your child within the evangelising mission of the Church.

With God's Blessings on you and your family.



Colleen Easton  
Principal

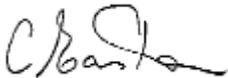
# Strategic Intent Statement 2013 - 2017

St Paul's Catholic Parish Primary School through its vision and mission statement will give expression to the distinctiveness of the educational ministry, as it serves in the mission of the Catholic Church in today's world. As a systemic school, it will form a unique part of the diocese and wider church, by offering parents and parishioners, stronger parish links with our local church through their engagement in their faith journey.

It will seek to provide a comprehensive curriculum that emphasises educational excellence for every student; with a strong emphasis on meeting their diverse needs in a way that enhances their sense of personal worth. Through its implementation of current pedagogical practices, and best qualitative professional learning of its staff and parents, St Paul's Catholic Parish Primary School will achieve academic excellence in literacy and numeracy with a special focus on raising levels in reading and comprehension.

Our school will find its purpose in providing a safe and secure environment, addressing the pastoral needs with firm behaviour plans. We will promote respect for God, self, others and responsibility as stewards of God's creation. St Paul's Catholic Parish Primary School will be known for being innovative in its school structures by limiting the impact we have on the environment.

To meet the changing demographics of the development of Calderwood and West Dapto, the Master plan of the school and parish will be implemented (modified). Suitable learning spaces could be built to allow an increase in student numbers and enrolment for a three-stream school. St Paul's education setting will offer impressive state of the arts places of learning, that parents, students and staff will be proud to call their school.



Colleen Easton  
Principal

## School Details

Principal: Mrs Colleen Easton

Senior School Support Officer: Ms Lisa Payne

School Support Officer: Ms Lisa Cooper

(Administration)

School Name: St Paul's Catholic Parish Primary School

School Address: 247-251 Tongarra Road, Albion Park NSW 2527

Postal Address: PO Box 465, Albion Park NSW 2527

Phone Number: 4256 2772

Fax Number: 4256 4207

Email Address: [info@spapdow.catholic.edu.au](mailto:info@spapdow.catholic.edu.au)

Web Site: [www.spapdow.catholic.edu.au](http://www.spapdow.catholic.edu.au)



## Parish Details

Parish Priest: Father Richard Healey

Parish Secretary: Mrs Mary Jennings

Parish: St Paul's Catholic Church

Parish Address: Tongarra Road, Albion Park NSW 2527

Phone Number: 4256 2038

Fax Number: 4256 6674

Email Address: [office@stpaulsparish.org.au](mailto:office@stpaulsparish.org.au)

Webb Address: [www.stpaulsparish.org.au](http://www.stpaulsparish.org.au)

## Catholic Identity

St Paul's Catholic Parish Primary School is a Catholic Systemic primary school catering for students from Kindergarten to Year 6.

It was established in 1882 by the Sisters of St Joseph to serve the needs of the Albion Park Catholic Community. Initially known as St Joseph's, the single building school commenced with three Sisters and fifty students. In 1925, the beginnings of the present school were built and these were built and Bishop William Hayden of the Wilcannia-Forbes Diocese, a former parish priest, officially opened these.

School buildings were subsequently added to the site in 1925, 1961, 1969, 1972, 1978, 1982, 1985 and 2003. In 1940 the school assumed the name of the parish patron, St Paul. Over the years, the school has seen many changes. As the area has expanded, the school buildings have grown to accommodate four hundred children. In 2003 the Mary MacKillop Resource Centre and the St Paul's Parish Hall were added to the school's facilities. In 2010 the Federal Government granted schools financial funding to be used for the improvement of building facilities, this was known as Building the Education Revolution (BER). At St Paul's a new administration area, two new Kindergarten classrooms were constructed and the refurbishment of classrooms occurred.

St Paul's Catholic Parish Primary School is situated on Tongarra Road, Albion Park. Tongarra Road is also known as the Illawarra Highway, connecting the Southern Highlands to the Illawarra.

Since 1882 the school has grown to accommodate the expanding rural district as well as to serve the many families engaged in the various industries of the area.

As a Parish School, initiated by the Parish community, it is intended that our school should be an integral and vital part of the whole Parish and, indeed, of the wider Church community. It is intended that the spiritual growth and welfare of the students be carefully integrated with sound, general and needs-based education which will be the shared responsibility of the Parish Priest, Principal, staff and parents, under the supportive direction of both Catholic and Government authorities.

As a Catholic school, St Paul's Catholic Parish Primary School comes under the spiritual guidance of the parish priest and the general administration and responsibility of the Catholic Education Office of the Diocese of Wollongong, Market Street, Wollongong.

The finance and management of the school is controlled and supervised by the Catholic Education Office of the Diocese of Wollongong, the Parish Priest and the School Principal, all of whom act with the permission and blessing of the Bishop Peter Ingham, the Bishop of Wollongong.

### Vision Statement

*"In the richness of our Catholic faith and tradition we achieve excellence."*

### Mission Statement

*In partnership, St Paul's parish and school communities will:*

- *give witness to the life and mission of Jesus*
- *build and nurture positive relationships*
- *provide a safe, inclusive, quality learning environment*
- *develop socially responsible citizens*

## School Motto

Our School Motto is: *'Constant in Faith'*

The identity of St Paul's Catholic Parish Primary School today could well have been written for the 1882 foundation. *The Catholic School* sums up the whole purpose in these words: "It's task, "is fundamentally a synthesis of culture and faith and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through the subjects (Key Learning Areas) taught, in the light of the gospel; the second in the growth of the virtues characteristic of the Christian." Over one hundred years later, St Paul's Catholic Parish Primary School remains faithful to its purpose. This could well be the origin of our school motto ***'Constant in Faith.'*** St Paul's Catholic Parish Primary School has always remained very much a school of the community. This is reflected through Parish interest, support and involvement. The school provides a Catholic Primary School education for girls and boys, serving the expanding and developing areas around Albion Park. Close links have been established with the neighbouring Catholic High School, St Joseph's.

## School Song – Constant in Faith

*Welcome to this place of joy  
Whose history sings a living song;  
Many hands and hearts and lives  
Create our school where we belong.*

*Mountains rise our spirits breathe,  
In space whose precious mem'ries call  
To us new mem'ries to create,  
and build the stories of St. Paul's.*

*Constant in faith,  
Joyful in hope,  
Learning how love can still grow;  
New sacred spaces hold great ancient dreams,  
And God's face in our lives start to show.*

*Mary Mackillop walked our grounds,  
Her sisters carried on the dream;  
Now our time has come to sing  
With love and thanks for what has been.*

*Reverence, respect and care,  
Gifts received we freely share;  
Including everybody's needs  
In learning, playing, work and prayer.*

*Constant in faith,  
Joyful in hope,  
Learning how love can still grow;  
New sacred spaces hold great ancient dreams,  
And God's face in our lives start to show.*

*Now Jesus' story lives in us,  
With spirit and with faith and pray  
That everyone who loves our school  
Will live and love in Jesus' way*

*Constant in faith,  
Joyful in hope,  
Learning how love can still grow;  
New sacred spaces hold great ancient dreams,  
And God's face in our lives start to show.*

*Kevin Bates sm. (Written with the support of students from St Paul's)*

## School Prayer

### SCHOOL ASSEMBLY MORNING PRAYER

*In the name of the Father and of the Son  
and of the Holy Spirit  
Amen*

*Dear Jesus*

*We give thanks for our St Paul's community.*

*As we learn together in a safe and happy environment we try to achieve excellence.*

*Help us today to:*

*Be Respectful*

*Be Safe*

*Be Responsible and give witness to the life and mission of Jesus.*

*We ask that with the help of St Mary of the Cross and St Paul, we will be constant in faith on  
our journey of life.*

*(pause for some silence)*

*Glory be to the Father and to the Son and to the Holy Spirit  
as it was in the beginning is now and ever shall be world without end.*

*Amen.*

*St Paul: pray for us*

*St Mary of the Cross MacKillop: pray for us.*

*(Composed by the Year 6 Leaders of St Paul's Catholic Parish Primary School Albion Park)*

The students are encouraged to pray at different times of the day formally and informally.

8:57 am	School Prayer led by the Principal and Leadership Team
10:55 am	Prayer before Meals
11:20 am	Prayer after Meals
12:00 noon	The Angelus / Regina Coeli - led by Year Six students
1:25 pm	Prayer before Meals
2:20 pm	Prayer after Meals

Catholic schools are faith communities, and therefore prayer is an essential part of school life, It is a key element in not just the religious education program but the whole life of our Catholic school.

While schools may have set times for students to pray at the beginning of the day or other times, prayer cannot be neatly locked into a timetable. Prayer needs to occur frequently and at appropriate times.

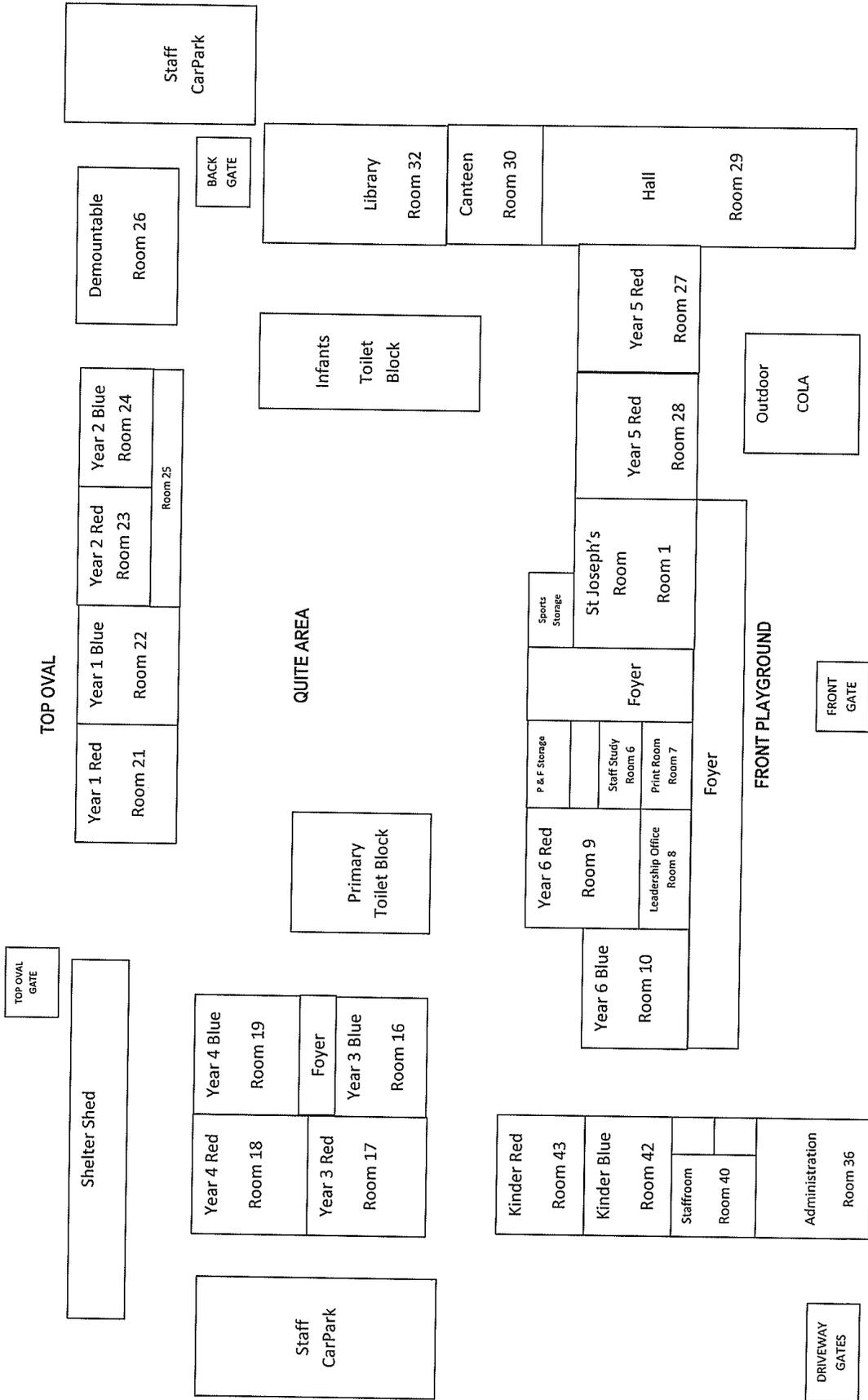
The role of a Catholic school includes immersing students in an environment that teaches them to pray not just at the right time according to the clock, but in response to the need for prayer. Such moments could occur during times of sharing, when a student tells the class about a baby sister being born on the weekend, or when the class learns that a member of the school community is faced with a serious illness. The need for prayer can also arise when relationships are filled with tension perhaps when arguments and fights have broken out

during the lunchtime break. This is an appropriate time for prayer, because there is a need for students to stop and become aware of the presence of God within them and who God is calling them to be.

