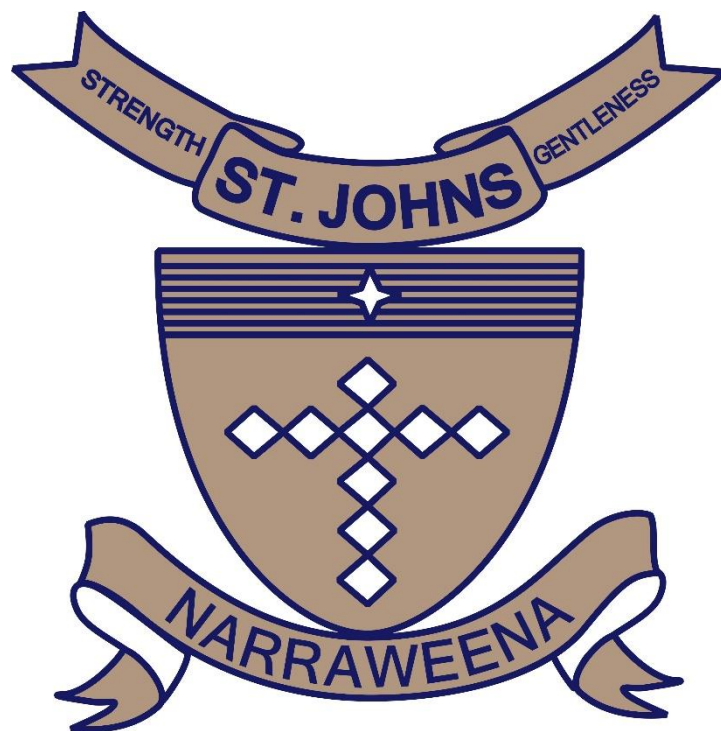
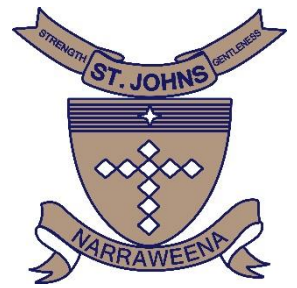


# *Parent Information Booklet*



St John the Apostle Catholic School  
Narraweena

*Strength & Gentleness*



*Dear Parents,*

*Welcome to St John's Catholic Primary School, Narraweena! Our school motto 'Strength and Gentleness' was created by the first teachers of our school, the Brigidine Sisters, who had their origins in Tullow, Ireland and at Narraweena in 1962.*

*The staff and I look forward to working in partnership with you and our Parish to build on the great work started so many years ago. We are committed to Catholic education, our motto and to working with you in supporting your child as they learn and grow in a fast paced, exciting world.*

*Let's work together as we guide the children in developing the attitudes, values and skills needed for the future.*

*This booklet provides you with the information you need to understand the day to day running of our school. It will help you to become part of our school community. You will find further information and support via our helpful office staff, our [website](#) and our school [weebly](#).*

*Yours sincerely,*

*Mark Bateman  
Principal*

**School Office**

166 Alfred Street  
Narraweena 2099  
Ph: 9971 9297  
Email: [sjan@dbb.catholic.edu.au](mailto:sjan@dbb.catholic.edu.au)  
Web: [www.sjandbb.catholic.edu.au](http://www.sjandbb.catholic.edu.au)

**Parish Office**

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Dee Why 2099  
Ph: 9982 6536  
Email: [office@warringahcatholicparish.org.au](mailto:office@warringahcatholicparish.org.au)  
Web: [www.warringah.dbb.org.au](http://www.warringah.dbb.org.au)

## WHO'S CHILD IS THIS?



“Whose child is this?” I asked one day  
Seeing a little one out at play  
“Mine”, said the parent with a tender smile  
“Mine to keep a little while  
To nurture and give gentle care  
To give good food and clothes to wear  
To nurture and guide towards along the way  
And become the very best he can be each day”



“Whose child is this?” I asked again  
As the door opened and someone came in  
“Mine” said the teacher with the same tender smile  
“Mine, to keep just for a little while  
To teach him how to be gentle and kind  
To educate his developing mind  
To ensure a life long love of learning  
And in all his choices to be discerning”

“Whose child is this?” I ask once more  
Just as the little one entered the door  
“Ours” said the parent and the teacher as they smiled  
And each took the hand of the little child  
“Ours to care for and teach together  
A privileged task – our joint endeavour”.