- All children have the capacity and potential to pray.
- Children's faith develops in different stages and is usually age-related.
- Children develop their images of God as they grow older.
- Children need mature adults who have a good understanding of their own faith to model different ways of praying and to help them develop their understanding of God.
- Prayer experiences for children need to take into account the whole child — the physical, emotional and spiritual levels of each child.
- Prayer experiences for children need to engage all five senses and include both verbal and non-verbal elements.

# Map of School

St Paul's Catholic Primary School  
247-251 Tongarra Road, Albion Park



# Curriculum

Within the curriculum of Catholic schools there are seven Key Learning Areas that provide students with a broad and balanced education.

- Religious Education
- Mathematics
- Human Society and Its Environment - History and Geography
- Personal Development, Health & Physical Education
- English
- Science & Technology
- Creative Arts

These Key Learning Areas are broad groupings of subjects and each Key Learning Area deals with the knowledge, skills, understanding and values and attitudes that are relevant and appropriate for primary school students.

## Religious Education

Religious Education is a vital component of the school curriculum, regarded as one of the school's Key Learning Areas.

Religious Education is at the heart of who we are at St Paul's Catholic Parish Primary School, through our interactions with one another, our daily prayers, our loyalty to the traditions and doctrines of the Catholic Church and our genuine desire to be an organisation that reflects the values of Christ as we educate children in their faith.

Religious Education helps the students to develop their knowledge of their faith through daily formal instruction from the Diocesan Religious Education Curriculum.

Children also participate in Parish and School Liturgies, Sacraments and Prayer Celebrations throughout the year. These include:

- Class Mass
- Celebrating School Mass with the whole community
- Joining together as a school community to celebrate the beginning and end of the year
- Daily prayer in the classroom and at school assemblies
- Presentations by different classes of the different feast days that take place during the year
- Prayer celebrations before assemblies
- Sacraments and Rosary
- Flag raising ceremonies which acknowledge our indigenous landholders

## Adult Faith Formation - Conversations About Catholics

Adult faith formation opportunities are offered to all parents on enrolment at St Paul's Catholic Parish Primary School. Parents who are already part of the school community are also invited to attend.

Conversations About Catholics comprises of five modules. In a non-threatening, non-judgmental setting we learn, discuss and share our knowledge about why Catholics do the things we do.

## **Advent and Lent**

Parents and carers are encouraged to participate in some reflective time during the seasons of Advent and Lent. The school conducts four to five sessions for an hour to prepare and deepen our faith during this time. These sessions are held at school in the mornings in a welcoming environment.

## **Sacraments**

St Paul's Catholic Parish Primary School welcomes the involvement of parents in the education of their children. Opportunities for active participation are many so that family and school together strive to develop the whole child, thus providing the child with the means to live a meaningful Christian life.

- The children in Year 3 receive the Sacrament of Reconciliation.
- The children in Year 3 receive the Sacrament of Eucharist.
- The children in Year 6 receive the Sacrament of Confirmation.

The Parish Sacramental Team conducts all Sacramental Programs. The Religious Education Curriculum supports the program through the units of work.

## **National Curriculum**

With the introduction of the National Curriculum in 2014 we have commenced the implementation process with enthusiasm. The Catholic Education Office and all Catholic Primary Schools continue to focus on National Curriculum of Mathematics, English and with the intent to introduce Human Society and Its Environment in 2016.

## **English**

English is the Key Learning Area where students develop knowledge, skills and understanding about English language and literature. English also has a wider role as a means of learning in all Key Learning Areas. The Strands of the English syllabus are Talking and Listening, Reading and Writing.

## **Mathematics**

Mathematics involves students analysing and solving problems. The Strands include Working Mathematically; Number; Patterns and Algebra; Measurement and Data; and Space and Geometry.

## **Science and Technology**

Science and technology are of increasing importance and integral to our rapidly changing world. A student's sense of wonder and curiosity about the natural and made world is fostered through actively engaging in the processes of Working Scientifically and Working Technologically. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology, and the significance of their contribution to and influence on society.

Our aim is for students to become self-motivated learners through active participation in challenging and engaging experiences in order to develop innovative solutions.

## **Human Society and Its Environment (HSIE)**

This area deals with the interactions of people with one another, and with the social, cultural and physical environments as they attempt to meet their needs. The four Strands are Change and Conformity; Cultures; Environments; and Social Systems and Structure.

## **Personal Development, Health and Physical Education**

The Personal Development, Health and Physical Education Key Learning Area help students develop self-esteem, social responsibility, personal fitness and the ability to make informal decisions about health and lifestyle.

## **Creative Arts**

The Creative Arts Key Learning Area includes the art forms of dance, drama, visual arts and music. Learning these art forms provide opportunities for students to develop their abilities to make works and appraise their own works and the works of others, and to perform.

The school participates in a variety of outside activities.

## **Information Technology**

At St Paul's Catholic Parish Primary School, we aim to provide students with the experience and skills of using technology in a flexible and innovative environment, that will challenge and enrich the students' ability to use these technologies firstly to access the curriculum and then into their daily lives. Students have access to desktop computers, laptops, ipads, ipods and digital cameras to enhance their learning and better equip them for the world of technology. The students bring their own iPads and these are used in Years 5 and 6. Students are motivated to access the curriculum and learn the skills necessary to complete set tasks.

## **Reading Recovery**

Reading Recovery is an early intervention reading and writing program for Year 1 students. This follows a structure of intensive one to one teaching with a trained reading recovery teacher for thirty minutes on a daily basis. The length of time a child is on the program can vary. Year 1 parents will be given information regarding this program at the beginning of the year.

## **Resource Centre**

The Resource Centre plays a central role in the school and reflects and implements the educational philosophy of the school. Through the Resource Centre we aim to enthuse the children to read for pleasure, relaxation and cultural development, and to give them the confidence and the skills needed to use the Library as a place of research and study. Each child is expected to use a library bag when borrowing books and the school would appreciate the cooperation of parents in insisting on proper care of books once they are taken home. Parents are asked to be responsible for the replacement of any books that have been lost or damaged due to the cost of purchasing books.

## **Educational Excursions**

A general permission note is required each year to permit children to attend excursions within walking distance of school activities. Parents are requested to complete this form early in Term One. During each year, the classroom teachers will make a decision as to whether or not an excursion might assist in achieving certain educational outcomes. Any excursion requiring transport and cost will not occur without written authorisation and permission of parents. If NO permission note is sent in from parents, by the due date, the child DOES NOT participate in the excursion. Where possible buses with seat belts will be hired.

## **Year 6 Leadership Camp**

At the commencement of each school year, Year 6 students are expected to participate in a Leadership Camp for 3 days. Parents are informed about this Year 6 Leadership Camp at the conclusion of the Year 5 scholastic year.

## **Homework**

Teachers will endeavour to assist children in the development of good study routines. To this end, a small amount of homework will be given - usually revision of work taught during the day involving extension and application of what has been learnt and completing any unfinished work. Reading every night is part of all students' homework.

Homework may be given on Monday to Thursday evenings. Homework is not given at the weekend. Any difficulties encountered by children in completing this work should be made known to the class teacher. Parents are asked to show interest in and supervise children's homework.

## **Grade Overviews**

Each term class teachers send home Term Overviews of the content areas that will be their focus, when delivering their curriculum. Other important information is also included.

## **Extra Curricula Activities**

Children at St Paul's are exposed to a wide range of extra curricula activities, especially within the primary grades. Students from Year 3 to Year 6 are invited to participate in the ICAS English, Science and Mathematics competitions as well as a variety of sporting teams including: rugby league, basketball, cricket, netball, soccer and chess. The Diocese of Wollongong Sports Council provides children who excel in their sport, the opportunity to compete at a regional level. Year 5 and Year 6 students are also invited to compete in the school public speaking competition where the winner is selected to compete in the regional final against other Catholic schools within the Diocese of Wollongong. On a year-to-year basis other extra curricula activities also become available.

## **Southern Illawarra Catholic Schools (SICS)**

As a community of learners, four Catholic primary schools make up a cluster. Stella Maris, Shellharbour; Nazareth, Shellharbour City; Ss Peter & Paul's, Kiama; and St Paul's, Albion Park are namely our SICS – Southern Illawarra Catholic Schools.

As a cluster we meet regularly as a Leadership Team, and staff plan rich learning experiences for our students. We also offer professional learning opportunities for Teaching Staff and School Support Officers. The Senior School Support Officers (SSSOs) and School Support Officers (SSOs) meet to share and develop professionally.

## **Professional Development (Pupil Free Days)**

The Catholic Education Office allows staff five professional development days per year.

Children do not attend school on these days. Timely notice will be given in the newsletter to allow you to make alternative arrangements for your child / children on these days.

In 2008 the New South Wales Government directed that at the end of the 2009 school year and for each school year after that, State and Catholic schools would be closed for the last two days of the gazetted school year.

## **Student Leadership – School Captains, Senior Leaders and Leadership Teams**

An election process is held in Year 5 at the end of the year to elect School Leaders for the following year. The electoral process gives an understanding to the Year 5 students on how our Government Electoral Commission process is implemented. Students are nominated by their peers and a voting process is completed. Staff are also encouraged to vote including the Principal and Parish Priest. Students elect to be members of the Pastoral Care, Hospitality, Information Communication Technology or Sport Team.

Senior Leaders are those who have been unsuccessful in the selection of School Captains. Students receive their badges at the commencement of the new year during a liturgical celebration.

## **Student Representative Council – SRC**

Students from Kinder to Year 6 are elected to be on the School Representative Council for two terms. Class members elect one class member to represent them at meetings.

# Pastoral Care

## Rationale

At St Paul's Catholic Parish Primary School Albion Park we believe that Pastoral Care is central to the ethos and identity of our school.

There are many faces of Pastoral Care. It is both explicit and implicit in its expression, however, it is best defined in the expressions of care that bring to wholeness the physical, social, intellectual, emotional and spiritual development of all within the school community.

Above all, St Paul's Catholic Parish Primary School is a parish community that creates a cooperative, enthusiastic and supportive environment where each person feels safe, accepted, valued and able to learn in order to reach their potential as persons created in the image of God.

This Pastoral Care Policy has been developed within the context of:

- *Path to Life: A Framework for Pastoral Care and Wellbeing for Systemic Schools in the Diocese of Wollongong.*
- *Managing Student Pastoral and Educational Concerns (MSPEC)*, a case management tool for pastoral issues, including incidents of bullying
- *Diocesan Learning and Teaching Framework: Promoting the self-esteem and dignity of each learner*
- *SPB4L: A framework for school wide positive behaviours for learning*
- *Diocese of Wollongong Anti Bullying Policy 2012*
- *Diocese of Wollongong Suspension and Exclusion Policy 2012*

## Guidelines

From a pastoral perspective:

It is expected that **staff (including non-teaching staff)**:

- provide and encourage quality learning and teaching opportunities that cater for the individual needs of students.
- ensure the safety of all children in their care
- support the spiritual development and faith formation of the children
- promote the classroom and playground as an affirming place where good work and positive behaviour are rewarded and students have their opinions and thoughts heard
- develop and maintain quality interpersonal relationships with students, staff and parents with open communication.

It is expected that **students**:

- be active learners
- respect the rights of others
- share in the responsibility for forming and maintaining positive relationships
- adhere to the Behaviour Management Policy, Responsible Internet Use Agreement and other relevant Procedures

## It is recommended that parents:

- support the spiritual development and faith formation of their children
- make themselves aware of and support the school's policies and procedures
- support their child with his/her learning
- Inform the school of matters relevant to their children which may impact on their school life
- Use opportunities to be actively involved in the school community

## Implementation

The **Principal** has the overall leadership and responsibility for Pastoral Care in the school.

**The Leadership Team** supports the teachers in their Pastoral Care responsibilities and acts as a point of reference for parents and students in pastoral matters.

**Staff** will be trained in the principles of SPB4L (School Wide Positive Behaviours For Learning) and ensure that these are implemented consistently across the school, liaise with Special Education and Pastoral Care Education Officers from the Catholic Education Office and consult with allied professional services to support the special needs of students

Some activities that nurture a positive school climate at St Paul's Catholic Parish Primary School are:

- promoting full participation in the life of St Paul's Parish and fostering the pastoral role of the clergy in meeting the needs of parishioners
- celebrating liturgies
- celebrating with merit, affirmation, ACE, Principal and Mary MacKillop awards system in the academic, social, interpersonal, environmental areas of school life
- celebrating significant events in the school year that enhance our motto and sense of identity
- regular prayer opportunities
- supporting open communication structures within the school
- identifying students-at-risk through the review / MSPEC process
- considering the financial demands of parents when implementing fund-raising activities
- providing for needy students and families in crisis through the Support Group
- welcoming procedures for relief staff to the school

## Pastoral Care and Student Discipline and Responsibility

Discipline is firmly embedded within the St Paul's Pastoral care policy. We believe that central to our Behaviour Management and Support is the following:

- seeking justice and equity for all
- respecting the rights of others
- promoting self-discipline and responsibility
- the justice of appropriate consequences
- reconciliation of students to the school community

## **CatholicCare**

Counselling services are available at school from CatholicCare (Catholic Family Welfare Services) for children and their families who need ongoing assistance. More information can be obtained by contacting the school Principal.

If we have concerns about your child's behaviour or progress, we will send a letter to your home address requesting you to arrange an appointment to discuss the issues involved. This communication should be seen as an opportunity to explore the concerns and issues confronting us, and to develop strategies to overcome the problems involved.

A school counsellor visits the school twice a week. The school must have permission from parents to refer a child to CatholicCare workers.

CatholicCare Address:	Auburn Street, Wollongong
Phone Number:	4227 1122
Fax Number:	4226 9736
Email:	<a href="mailto:enquires@catholiccare.woll.catholic.org.au">enquires@catholiccare.woll.catholic.org.au</a>

## **Merit Award System**

As a school we seek to develop the child spiritually, academically, physically and socially. We value the importance of recognising the achievements that children have made and celebrate this through our Award System.

Our Award System comprises a series of awards, that each has different worth and merit.

Merit Certificates are distributed at our Morning Assemblies and celebrated with the school community. Recipients of our ACE, Principal and Mary Mackillop awards are recognised at our Whole School Assemblies that take place fortnightly on a Friday.

Additional Awards are also distributed at our end of year Awards and Year six Thanksgiving Celebration.



## St Paul's Catholic School, Albion Park Award System

*Purpose: to provide a positive reinforcement and reward system for students through out each year and during their time at St Paul's*

Award	Parent Notes	Teacher Notes
<b>Merit Award</b>	<ul style="list-style-type: none"> <li>Given to students by teachers for academic progress, application to studies, social behaviour or attitude.</li> <li>Awarded by student council leaders at the Morning Prayer and Assembly on Tuesdays for ES1 and S1 (Kindergarten, Years 1 and 2) and Thursdays for S2 and S3 (Years 3, 4, 5 and 6).</li> </ul>	<ul style="list-style-type: none"> <li>Aim to give each child one per term. Teachers with larger classes may need to give more each week to ensure this. Each teacher is responsible for record keeping throughout the year.</li> <li>Using current red and white merit certificates. Teachers may give merit certificates to students not in their class for assistance, attitude, etc.</li> </ul>
<b>ACE</b> Attitude Conduct Effort	<ul style="list-style-type: none"> <li>Awarded when 5 Merit Certificates are gained. Child brings in the 5 Merit Certificates and gives to the class teacher. (They will be returned).</li> <li>Need to be handed in by the Tuesday of the week of assembly to allow for administration time.</li> <li>Name in the next newsletter.</li> <li>Award presented at next school assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Child brings 5 awards to class teacher who signs and dates the back of each, and writes out the ACE award.</li> <li>Awarded at the next school assembly.</li> <li>Principal to sign.</li> </ul>
<b>Principal Award</b>	<ul style="list-style-type: none"> <li>Awarded when 2 ACE awards gained.</li> <li>Child brings in the awards and gives to the class teacher.</li> <li>Name in the next newsletter.</li> <li>Award presented at next school assembly.</li> <li>Child invited to morning tea with Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Child brings awards to class teacher who signs and dates the back of each, and writes out the Principal's Award.</li> <li>Please complete information in Principal's Award folder before taking award.</li> <li>Awarded at next school assembly.</li> <li>Principal to sign.</li> </ul>
<b>Mary MacKillop Award</b>	<ul style="list-style-type: none"> <li>Awarded when 2 Principal's Awards gained.</li> <li>Child brings in the awards and gives to the class teacher.</li> <li>Name in the next newsletter.</li> <li>Award presented at next school assembly.</li> <li>Child invited to morning tea with Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Child brings awards to class teacher who signs and dates the back of each and writes out the Mary MacKillop Award.</li> <li>Please complete information in Principal's Award folder before taking award.</li> <li>Awarded at next school assembly.</li> <li>Principal to sign.</li> </ul>
<b>End of Year Additional Awards</b>	<ul style="list-style-type: none"> <li>St Mary of the Cross Award</li> <li>St Joseph the Worker Award</li> <li>Environmental Award</li> <li>Achievement Award</li> </ul>	<ul style="list-style-type: none"> <li>These awards will be a class award, the teacher selects a child in their class.</li> </ul>
<b>General Information</b>	<ul style="list-style-type: none"> <li>Awards will carry over from year to year.</li> <li>Students / parents responsible for safe keeping of awards.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome certificates will also be included in the tally.</li> </ul>

# Behaviour Management

## Purpose

St Paul's Albion Park Behaviour Management and Support Policy are based on the Diocesan School Wide Positive Behaviours For Learning (SPB4L) framework. This framework uses relevant school behavioural data to guide decision-making. It provides all members of the school community with a common language and experience of behavioural expectations. It ultimately leads to increased learning outcomes, whilst preventing problem behaviours. SPB4L offers support for all students in our school, including those with additional needs and those whom need intensive behaviour support. This framework was initially implemented in non-classroom settings and now these established principles have been taken into classroom settings.

## School Rules

Our school rules are simple and link to this framework and our Matrix of Behaviour Expectations

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

## Rights and Responsibilities

A St Paul's we acknowledge that staff, students, parents and the wider community need to work together to create a safe, positive and caring school environment for all. Through SPB4L we acknowledge that we are all responsible for supporting each other and leading by example.

<b>Student Rights</b>	<b>Student Responsibilities</b>
To receive a quality education in a safe and supportive environment.	Follow the school rules and behavioural expectations as set out in the behaviour definitions
<b>Staff Rights</b>	<b>Staff Responsibilities</b>
To provide quality education in a safe and supportive environment.	Using Catholic Values explicitly teach and model expected positive behaviours.  Be consistent in following set behavioural practices in a professional manner.
<b>Parent Rights</b>	<b>Parent Responsibilities</b>
Be informed of their child's social behaviour and be assured that their child is receiving a quality education in a safe and supportive environment	Accept and support school policies and behavioural expectations

## **Procedures & Routines**

The following procedures and routines ensure the creation of a safe and supportive school environment. The school community on a regular basis practices them:

### **Positive Behaviour Expectations**

Behaviour expectations are explicitly taught and consistently modelled to the students throughout the year. The parents are also informed of these via our weekly newsletter and Behaviour information sessions held at Kinder Orientation and annually for all other stakeholders.

The staff is asked to actively promote the school rules in all aspects of school life and visuals are displayed around the school to remind the students of expectations related to these. Explicit classroom teaching related to the rules also takes place at various times throughout the year. The rules are regularly referred to on the playground and in the Peace Room when the need arises.

### **Encouraging and Affirming Expected Behaviours**

At St Paul's we actively encourage and affirm expected behaviours through our reward system. In the playground, blue affirmation slips and raffle tickets are issued to students consistently displaying positive playground behaviour. These affirmation slips and raffle tickets align to our school rules.

The library promotes a Class of the Week Award and this is presented at our weekly assembly. Students are also recognised through our merit, ACE and Mary Mackillop awards. Teachers are also encouraged to promote positive behaviours through the class management plan. Examples of this include stickers and class raffles.

### **Discouraging and Dealing with Inappropriate Behaviours**

All staff have agreed to a set of behaviour definitions that reflect the school rules. Examples of minor and major incidents are detailed in our behaviour definitions (appendix b) and provide teachers with a guide to the types and severity of incidents and the process for dealing with inappropriate playground behaviours.

As part of this process and in line with Child Protection Legislation, all staff must not, under any circumstances, use any form of discipline that includes any threat of physical violence or harm, corporal punishment or engage in any form of behaviour which could cause physical, emotional or psychological harm of any kind to students.

## Minor incidents (Green Slip) follow a three-step process

1. Rule Reminder
2. Use of Restorative Justice Questions e.g. Who was affected?
3. Issuing of green slip

Three green slips in a school year will result in parent contact via letter or telephone and Peace Club follow up. This follow up will involve students filling out a reflection sheet and some active modelling and explicit teaching of correct behaviours. The student will be removed from the playground for 1-2 days for this to occur. Parents have the option to have an interview with the Assistant Principal at this time. If the behaviour continues and 3 further minor incidents are recorded the student will be removed from the playground for a week and parent contact will be made. An individualised behavioural Plan using the MSPEC tool will be put into place at this stage.

## Major Incidents (Orange Slips)

All Major incidents are dealt with by the Assistant Principal or Principal. Students are removed from the playground or classroom. The teacher sends immediately (Red Tag) for a leadership member to take the child (ren) from the area. All Major incidents involve parent contact via letter or telephone.

The matter is the responsibility of the Assistant Principal / Principal to follow up and corrective learning opportunities may be given in the Peace Club if deemed appropriate. All orange slips will automatically lead to a determined amount of time off the playground or withdrawal from the classrooms.

If continued poor behaviour occurs case management will occur in accordance with the MSPEC tool and an individualised Behaviour plan will be created. In serious cases the Suspension and Exclusion policy may be activated. This would happen in consultation with the Head of School Services.

Classroom teachers have also developed their own behavioural plans with steps to dealing with inappropriate classroom practice. These are located in teacher's programs and if there is a classroom based management issue the Stage Teacher will be the first person to contact. ***Corporal punishment of any form is not allowed at St Paul's Catholic Parish Primary School.***

## Ongoing Monitoring

### Data Collection

All Playground incidents are recorded in a centralised data base (SENTRAL – Well Being Program). This is used for future planning and providing support to students who may need it. The database is also used to provide feedback to staff and the school community.

A Classroom incident folder is provided to all teachers to record any serious incidents that occur.

All staff have been given a playground folder. This folder has copies of green (Minor) Orange (Major) and Blue (Affirmation) slips. If a slip is issued it is placed in the “Pastoral Care – Well Being Box” in the staffroom. Data from this is entered on a weekly basis into the database. Slips are then put into class teacher’s trays as a record. These slips are stapled in the classroom incident book.

Orange (Major) slips are collected by the Assistant Principal and once the matter is dealt with placed in the Bart Box to be entered on the database.

### Data Analysis

Data is analysed to guide decision-making and future planning at a school level e.g. appropriate areas / times of play. The SPB4L team regularly analyses and informs staff of key findings from data and celebrate any successes (At least twice a term). The data is also analysed to identify students who require behavioural support and follow up.

**St Paul’s Catholic Parish Primary School has a zero tolerance to any sort of bullying. The following policy and procedures reflect our commitment to this.**

## School Rules



Be Respectful

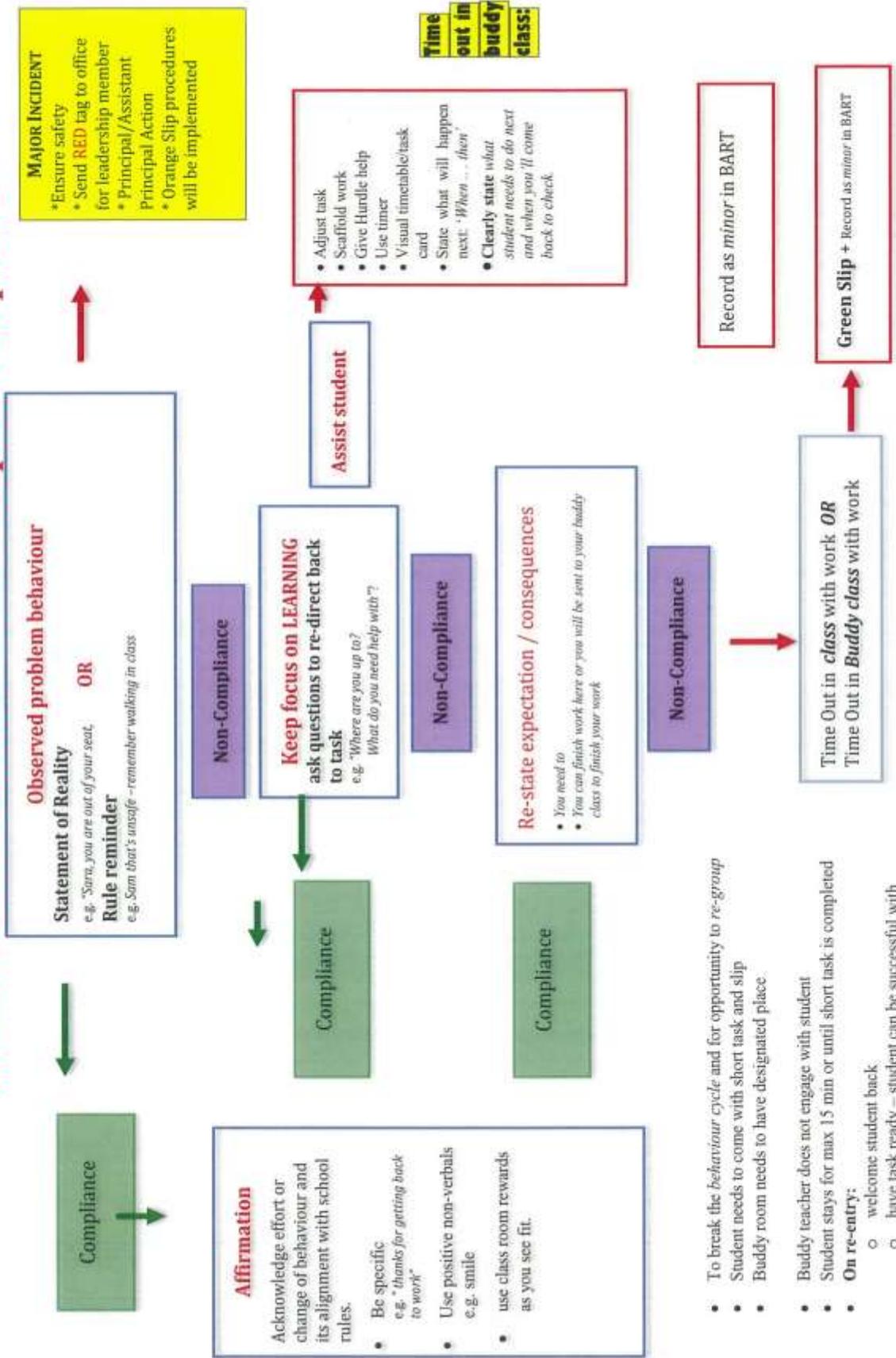


Be Responsible



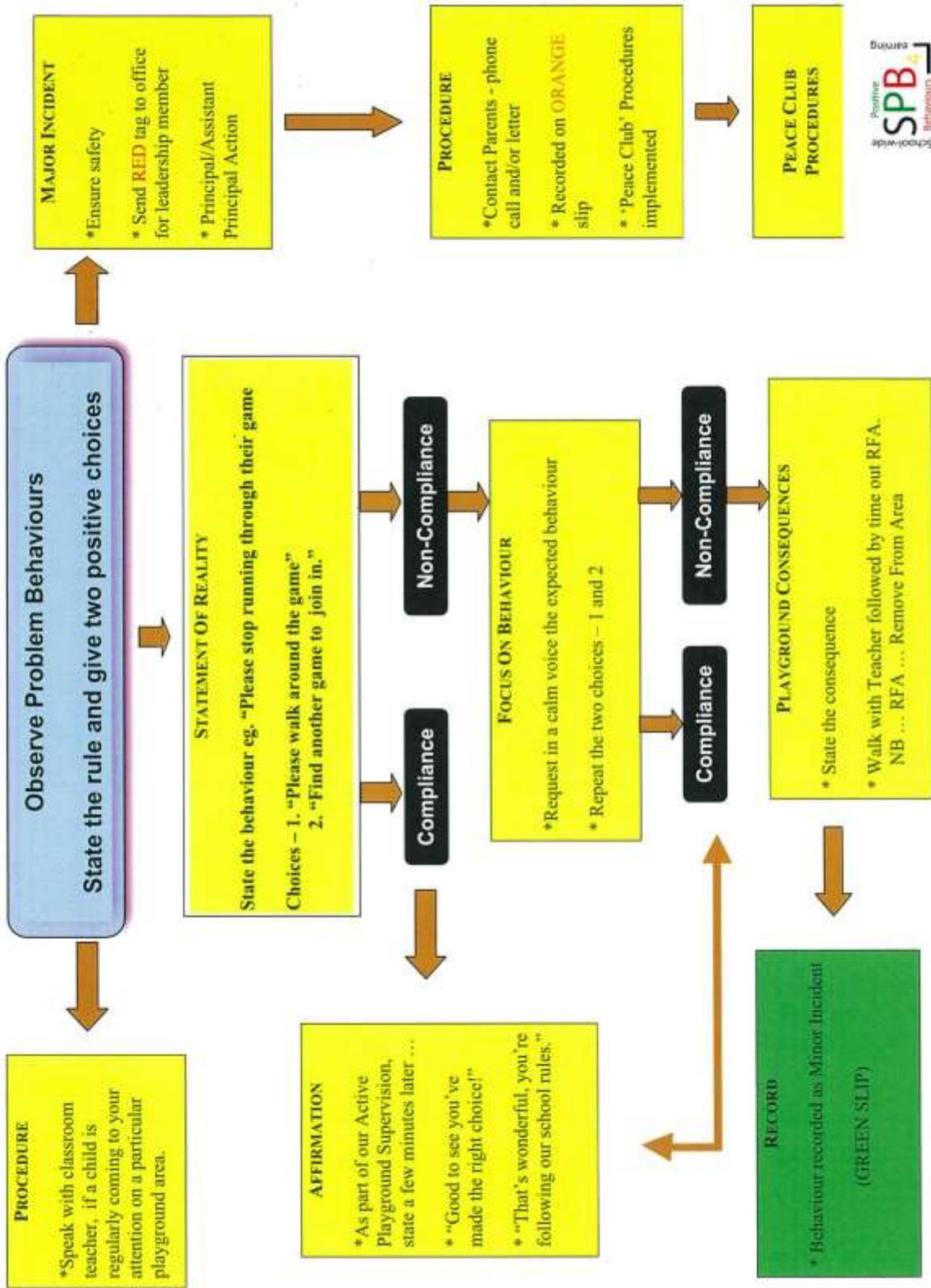
Be Safe

# St Paul's Classroom Behaviour Response Sequence



- To break the *behaviour cycle* and for opportunity to *re-group*
- Student needs to come with short task and slip
- Buddy room needs to have designated place
- Buddy teacher does not engage with student
- Student stays for max 15 min or until short task is completed
- **On re-entry:**
  - welcome student back
  - have task ready – student can be successful with

# St Paul's Playground Behaviour Response Sequence





# St Paul's Catholic Parish Primary School, Albion Park

## School Rules and Behavioural Expectations for Common Areas

Common Area	Be Respectful	Be Responsible	Be Safe
All Common Areas	<ul style="list-style-type: none"> <li>Use kind words and actions</li> <li>Wait your turn</li> <li>Clean up after self</li> <li>Follow adult directions</li> <li>Wear uniform with pride</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules</li> <li>Remind others to follow school rules</li> <li>Take care of belongings and school equipment</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Walk facing forward</li> <li>Keep hands, feet and objects to self</li> <li>Get adult help for accidents and spills</li> <li>Use equipment and materials correctly</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>Use friendly manners</li> <li>Canteen items are not allowed on top oval</li> <li>Use appropriate bins for canteen items</li> </ul>	<ul style="list-style-type: none"> <li>Follow canteen area rules</li> <li>Buy sensible quantities of canteen items</li> <li>Remind others to follow canteen rules</li> </ul>	<ul style="list-style-type: none"> <li>Line up</li> <li>Wait your turn</li> <li>Keep a distance to person in front of you</li> <li>Only buy canteen items for yourself</li> </ul>
Front Playground	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Be inclusive</li> <li>Speak in a kind and friendly manner</li> <li>Follow the basketball roster</li> <li>Use appropriate bins</li> </ul>	<ul style="list-style-type: none"> <li>Stay within view of the teacher</li> <li>Stay within the front playground play area</li> <li>Gain permission to leave front playground area</li> </ul>	<ul style="list-style-type: none"> <li>No running</li> <li>Handballs and basketballs only allowed</li> <li>No skipping ropes</li> </ul>
Quiet Area	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Be inclusive</li> <li>Speak in a kind and friendly manner</li> <li>Follow the agreed rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Stay within view of the teacher</li> <li>Stay within the quiet playground play area</li> <li>Gain permission to leave quiet playground area</li> </ul>	<ul style="list-style-type: none"> <li>No running</li> <li>No ball games (gain permission from duty teacher in wet weather)</li> </ul>
Top Oval	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Be inclusive</li> <li>Speak in a kind and friendly manner</li> <li>Follow the agreed rules of the game</li> <li>Games of a physical, aggressive nature are not permitted</li> </ul>	<ul style="list-style-type: none"> <li>Stay within view of the teacher</li> <li>Stay within the top oval playground play area</li> <li>Gain permission to leave top oval playground area</li> </ul>	<ul style="list-style-type: none"> <li>Wait safely at Year One stairs for duty teacher, before moving to top oval</li> <li>At the end of play, line up safely at the gate in grade-lines</li> </ul>
Arrival to School Front Playground	<ul style="list-style-type: none"> <li>Arrive before first bell</li> <li>Wear your uniform with pride</li> <li>Play fairly and be inclusive</li> <li>Follow the basketball roster</li> <li>Speak in a kind and friendly manner</li> <li>Be on lines and ready for assembly</li> </ul>	<ul style="list-style-type: none"> <li>Stay within view of the teacher</li> <li>Stay within the front playground area</li> <li>Gain permission to leave front playground area</li> <li>Dismount from bike before entering gates and walk bike through playground</li> <li>Follow assembly line rules</li> </ul>	<ul style="list-style-type: none"> <li>Place school bags in appropriate area on arrival</li> <li>On first bell, collect bag and walk to class lines</li> <li>No running</li> </ul>

Common Area	Be Respectful	Be Responsible	Be Safe
Dismissal From School Front Playground	<ul style="list-style-type: none"> <li>Be on dismissal lines by 3:10pm</li> <li>Wear your uniform with pride, following uniform guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow the directions of teacher on microphone</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely when dismissed</li> </ul>
Back Gate Before and After School	<ul style="list-style-type: none"> <li>Greet the teacher in the morning</li> <li>In the afternoon say good afternoon to the teacher before leaving</li> <li>Parents are not to use this area as access to the school (unless otherwise stated for specific meetings)</li> </ul>	<ul style="list-style-type: none"> <li>In the morning walk promptly to the front playground</li> <li>In the afternoon line up responsibly on the front playground, ready to move to back gate</li> </ul>	<ul style="list-style-type: none"> <li>In the morning students disembark safely from the car and walk responsibly through the gate</li> <li>In the afternoon students are only allowed to go through the gate with teacher permission</li> </ul>
Bus Lines	<ul style="list-style-type: none"> <li>Wear your uniform with pride, following uniform guidelines</li> <li>Wait quietly</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow directions of teacher on microphone</li> <li>Gain permission to leave bus line area</li> <li>No eating on bus lines</li> </ul>	<ul style="list-style-type: none"> <li>Line up in appropriate bus lines</li> </ul>
Verandahs, Hallways, Passing Areas, Breezeways, Walkways	<ul style="list-style-type: none"> <li>Hold the door open for the person behind you</li> </ul>	<ul style="list-style-type: none"> <li>Observe <i>out of bounds</i> areas before school, at lunch, recess and after school times</li> </ul>	<ul style="list-style-type: none"> <li>Stay to the left</li> <li>Walk quietly</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Use toilet equipment carefully</li> <li>Knock on stall door</li> <li>Give people privacy</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet after use</li> <li>Return to room/playground promptly</li> <li>No playing</li> </ul>	<ul style="list-style-type: none"> <li>Keep feet on floor</li> <li>Keep water in sink</li> <li>Wash hands thoroughly</li> </ul>
Hall	<ul style="list-style-type: none"> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Follow hall booking procedures</li> </ul>	<ul style="list-style-type: none"> <li>(see All Common Areas)</li> </ul>
Library	<ul style="list-style-type: none"> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Follow library booking times</li> </ul>	<ul style="list-style-type: none"> <li>(see All Common Areas)</li> </ul>
Church	<ul style="list-style-type: none"> <li>Reverence and silence to be observed from gates near the Rose garden</li> <li>Reverence observed in the church at all times</li> </ul>	<ul style="list-style-type: none"> <li>Sit in pews quietly and reverently</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher directions when crossing road near church</li> <li>(see All Common Areas)</li> </ul>
Special Events and Assemblies	<ul style="list-style-type: none"> <li>Use audience manners</li> <li>Sit on bottom</li> </ul>	<ul style="list-style-type: none"> <li>Follow early dismissal requirements</li> <li>(see All Common Areas)</li> </ul>	<ul style="list-style-type: none"> <li>Wait for arrival and dismissal signal</li> </ul>



# St Paul's Catholic Parish Primary School, Albion Park

## Playground Behaviour Definitions and Consequences

<i>Constant in Faith</i>	<b>MINOR</b> Step 1. Rule Reminder Step 2. Use Restorative Justice questions with student(s) (Refer to Playground Folder) Step 3. If continued inappropriate behaviour occurs inform the child you are completing a MINOR slip. <i>3 Minors=Peace Room and letter home)</i>	<b>MAJOR</b>  Principal / Assistant Principal Referral <i>(Parents immediately contacted)</i>
<b>Physical Contact/Aggression</b>	<p><b><i>Non-serious but inappropriate physical contact.</i></b></p> <ul style="list-style-type: none"> <li>• Body contact games e.g. wrestling, karate. pushing, shoving, pulling, barging, tackling or kicking etc in games or lines.</li> <li>• Children hitting each up with hats as a game.</li> </ul>	<p><b><i>Serious and intentional physical behaviour that may lead to injury.</i></b></p> <ul style="list-style-type: none"> <li>• Intentionally trying to hurt another student or students with force e.g. hitting, kicking, throwing sticks or stones, biting or the use of other objects as weapons.</li> </ul>
<b>Inappropriate Language</b>	<p><b><i>Low intensity but inappropriate language.</i></b></p> <ul style="list-style-type: none"> <li>• Low level name calling in the heat of the moment.</li> </ul>	<p><b><i>Serious and inappropriate language.</i></b></p> <ul style="list-style-type: none"> <li>• Swearing of any kind at staff or another student or in the heat of the moment. (Zero Tolerance)</li> <li>• Use of words that are of a racial, sexual or embarrassing nature.</li> <li>• Rude body language.</li> </ul>
<b>Defiance / Non-Compliance / Disrespect</b>	<p><b><i>Brief or Low intensity failure to respond to a direction or request from a staff member.</i></b></p> <ul style="list-style-type: none"> <li>• Eye rolling.</li> <li>• Comments under the breath.</li> <li>• Back chatting.</li> <li>• Playing out of bounds.</li> <li>• Not taking being out in a game.</li> <li>• Ignoring direction.</li> </ul>	<p><b><i>Deliberate or sustained refusal to respond to a direct instruction from a staff member.</i></b></p> <ul style="list-style-type: none"> <li>• Threatening staff, verbally or physically.</li> <li>• Continually refusing to obey an instruction from teacher.</li> </ul>

<b>Disruption</b>	<p><i>Low intensity, but inappropriate disruption.</i></p> <ul style="list-style-type: none"> <li>• Ignoring bells.</li> <li>• Talking on lines.</li> <li>• Running through games intentionally.</li> <li>• Using areas inappropriately e.g. Quiet Area.</li> </ul>	<p><i>Repeated disruption of children at play or during assembly.</i></p> <ul style="list-style-type: none"> <li>• Sustained talking / distraction at inappropriate times.</li> </ul>
<b>Bullying and Harassment</b>	<p><i>Inappropriate verbal comments or low-level physical behaviour.</i></p> <ul style="list-style-type: none"> <li>• One off teasing/put down.</li> <li>• Empty threats, gossiping, rumours</li> <li>• Poking, dragging, taking hats and pulling clothing.</li> <li>• Chanting e.g. handball "You're out!"</li> <li>• Taking equipment off another.</li> </ul>	<p><i>Deliberate behaviour causing serious physical or psychological harm.</i></p> <ul style="list-style-type: none"> <li>• <b>Intentional and repeated</b> intimidation by name calling, threatening to harm, exclude, rumour spreading, sustained teasing as a joke, pulling pants down or other behavior of a sexual or racist nature.</li> <li>• <b>Intentional and repeated</b> intimidation of students through physical, anger or frustration.</li> <li>• <b>Intentional</b> misuse of power e.g. intimidating student</li> </ul>
<b>Property Misuse</b>	<p><i>Low intensity misuse of property and careless use of equipment.</i></p> <ul style="list-style-type: none"> <li>• Using equipment unsafely or without permission.</li> <li>• Taking or not respecting others equipment or property e.g. hat, ball, lunch box, school bag or skipping rope.</li> <li>• Discarding rubbish inappropriately.</li> </ul>	<p><i>Deliberately damaging equipment or property.</i></p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Possession of a mobile phone.</li> <li>• Willfully causing damage to school or personal property e.g. toilets</li> <li>• Graffiti or vandalism.</li> </ul>

**Please Note:**  
**Affirmation Slip (Blue)**

To be given by playground teachers to children who are consistently doing the right thing over a period of time.

Children who receive a slip will be awarded a special merit award at morning assembly.

# Anti Bullying Processes and Procedures

## Rationale

St Paul's Primary School is committed to providing a safe and caring environment that fosters respect for others and has a zero tolerance for bullying. We as a Catholic school see every child as unique and equally deserving of respect, dignity and opportunity and as such, it is every child's right to experience safety and freedom from violence, abuse or any form of intimidation.

As a staff we acknowledge that bullying may take place in a variety of locations, including in the classroom, while the children are at play and in cyber situations.

## Definitions of Bullying

The National Safe School Framework (2011) defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

The Department of Education and Early Childhood Development's Building Respectful and Safe Schools (2010) identifies four types of bullying.

**Physical bullying** includes hitting, kicking, tripping, pinching and pushing or damaging property.

**Verbal bullying** includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

**Covert bullying** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone and damaging someone's social reputation or social acceptance.

**Cyber bullying** is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying.

Bullying is not single episodes of social rejection or dislike, single episode acts of nastiness or spite, random acts of aggression or intimidation or mutual arguments, disagreements or fights. **Important Note: Cyber bullying can be a one off.**

## Strategies Used to Deal With Bullying

- Professional Development for staff related to Bullying and harassment through the SPB4L program and other external opportunities.
- Use of the Diocese of Wollongong “FixYou” resource in Stage Three (Developed by the Catholic Education Office Diocese of Wollongong featuring St Paul’s Students)
- Implementation of CatholicCare resilience and social skills programs where necessary
- Promotion of the cybersafety help button found on the school website.
- Openly talking about bullying at assemblies, in the classrooms and in forums with parents
- Active teaching of the skills, which will build self-esteem and empower children to take the responsibility for themselves
- Annual invitation to Guest speakers including the Diocesan Youth Liaison Officer and Sporting teams to talk about issues.
- Annual budgeting to allow for the purchasing of anti-bullying materials to support teaching and
  - Learning
  - K-6 students signing the Responsible Use Agreement for Internet usage.
  - Educating children on the use of the three-step approach: 1.If possible tell the students(s) you do not like what is happening, if it does not stop, again tell the student that you do not like it and that you will tell a teacher if it continues. 3. Find a teacher and tell him or her.

## We ask Parents:

- To watch for signs which indicate their child may be experiencing being bullied.
- To instruct their children to report all incidences of suspected bullying.
- To follow the Complaints Handling Procedures available on the school’s website.
- To speak to the class teacher if their child is being bullied, or they suspect that this is happening. In serious cases direct contact with the Principal may be required.

## Key Procedures

1. Principal / Assistant Principal to complete the Alleged Bullying Initial Action Tool when an alleged bullying incident is reported by a student, parent, staff member or significant other. Parent contact to be made.
2. Follow procedures specific to the SPB4L behavior matrix on bullying and harassment. This will include the use of appropriate consequences and in major situations immediate parental contact.
3. Where necessary Appoint a Case Manager to co-ordinate strategies for the resolution of bullying incidents as per Guidelines for Case Management (MSPEC) documents.
4. Consult Head of School Services if suspension or exclusion needs to be considered (refer to CEO Suspension and Exclusion of Students Policy)

## Reportable Contact

It is the duty of the Principal to

- report conduct to the police where a serious criminal offence has been identified. Such circumstances can include (but are not limited to) stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyberstalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography
- Notify *NSW Community Services* (formerly DoCS) when an incident involving manufacturing, possessing or distribution of child pornography has occurred.
- Notify the Police Youth Liaison Officer, at Lake Illawarra Command, Oak Flats if the bullying situation has involved violence, threat of harm or alleged criminal conduct.

*“If unacceptable behaviour occurs that has a close nexus with the school or with the wellbeing of a child educated at the school but occurs outside school hours, off-site or through the use of a student’s personal mobile devices and/or computer, school leadership personnel may still have an obligation to respond. School leaders may have limited obligations to respond to bullying, threatening behaviour, cyber-bullying and inappropriate use of digital technologies when this occurs on devices or networks not actually managed by the school, and there is no close nexus with the school”. (Student Anti Bullying Policy Diocese of Wollongong 2012)*

## Child Protection

No parent or volunteer is to approach a child during school hours or at anytime, with the view of reprimanding or disciplining any student. Child Protection Legislation imposes serious legal consequences for any parent who takes matters into their own hands.

### Mandatory Reporting

Staff and person working in the school in a professional or paid capacity has a duty to report current concerns that a child (under 16 years) is at risk of significant harm. They are mandatory reporters when they hear, see or are in the knowledge of students who may be at risk of harm they must report to Community Services after informing the principal. Please refer to The Catholic Education Office's guidelines on mandatory reporting procedures, as stated below.

When there is a child protection allegation or concern involving a school employee, it is the responsibility of the staff member to report the complaint or allegation to the principal / CEO following all [Professional Conduct and Child Protection: Responding to allegations involving school personnel.](#)

Certain groups of people are required by law to report to Community Services if they suspect (using their professional judgement and training), on reasonable grounds, that a child or young person is at risk of significant harm.

If you are a mandatory reporter, you can call the Child Protection Helpline on 133 627.

If waiting times exceed five minutes, or if you are prevented from using a phone, you may use the [Risk of significant harm report fax form](#) instead.

Members of the general public should call 132 111.

### Who are mandatory reporters?

Mandatory reporters are defined in NSW legislation. They are those who deliver the following services to children as part of their paid or professional work:

- health care - doctors, nurses, dentists and other health workers
- welfare - psychologists, social workers and youth workers
- education - teachers
- children's services - child care workers, family day carers and home based carers
- residential services - refuge workers, community housing providers
- law enforcement - police

Any person with direct responsibility to provide the above mentioned services must report risk of significant harm to children.

Managers, including both paid employees and volunteers, who supervise direct services, are also mandated to report.

Mandatory reporters are not obliged to report risk of significant harm to unborn children or young people (those aged 16-17 years). However they are encouraged to make a report if it is appropriate.

While the legal obligation to report significant harm remains, the penalty applying to mandatory reporters who fail to report concerns about risk of harm will be removed from the legislation from 24 January 2010.

### **Mandatory Reporter Guide**

A Mandatory Reporter Guide has been developed to help both mandatory and non-mandatory reporters decide whether a concern meets the statutory threshold for reporting risk of significant harm.

Mandatory reporters are encouraged to use the Mandatory Reporter Guide, to guide their decision-making, such as whether or not to report to the Child Protection Helpline.

See [more about the Mandatory Reporter Guide](#).

### **Information exchange**

Section 248 of the Act authorises Community Services to provide information about the safety, welfare or wellbeing of a child or young person to other child protection agencies.

See the [Child Wellbeing & Child Protection - NSW Interagency Guidelines chapter on Information Exchange](#) for more information.

### **Conduct and Child Protection**

#### **Professional Conduct and Child Protection Responding to Allegations involving School Personnel**

Any allegations involving employees must be reported to the principal in the first instance, then to the Ombudsman to ensure that the allegation is addressed in a fair and just way. The Catholic Education Office in the Diocese of Wollongong has put in place procedures to fulfil the legal obligation to respond to allegations. The Catholic Education Office has continually refined its processes to protect the rights and interests of all parties. All efforts are made to maintain the integrity of the people involved and to ensure care and support. The procedures to handle these allegations are to ensure justice and fairness for all involved.

*The following procedure is taken from the CEO document on Professional Conduct and Child Protection*

#### **Procedure for responding to the allegation**

##### **A. On receipt of the 'allegation' at the Catholic Education Office**

- a risk assessment is initiated (Note: Risk management will be ongoing)
- a report is made to Community Services (CS) if there is a current concern that a child is 'at risk of significant harm'

- a confidential file is opened, the initial details are gathered and it is determined whether it is:
  - (i) a 'reportable allegation' [i.e., it requires reporting to the Ombudsman and Investigation by CEO/School]
  - or
  - (ii) a reporting exemption applies [i.e., it is to be handled within the CEO and School and investigated]
- *head of agency* is advised. Also, for (i) 'reportable allegations' the initial details are notified to the Ombudsman

**B. Catholic Education Office authorises an investigation**, appointing an Investigation Team to conduct the internal investigation. In the case of "reportable allegations", an investigation report will be considered by the Director of Schools. However, where reporting exemptions apply and there are no reportable allegations, then an investigation report will generally be considered by the Head of Human Resource Services. *[Details of the investigation procedure are provided on the next page.]*

**C. Catholic Education Office advises the Principal of the school to meet with the employee.**

The Principal informs the *employee* that a child protection matter has arisen. The Principal will ensure support for the *employee*, informing that s/he may have a support person present whilst s/he is being informed of the process to investigate the matter. The Principal provides the *employee* with the written notice of the investigation, as well as this document about the investigation procedure. The Principal discusses the procedure and supports for the *employee*. In particular, the Principal:

- (i) advises an allegation has been made and the general nature of the allegation
- (ii) advises an investigation has been authorised by the CEO and provides the name/s of the Investigation Team
- (iii) advises of the outcome of the initial risk assessment if it adversely affects the *employee*
- (iv) offers support and arranges for supports (eg, counselling, a 'contact person' regarding the investigation)
- (v) advises of arrangements for the initial meeting of the *employee* with the Investigation Team. The notice of investigation is provided in writing. The Principal liaises with the *employee* as to arrangements for the *employee's* initial meeting with the Investigation Team [see # 2 on the next page.] The meeting is arranged at an agreed place and time, usually shortly after the employee has been informed of the investigation
- (vi) advises the *employee* s/he may have a 'support person' present at the interview
- (vii) advises of the *employee's* right to contact their Union (usually IEU)
- (viii) advises s/he may provide a written submission in support of their case
- (ix) advises that confidentiality is imperative, in the interest of all parties and due process

**D. The investigation is a process involving the collection of factual information to assist in reaching a finding.**

The Principal supplies any relevant documentation. The parents of the student/s involved with the investigation are informed of the process. The Investigation Team seeks assurance of confidentiality from any person involved with the investigation. The investigation process allows the *employee* to respond to the allegation. [Refer to the process #1 to #6 on the next page.]

**E. A report of the investigation is considered by the Catholic Education Office.**

- (i) If there is a 'reportable allegation' - it is considered by the Director of Schools
- (ii) Where no 'reportable allegations', and exemptions (b) or (c) apply - it is considered by the Head of H.R. Services (i) Director or (ii) Head of Human Resource Services:
  - a. accepts/rejects the finding/s of the investigation considers the recommendation/s
  - b. decides on a course of action (i) Director or (ii) Head of Human Resource Services - writes to the *employee*:
  - c. providing details of his/her determination regarding the findings of the investigation
  - d. where relevant, stating any disciplinary or other action The *employee* may provide a written submission in response. (i) Director or (ii) Head of H.R. Services - writes to the Principal enclosing a copy of his/her letter to the *employee*. The Principal's role is to assist in the ongoing management of issues arising out of the investigation.

**F. The Principal and *employee* meet** regarding any ongoing issues.

Where there are 'reportable allegations', a copy of the investigation file is forwarded to the Office of the Ombudsman. The Ombudsman's Office reviews the findings and process and decides if further investigation/information is required prior to closing the matter. Where allegations involve conduct that is exempt from reporting [eg: exemption (b) '*trivial or negligible*' force; or exemption (c) '*class or kind*'] such matters are periodically audited by the Office of the Ombudsma.

*An internal investigation is held as per the Child Protection procedure Pgs. 3 and 4 CEO Wollongong policy and procedures.*

## Complaints Handling Procedures

The ***Complaints Handling Procedure*** helps build a safe and supportive culture as it ...

- Encourages early intervention in issues before they damage working relationships
- Ensures that behaviours destructive to positive relationships (such as bullying, harassment and discrimination) are identified as being unacceptable and are appropriately managed
- Ensures that complaints are dealt with consistently
- Enables a school community to identify patterns of unacceptable conduct and enables prevention strategies to be developed and implemented
- Encourages individuals, with support, to resolve issues directly without third party intervention, and reduces the likelihood that external agencies will need to be involved ( Director of Schools message CEO Wollongong)

If parents have a concern about a school issue, please make an appointment to see the class teacher enabling the concern to be discussed in an open and transparent manner. If the concern is still present or continues, parents are requested to make an appointment to see the Middle Leader or Assistant Principal responsible for that stage. If the matter is not resolved an appointment may be made with the Principal to discuss the matter. Complaint Forms are available from the front office and may be downloaded from the school's website.

## Conduct Required of Parents and Other Persons

### Parents are expected to:

1. Treat all persons associated with the school with respect and courtesy.
2. Keep clear of all buildings and entrances.
3. Ensure their child/children are punctual to school.
4. Make appointments in advance of expecting to obtain an interview.
5. Leave the grounds when requested.
6. Allow staff to supervise, investigate and manage students without interference.
7. Make complaints about the school, staff or students through the correct procedures.
8. Request permission by completing a visitor's pass request to attend the school when they have a lawful excuse.
9. Follow school procedures governing entry and behaviour on school grounds, including any restrictions that may be imposed.

This *Code of Conduct* is intended to ensure that students, staff, parents and other visitors are not subjected to behaviours that would wound their feelings, arouse anger, resentment, disgust or outrage. Any person contravening this *Code of Conduct* is advised that the provisions of the Inclosed Lands Protection Act (1901) and its Amendments will be followed given the following:

- Actual physical assaults or threatened physical assaults on students, staff, parents or community members at the school or during the course of school activities.
- Behaviour in a manner in the presence of students, staff, parents or other visitors to the school that causes alarm or concern to the students, staff, parents or other visitors.
- Use of offensive language (i.e. swearing) in the presence of students, staff or other visitors to the school.
- Any interruption to the learning environment of the school such as entering classrooms without permission.
- Persistent entry to the school site without permission or legitimate reason.

Any person contravening this *Code of Conduct* is advised that the provisions of the *Enclosed Lands Protection (1901)* and its *Amendments* may be enacted without any warning if there is cause to be alarmed or concerned by their behaviour. This will lead to banning from the school grounds and activities. Further action will include notification to the Police and the possible imposition of penalties, as outlined in the *Crimes Amendment (School Protection) Act*.

# Medical

## Accident Procedure

A staff member who has a First Aid Certificate treats a child who is injured in an accident at school. In most cases parents are notified immediately especially in the event of an injury to the head. If it is deemed necessary to call an ambulance, the Principal or Assistant Principal will accompany the child to hospital if the parent is unable to be there. Accident insurance is provided by the Diocese under Catholic Church Insurances (CCI) School Care School Activities Basic Cover (which includes to and from school and excursions).

## Management and Reporting Serious Incidents:

In the event of an accident at school with either staff, student or visitor, the incident is managed by staff. Depending on the severity of the injury an Accident Injury Report is completed. All head injuries are reported to parents who are asked to come and collect the student from school.

## Students with Special Needs:

Parents are informed about the accident or emergency. First Aid is administered in the first instance. If necessary an Ambulance is called.

## Students on a Medical Plan:

In the event of a serious accident or emergency the parent or carer is called to the school. All serious incidents and emergencies that occur on school premises are reported and recorded by the supervising teacher and signed off by the Principal.

Managing and reporting of all accidents and emergencies especially students with special needs is central to our pastoral care for all students, staff and visitors to our school.

## Medication

Medication is not administered during school hours. If medication is needed within school hours the Principal must be informed. The Principal is to assure himself / herself that it is necessary for the student to consume the medication during the school day. The parent / guardian is to give the Principal an appropriately signed consent form. The form is to detail the dosage, time of ingestion, contact person and Doctor. The distribution of medication is the responsibility of the parent and staff.

Children who suffer from asthma and need Ventolin, Bricanyl or Respolin and are able to administer this medication when required themselves, do not need their parents to complete the Consent to Dispense Medication form. These children should carry their medication on their person at all times. If your child is not confident enough to administer their own Asthma medication, then a Consent to Dispense Medication form needs to be completed and the medication is stored in the Office.

## Nut Free Awareness

As several children in our school have severe life threatening allergic reactions to nuts and nut products, it is the school's policy not to allow children to bring products that may contain nuts to school. Please check labels on products for any nut ingredients.

## **Immunisation**

The Public Health (Amendment) Act 1992 requires parents to provide documented evidence of a child's immunisation status on enrolment into school. Children enrolling in Kindergarten are required to provide the school with an Immunisation Certificate.

In the event of an outbreak of a vaccine-preventable disease, non-immunised children will be required to remain at home for the duration of the outbreak, for their own protection.

## **Asthma**

St Paul's School is registered with the Asthma Foundation of Australia as an Asthma Friendly School.

Students are encouraged to administer their own Asthma medication.

If parents wish the office staff to administer Asthma medication they need to supply an Asthma Plan for their child and complete a permission to administer medication form.



# St Paul's Catholic Parish Primary School

P.O. Box 465, Albion Park, 2527

Telephone: (02) 4256 2772

Fax: (02) 4256 4207

Email: [info@spapdow.catholic.edu.au](mailto:info@spapdow.catholic.edu.au)

Website: [www.spapdow.catholic.edu.au](http://www.spapdow.catholic.edu.au)

ABN 67 786 923 621

## Catholic Education Office – Wollongong Dispensing of Medicines Policy

Date: \_\_\_\_\_

### Consent to Dispense Medicines Form

School: \_\_\_\_\_

Student's Name: \_\_\_\_\_  
*(For whom medication has been prescribed)*

I, \_\_\_\_\_ request my son /  
*(Parent / guardian)*

Daughter to be given \_\_\_\_\_ at \_\_\_\_\_  
*(Name of medication) (Times)*

In dosages of \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
*(Ml or tablets) (Dates)*

I can be contacted in an emergency at \_\_\_\_\_  
*(mobile number / telephone number)*

In an emergency requiring medical attention I authorise the school to contact:

Doctor: \_\_\_\_\_  
*(name of prescribing Doctor)*

\_\_\_\_\_  
*(address)*

Telephone number: \_\_\_\_\_

and / or convey my child to the local hospital by appropriate transport that may be by ambulance and accompanied by a member of staff.

The medication has been / will be supplied in a container, clearly labelled with name of student requiring medication, name of medication, appropriate dosage and time of administration.

Signature: \_\_\_\_\_  
*(Parent / Guardian)*

Date: \_\_\_\_\_

Privacy Note: "This information is required to allow the school to achieve educational outcomes in the management of the health of your child. If the information is not provided, the school will not be able to dispense medications to your child. This form may be accessed at the school on request to the Principal."

## Diseases

DISEASE	CHILDREN WHO HAVE THE DISEASE	NON-IMMUNISED CHILDREN WHO ARE IN CONTACT WITH THE SICK CHILD
Diphtheria	Stay at home until a Doctor has given a certificate of recovery	Keep household contacts at home until cleared to return by a doctor
Tetanus	Stay at home until fully recovered	Can attend school
Pertusis Whooping Cough	Stay at home 14 days from start of illness or until 5 days of a 14 day course of antibiotics have been completed	Keep non-immunised household contacts at home for 14 days from exposure or until they have had 5 of a 14 day course of antibiotics if they go to a childcare centre or pre-school. Immunised contacts in Primary School (K-6) do not need to stay at home
Measles	Stay at home for at least 4 days from the appearance of the rash	Non-immunised contacts should stay at home for 14 days, or if they are immunised, within 72 hours of exposure to measles, they can return to school immediately
Mumps	Stay at home for 9 days from the appearance of the swelling	Non-immunised contacts can attend school
Rubella	Stay at home for at least 4 days after the rash appears	Can attend school
Poliomyelitis	Stay at home for at least 14 days from start of illness and until a doctor has issued a certificate of recovery	Can attend school
Slap Cheek	Non-contagious once skin is red	Can attend school
Chicken Pox	Exclude for at least 5 days AND until all blisters have dried	Can attend school
Head Lice	Must be treated with appropriate shampoo etc. All lice and nits must be removed before child can return to school	Can attend school
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Can attend school

# General

## School Hours

School Hours .....	8:30 am to 3:30 pm
Supervision of students by teachers begins .....	8:30 am
Morning begins with Assembly .....	8:50 am
Lunch .....	10:55 am to 11:35 am
Recess .....	1:35 pm to 2:15 pm
Classes dismissed .....	3:15 pm

## Please Note:

There is no supervision of students in the school grounds until 8:30 am. Therefore, the expectation is that students do not arrive at school prior to this time. If for a particular reason children need to arrive at school before this time this **must** be negotiated with the Principal.

Parents are asked not to arrange for children to leave school early on a regular basis eg. to catch earlier buses, to attend extra curricular activities after school, before discussion and negotiating this with the Principal.

## Daily Breaks

All students have a staff supervised break from class between 10:55 to 11:35 am and 1:35 to 2:15 pm daily. 'Crunch and Sip' time is given during the morning block to eat fruit / vegetables and sip water.

## Punctuality

Students should be punctual each day. It is very disruptive to class routine having students coming late to class. Students arriving late for class must be accompanied by an adult onto the school premises and need to sign in at the office for a late slip. A written explanation needs to be given to the class teacher. If children are not able to attend school, parents are legally required to provide a written note explaining details of the absence. This should be given to the class teacher on resumption of school.

The Principal may, at his / her discretion, question parents about outstanding absences. Revised procedures about Absenteeism were implemented in 2012.

## Supervision of Students

The school will be responsible for the care and safety of all students between the hours of 8:30 am and 3:30 pm and for those students catching buses. No supervision will be provided other than between those hours, and no responsibility will be taken by the school for any consequences of the activities of students outside these hours. Parents are asked to assist the school, in the interests of the students' safety, by ensuring that their children do not attend or remain in the precincts of the school, outside the hours of 8:30 am to 3:30 pm.

## **Before School Procedures**

No child is to be at school before 8:30 am unless prior arrangements have been made with the Principal in writing. This request is reviewed each term.

Teacher supervision commences at 8:30 am in the front playground and at the back gate. No running games or contact games are to be played on the front playground.

## **After School Procedures**

All children are dismissed at 3:15 pm. Please note that no other parent can take a child home without written permission from parents.

Parents on the school premises waiting to collect their children are requested to wait for their children in the front playground or outside the back gate. Parents are asked not to pick their children up until 3:15 pm.

If you need to remain on the premises after picking up your child / children, we are seeking your cooperation by enforcing the school rules, listed below:

- No eating or drinking, as litter becomes a problem since bins are not easily accessible at this time
- Students must remain close to the parent or carer for supervision purposes
- Students are not allowed to play / walk through the school premises

## **Waiters**

Students who wait for their parents to collect them in the afternoon must be collected by a parent who comes into the playground. Students are not allowed to meet their parents in their cars. After 3:30 pm students who have not been collected will be sent to the Office. Parents must collect their child from the here.

## **Out of School Hours (OOSH)**

Children who are attending After School Care are dismissed at the normal school time of 3:15 pm. They are asked to sit in the front playground until picked up by OOSH carers.

## **Changes to Travel Arrangements**

If your child's travel arrangements are altered, please notify the school in writing. This simple procedure saves a lot of heartache and worry for the child, parents and teachers. In the case of emergency, changes by phone can be made to the office before 2:00 pm. Messages to students cannot be communicated after 3:00 pm.

## **Car Parking**

- Parking is only permitted in designated areas
- Cars should be parked in adjacent streets, where permissible
- Under no circumstances should cars be parked on the footpath, in No Standing / Parking Zones or be double-parked, this is breaking the law
- Do not park in the driveway of the Church, the Priest's rear driveway or residents' homes.
- The front administration car park is available only when transporting students who are sick

Please give us your full cooperation as child safety is paramount and under no circumstance can this be compromised.

## **Wet Weather Dismissal**

In the event of wet weather, afternoon dismissal is conducted by a member of the Leadership Team.

We ask parents to assemble at the front and wait on the playground for your child. We ask parents not to enter the classrooms to collect their child. Students are dismissed from the classes – grade by grade depending on their form of travel home.

## **Lock Down and Evacuation Procedures**

We have a comprehensive procedures in the event that we need to lock down the school or evacuate in event of fire or flood. Students are supervised at all times during these procedures to ensure the safety and wellbeing of all students and staff. Lock Down and Fire Drills are held regularly to ensure that staff and students are aware of the procedures to follow. Every classroom and building has a Building Evacuation Diagram on display.

## **Flood and Extreme Weather**

During extreme weather conditions the students are not allowed outside the classrooms. The Catholic Education advises us of adverse weather conditions. The Principal makes the decision on outside playtime.

During floods once again we are governed by the police and other authorities as to the procedures we must follow.

We allow parents to make decisions during these times to take their child home, however, sometimes, we are advised against this from our authorities.

## **Locking of Gates**

The school gates are locked after the students are led into their classrooms in the mornings. The back gate is locked after the first bell rings at 8:55 am and again in the afternoon at 3:30 pm. All entry to the school between school hours is through the Administration area.

## **Bus Duties**

Teachers are on duty supervising the students who travel on buses in the afternoon. Students sit in bus lines ensuring they are taken to the correct bus.

## **Behaviour on Buses**

St Paul's students are expected to behave appropriately on the school bus. They must remain seated and bags placed under seats at all times until the bus stops at their stop. They are not to eat on the bus. Students are asked to be courteous to the driver at all times – it is the school policy to cooperate with the bus driver. A conduct of bus behaviour is sighted and signed when parents apply for bus passes.

Misbehaviour will be reported to a member of the Leadership Team. Continuous misbehaviour may result in the child losing his / her bus pass because bus drivers have the

authority to take the bus pass from the offending child. It is a privilege to travel on the school bus.

Students are not permitted to go to the shops etc, before or after school, after being dropped off at school by a bus.

### **Staff Dress Code**

Staff are encouraged to come professionally dressed to school.

### **Casual Staff**

From time to time teachers take leave, this could be sick, long service leave or professional learning days. Casual teachers are employed to take responsibility for their class. The casual teacher has policies and procedures to follow as does the rest of the staff.

The casual teacher follows the class teacher's learning plan for the day and for consistency, we strive to employ the same casual teacher on that class wherever possible.

### **School Support Officers**

The role of the School Support Officers may vary. Students who are identified with specific needs are supported in the classroom on a regular basis by a School Support Officer either individually or in a small group.

At times a School Support Officer may be called upon to support the school in other areas, never replacing student support, the student's needs are always the priority.

## General Reminders

1. All clothing is to be clearly marked with the child's name. We will not take responsibility for unmarked clothing. All lost property, including money, is to be handed in to the school office. At the end of each term articles of clothing, etc in lost property will be given to the St Vincent de Paul Society or sold as second hand uniforms.
2. Each student is required to have a painting shirt, library bag and a raincoat.
3. School hats must be worn when the students are outdoors, regardless of weather.
4. All students who have been absent from school must present a note to the class teacher, explaining the absence on their return.
5. Students who arrive late for school must collect a 'late arrival' note from the office. This is to be signed by a parent / carer. Students must be accompanied to school by an adult when they are late to school. This should be seen as interfering with your child's education. Unless it is a need beyond control.
6. Parents who wish to collect their child / children from the school during school hours must fill out an 'early leavers' form from the office. Your child will then be paged to come to the office for collection. Please refer to the Attendance Policy.
7. If children have necessary medical appointments during school hours, a written note from the parents should be brought in prior to the time of the appointment and be shown to the class teacher and the Principal. If a student is being taken out of school for family holidays an Exemption from School Form needs to be completed **prior to the leave being granted**. New procedures were implemented in 2012 in regards to school attendance.
8. Students should not leave valuables or money in their bags. The school does not take responsibility for any loss.
9. Students who bring mobile phones to school must have parent permission. The mobile phone is brought to the office each morning and picked up in the afternoon. Any student who uses their phone during school hours will lose the right to bring a phone to school.

## School Hours

School commences	8:55 am
Lunch	10:55 am to 11:35 am
Recess	1:35 pm to 2:15 pm
Dismissal	3:15 pm
School Hours	8:30 am to 3:30 pm

## School Holidays for 2016

### Term 1, 2016

Staff commence – Staff Development Day	Wednesday 27 January 2016
Year 1 to 6 commence	Thursday 28 January 2016
10 selected Kindergarten students to attend for 1 hr only for Assessment purposes <i>(Parents will be notified of days and times)</i>	Thursday 28 January 2016 to Wednesday 3 February 2016
Kindergarten to commence for ½ day 8:55 am to 12:00 pm	Thursday 4 and Friday 5 February 2016
Kindergarten commence full days	Monday 8 February 2016
Term 1 ends	Friday 8 April 2016

### Term 2, 2016

Term 2 resumes	Tuesday 26 April 2016
Term 2 ends	Friday 1 July 2016

### Term 3, 2016

Term 3 resumes	Monday 18 July 2016
Term 3 ends	Friday 23 September 2016

### Term 4, 2016

Term 4 resumes	Monday 10 October 2016
Term 4 ends for students:	Friday 17 December 2016
Term 4 ends for staff:	Tuesday 20 December 2016

## Parent Roles

### Volunteers, Prohibited Persons

If Volunteers have a current Working with Children number, they are required to complete a Working with Children Number form. A Working with Children number can be obtained from your local Road Maritime Services office. Volunteers in schools do not need a WCC number. Volunteers who assist in the school can complete a School Volunteer's Declaration form in lieu of supplying a WCC number.

This procedure is designed to ensure the safety and welfare of all children. All visitors, volunteers and class helpers must wear the visitor's tag and sign in and out at the office. If a volunteer wishes to assist in the classroom they must be invited by the classroom teacher and complete a parent induction course before commencing duties.

## Communication

### Teacher / Parent Communication

Exchange of information between home and school is a vital part of school life. Parents wishing to speak to their child's teacher about schoolwork and progress, are requested to make an appointment with the teacher in writing or through the Office. At times, teachers may ask parents to make an appointment with them if they consider it necessary, and if it is in the best interest of the children.

### Newsletter

The School Newsletter is issued fortnightly on a Tuesday electronically to the nominated email address. It is important that you read the newsletter to keep in touch with what is happening at school. If you do not receive your copy, please notify the office. Newsletters can also be downloaded from our school website: [www.spapdow.catholic.edu.au](http://www.spapdow.catholic.edu.au) or from a smart phone using the following App address: [www.skoolbag.com.au/spcps](http://www.skoolbag.com.au/spcps) Hard copies are available if required from the Office.

All forms that are required for school purposes that are attached to our Newsletter can also be downloaded as hard copies if these are not issued to students.

### School Assemblies

School assemblies are held each fortnight. Merit Certificates are presented weekly at Morning Assembly. Other awards are presented at the fortnightly Class Assemblies. Each class presents and shares work covered during the term. You will be advised of the dates of assemblies at the beginning of the year in the School Newsletter. Parents are welcome to attend these assemblies that are held in the school hall.

## **Notification to the School**

Parents are requested to notify the school in writing for:

- Absence from school due to sickness, family holidays etc
- Change of Address
- Change of family situation
- Court Orders detailing custody arrangements
- Change of children's normal travel routine
- Children needing to leave school early
- When a child is transferring from St Paul's to another school
- Any change in medical condition

## **Family Holidays**

It is suggested that where possible students should not be taken on holidays during the school terms. Teachers do not assign homework for students who are on holidays. If you are taking your child out of school for more than 3 consecutive days then an Application for Exemption from School needs to be completed. If permission is granted by the Principal a Certificate of Exemption from School will be issued to your child.

## **Child Protection**

No parent, at anytime, is to approach a child during school hours or on the street with the view of reprimanding or disciplining that child. Child Protection Legislation imposes serious legal consequences for any parent who takes matters into their own hands.

## **Visitor's Protocols**

### Hours of Operation

As a security measure, during the hours the school is open, all visitors to the school apart from permanent staff or staff who will remain within the administration building must obtain from the School Office and wear a Visitor Tag whilst on school property. This includes parent helpers, canteen volunteers, visiting tradespeople, other school staff and visiting speakers.

### Visitors to Sign In

On reporting to the School Office, visitors must sign in, noting name, time of arrival and reason for being in the school. Visitors will be issued with a Visitor Tag. Prior to leaving school, tags must be returned to the Office and visitors must sign out.

This system ensures that all visitors are authorised, are easily identified by school personnel and students and ensures the safety of all.

All staff and students encountering a visitor without a tag should both direct the visitor to the School Office and at the same time report the matter to the Office.

### Parent and Canteen Helpers

Children are not permitted in the School Canteen. Parent and Canteen Helpers will be issued with a Volunteer tag. These tags will be held in the Office and helpers will collect the tag when they sign in at the School Office and return it when they leave.

### Casual Relief Teachers

Casual Relief Teachers and student teachers are issued with a Casual Teacher badge when signing in at the Office.

## **Complaints Handling Procedures**

If parents have a concern please make an appointment to see the class teacher enabling the concern to be discussed in an open and transparent manner. If the concern is still present or continues, parents are requested to make an appointment to see the Middle Leader or Assistant Principal responsible for that stage. If the matter is not resolved an appointment may be made with the Principal to discuss the matter. Complaint Forms are available from the front office and may be downloaded from the school's website.

## **Parent Helpers - Induction**

The school values the contribution that parents make to this school. Many classroom teachers invite parents to assist in classroom activities. All parents assisting in classrooms are required to undertake a brief induction process before commencing work in any classroom.

## **Change of Address / Telephone Numbers**

Parents are asked to notify the school of any changes of address or telephone numbers, or emergency contact numbers. If your child is ill, it is most distressing to him / her when we are unable to contact parents because our records show an incorrect telephone number. It is an important component of our duty of care.

## **Reporting Procedures**

During recent years the staff of St Paul's have reviewed and investigated various methods of assessing and reporting student's learning in collaboration with the Catholic Education Office. We have attempted to design a method of reporting that will provide you with an accurate and up-to-date report of your child's progress, as well as recommendations that will assist your child's future learning. Annually we offer an information session in May to familiarize you with the Reporting System.

- Term 1: Teacher and Parent 'Meet and Greet'  
Classroom Teacher and Parent meetings
- Term 2: Celebration of Learning  
Years 1 to 6: written report and meeting between classroom teacher, parent and student.  
Kindergarten: Parent / Teacher Interview
- Term 4: Celebration of Learning  
Kinder to Year 6: written report about child's progress and meeting if required.

## **Curriculum Outline and Term Overviews**

Each term an outline of content to be covered, important dates and information will be provided.

## **School Photos**

School photos are taken each year. Parents are under no obligation to purchase photos. Parents will be advised of the photo date and envelopes will be sent home with each student. All the necessary information will be noted on the envelopes.

## **Parents and Friends Meeting**

All parents are invited and encouraged to attend P & F meetings that are held monthly and are generally held in the School Hall or St Joseph's Room. These meetings are held from 6:30 pm to 8:30 pm on a monthly basis. Relevant matters are discussed and regular decisions are made which affect all families involved in the School.

## **Administration**

### **School Fees**

Fees are set by the Catholic Education Office and are subject to change. The current rates are published in the Newsletter at the beginning of the year. School fees and SEDSO (School Enhancement and Debt Servicing Obligation) fees are invoiced over 3 terms. Payment for these fees may be paid directly to the school by cash or cheque. Fees can also be paid using BPay, through a Direct Debit system or by Eftpos. Parents who have difficulty paying school fees are asked to discuss the matter confidentially with the Principal.

### **Parish SEDSO**

In addition to the school fees there is a Parish School Enhancement and Debt Servicing Obligation (SEDSO) payment that is also invoiced over three terms. These funds are directed to the maintenance of the school buildings.

### **Resource Fees**

A resource fee is charged for each child each year. This fee covers the cost of materials needed by the children during the school year. These fees are kept to a minimum to reduce the financial burden on families. Parents are advised of the cost at the end of the school year with school report and are asked to finalise the Resource fee payment by the end of February.

### **Monies to the School**

All money is to be placed in an envelope. All envelopes are to be sent to the class teacher. The child's name, class and explanation of what the money is for, is to be marked on the envelope.

Each class has a tub. This tub is taken to the office each day and contains all notes, school fees, etc from the class. The tub is emptied at the office and is returned to the classes at the end of each day.

### **Sport Houses**

On entry to school students are allotted to one of the following houses:

St Joseph – Blue House

St Paul – Red House

St Mary of the Cross MacKillop – Gold House

St Francis of Assisi – Green House

## Student Services

### Canteen

The Canteen is open for children every day. If you wish your child to buy recess or lunch from the Canteen, please write your child's name, class and what are required on a paper bag. The children place orders in the class lunch order basket and this is taken to the Canteen each day. Students who do not have lunch on the day are provided with a sandwich and an account is sent home for payment.

### Canteen Roster

Our school community is committed to providing high quality, healthy and nutritious food at reasonable prices.

Volunteer helpers strive to serve our school community to the best of their ability and hope you enjoy the foods and service offered by our canteen.

*Volunteers are always needed to assist in our canteen.  
If you can help, please contact our school office.  
Thank you for supporting our school canteen.*



# St Paul's Catholic Parish Primary School, Albion Park

## School Canteen 2016

The School Canteen exists to provide a service for parents, students, staff and the whole school community. Children love to see a familiar face when they go to the canteen!

The roster for 2016 is in the process of being compiled. If you are able to assist as a volunteer please complete the form below and return it to the school office by **Wednesday 28 October 2015**.

All parents, carers and grandparents are encouraged to volunteer. If you wish to be included on next year's roster please complete and return the form below.

Thank you for your anticipated support.

Colleen Easton  
Principal



## Canteen Roster for 2016

I am available to work on canteen during 2016 on a

- Weekly** basis
- Fortnightly** basis
- Monthly** basis

Name: \_\_\_\_\_ (please print)

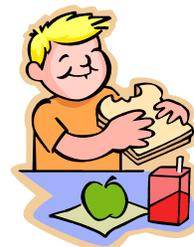
Telephone: \_\_\_\_\_

Preferred Day /Days: \_\_\_\_\_

I would like to be on the roster with:

\_\_\_\_\_

Signed: \_\_\_\_\_



# Uniforms

## Uniform Haircuts / General Appearance

### Uniform Requirements:

- Wear the correct school / sports uniform at all times
- School / sports uniforms are to be worn in a neat manner
- School shoes are to be black leather (for safety at school). No black joggers. No brand names are to be visible
- All sports footwear must be white joggers with white laces or Velcro
- All sports socks must be plain white, short length socks. No brand names
- No coloured hair decorations – girls may wear headbands, ribbons, scrunchies in red or royal blue
- No jewellery except for girls who may wear one pair of small studs or small sleepers (one pair only) and a watch.
- No earrings, studs, sleepers for boys.
- No nail polish or make-up
- School hat is to be worn at breaks, PE, sport – “NO HAT – NO PLAY” policy – Sit in shade

Change from Summer to Winter uniform occurs during Term 2 and change from Winter to Summer uniform occurs from the beginning of Term 4.

### Hair Cuts

- The emphasis is on “neat and tidy”
- Girls long hair or hair below the shoulders is to be tied back and plaited
- Boys hair should be no longer than collar length
- Extreme hair cuts and coloured hair are not permitted
- The emphasis is on evenly cut hair, NO shaved heads.
- Extreme use of gel or products of that nature are not permitted.  
*Students presenting themselves at school with dyed, streaked or outrageous hairstyles or cuts will be asked to stay at home until this grows out.*

**Note:** For boys and girls – hair, uniform and appearance should be in such a condition so as to invite only positive comments.

### Uniform

At St Paul’s Catholic Parish Primary School, we believe that students should be encouraged to wear an appropriately designed school uniform at all times.

We believe that all students should wear the specified uniform in full.

The St Paul’s Catholic Parish Primary School Uniform for boys and girls is available at Hazelton’s, Tongarra Road, Albion Park.

We believe that no student should be disadvantaged because of financial difficulties.

## **St Paul's Catholic Parish Primary School Girls Uniform**

### ***Summer Uniform:***

- Check dress, royal blue scungies or matching pants
- Short white socks (not ankle length), black shoes.
- Navy jumper, cardigan or school sloppy joe.
- Red ribbon.

### ***Winter Uniform:***

- Navy slacks (optional)
- Navy skirt and tights
- Navy jumper, cardigan or School Sloppy Joe
- Blue Shirt
- Black Shoes
- White socks short (not ankle length) or long
- School tie
- A blue skivvy may be worn under the blouse.

## **St Paul's Catholic Parish Primary School Boys Uniform**

### ***Summer Uniform:***

- Short sleeve open necked blue shirt
- Short grey trousers.
- Short grey socks.
- Black shoes.
- Navy jumper, cardigan or school sloppy joe.

### ***Winter Uniform:***

- Long grey trousers
- Blue long-sleeved shirt
- School tie
- Black school shoes
- Grey socks - long or short (not ankle length)
- Navy jumper, cardigan or School Sloppy Joe
- A blue skivvy may be worn under the shirt.

## **Sports Uniform – Boys and Girls:**

- Pale blue polo Shirt with school logo
- Royal blue sports shorts with school logo
- Girls are permitted to wear a royal blue netball skirt
- Royal blue sports jacket
- Royal blue tracksuit pants
- White joggers with white shoelaces or velcro and short (not ankle length) white socks

### ***Additional Clothing:***

- In extreme cold weather a navy blue parka, overcoat or coat may be worn.  
**NO OTHER COLOURS PERMITTED.**

## ST PAUL'S UNIFORM PRICE LIST

**All items available from: Hazelton's Shoes & Clothing**  
**115 Tongarra Road, Albion Park**  
**Ph: 4257 9155 Fax: 4256 2181**

*Business Hours: Monday to Friday 8:45 am to 5:15 pm Saturday 8:45 am to 12:30 pm*  
*Subject to change. Current as at 01/10/2015*

### Summer Uniform

Dresses	sizes	4 – 9	.....	\$35.00
Dresses	size	9 long	.....	\$36.00
Dresses	sizes	10 - 12	.....	\$38.00
Dresses	sizes	14 - 16	.....	\$40.00
Boys S/S Shirts	sizes	4 -7	.....	\$24.75
Boys S/S Shirts	sizes	8 -14	.....	\$24.75
Boys Grey Shorts				
Style 108	sizes	4 – 8	.....	\$15.75
	sizes	10– 16	.....	\$16.95
Style 188	sizes	4 – 7	.....	\$22.25
	sizes	8 – 16	.....	\$23.95
Style 106	sizes	4 – 16	.....	\$19.95

### Winter Uniform

Blue L/S Shirt	sizes	4 - 8	.....	\$27.15
Blue L/S Shirt	sizes	10 - 20	.....	\$28.80
Girls Navy Skirt	sizes	4 - 16	.....	\$37.95
Girls Navy Slacks	sizes	4 - 16	.....	From \$25.95
Boys Trousers	all sizes	Various styles	.....	From \$23.85
Navy Sloppy Joe	sizes	4 - 16	.....	\$24.50
Navy Tights		Microfibre	.....	\$7.50
Navy Tights		Cotton Blend	.....	\$9.90
Tie				\$15.00

### Sports Uniform

Polo Shirts	sizes	4 - 16	.....	\$18.00
Sports Shorts	sizes	4 - 16	.....	\$19.95
Netball skirts	sizes	6 - 16	.....	\$22.25
Sports Jacket	sizes	4 - 16	.....	\$29.50
Tracksuit Pants	sizes	4 - 16	.....	\$25.00

### Other Items

Hat	sizes	S-XL	.....	\$ 13.50
Sports Briefs (pkt 2)	sizes	4-14 (2 Pack)	.....	\$ 9.35
Scrunchies (red & navy)			.....	\$ 2.50
Socks 3 pr pack				
(white or grey)	all sizes		.....	\$11.95
Hairclips & Elastics	all sizes		.....	\$3.50

EFTPOS facilities are available.

Lay-by now for your back-to-school requirements. Regular payments are needed and lay-bys MUST be finalized by mid January unless other arrangements are made.

Due to suppliers being out of stock, we may run out of certain styles or sizes particularly in times of high demand. Especially over Christmas break when all of our suppliers shut down for a couple of weeks. We advise parents of Kindergarten children to purchase uniforms or at least lay-by by mid January. If we do happen to be out of stock, we are able to replenish supplies in time for your child starting school.

We also have a great range of Bata school shoes and joggers at approximately 20% off recommended retail prices. Raincoats, jackets and all your winter uniform needs can be met anytime throughout the year.

We'll happily meet all your school uniform requirements please ask if you have any special needs.

While your child is getting fitted out for school, check out our great range of children's clothing.

## Notes