Author unknown

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## A SHORT HISTORY OF ST JOHN THE APOSTLE SCHOOL

If we go back to the days before European settlement, the Kayimai people of the Garigal nation were the first inhabitants of the land on which our school is built. Their life as a strong community founded on tradition, story, deep connection with the land and their spirituality stands as a wonderful example to us as we build our story. In many ways it is the spirit, present within the Kayimai people that continues and comes to expression in our community through our faith. We will continue to work with the children at our school to raise awareness of the strong connections between Aboriginal and Christian spirituality.

St John the Apostle Catholic School and St Kevin's Catholic School in Dee Why are part of the Warringah Parish. Both schools are part of the system of Catholic schools in the Diocese of Broken Bay under the leadership of Bishop Peter Comensoli. St John's was opened in 1962 and at that time Father J. Grady was the priest in charge. Originally the school and church were in the same building. Gradually, eight more classrooms were added and from there the school grew along with the local community.

The Brigidine nuns were the religious sisters who initially staffed the school and the motto of that religious order "*Strength and Gentleness*" is also the school motto. In 1980 the religious sisters withdrew entrusting Catholic education to lay men and women. St John's has developed a strong connection to the local Narraweena community.

In 2009 we were the recipients of a federal government grant for the capital works program called "Building the Education Revolution" (BER) and work began on a new administration block, library, canteen and six new classrooms. This project was completed in 2010 and resulted in the creation of the modern facilities we now enjoy.

You are now a part of the story of St John's, welcome.



## OUR MISSION

As members of St John's community we are called to:

- Educate in traditions of the Catholic faith inspiring all to be disciples of Jesus
- Provide high quality and relevant education which meets the needs of all and inspires life-long learning
- Build a community of Strength and Gentleness that celebrates inclusive, supportive and respectful relationships
- Create a well resourced and sustainable environment that is valued and expected by all.

## OUR PURPOSE AS A CATHOLIC SCHOOL

The Catholic Church believes that the *'task of imparting education belongs primarily to the family'* and that parents *'have a primary and inalienable duty and right in regard to the education of their children'* (Vatican II – Decree on Christian Education nn 3 & 6). This duty and right as emphasised at the child's Baptism when the Church reminded parents that they were *'accepting the responsibility of training their child in the practice of the faith'*. Catholic schools are a means to provide the Catholic community with a forum to educate and form their children in the faith, and to offer them an experience of following Jesus as members of the Catholic community.

Our main task in Catholic schools, therefore, is to bring children to a commitment to be disciples of Jesus. It involves three aspects of education:

- intellectual (KNOWING about our faith and its traditions);
- behavioural (PARTICIPATING in liturgy and being committed to social justice); and
- affective (developing a sense of CONVICTION, a sense of belonging to the church).

It is the interaction of these three sectors that will bring children to an understanding and a commitment to their faith. It is an awesome job and one that we gladly share with you as parents. Our purpose as a Catholic education system is to nurture the faith of all adults and children in our community. Regular lessons are given in Religious Education and a Catholic world-view is integrated into every Key Learning Area. We strive to live out together, our calling as a Catholic, Christian and caring community.

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*Being Catholic is;  
a personal and communal response to the life which God manifested in Jesus  
as it is perceived, proclaimed and lived by the Catholic community  
in the light of its scriptural and historical traditions, and its contemporary interpretation of them.*

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## OUR SCHOOL ADVISORY COUNCIL

*“No one has all the Wisdom – Everyone has some piece of Wisdom. –  
Each one has a different piece”*

*-Sr Mary Benet McKinney.*

In 2000 a group of parents, teachers and parish representatives answered an open invitation to be involved in a representative group designed to support the implementation of the school mission. Originally known as the School Board, the group is now known as the School Advisory Council.

The current advisory is: Mark Bateman (Executive Officer), Rachael Crookwell & Natalie Bradshaw (Co-chairs) Natalie Ingram, Christine Dunk, Meghan Bassett, Nikki Bradley, Lisa Rourke, Agi Reefman, Julie Hogan, Caroline Glover, Amelia Chandler and Wendy Jones.

The purpose of the St John's School Advisory Council is to serve, nourish and strengthen our school as part of our local Parish, wider community and Diocese by:

- *supporting parent engagement and partnership in children's education in faith and learning;*
- *engaging in prayerful discernment in decision making;*
- *communicating respectfully, reflectively and collaboratively;*
- *supporting school leadership and staff in the implementation and evaluation of the School Improvement Plan (SIP); and by*
- *acting with Strength and Gentleness and as stewards focused on sustaining our school Mission.*

We are responsible for working together to ensure that the spirit of Strength and Gentleness which we seek to foster amongst the children permeates the whole school. We meet once or twice a term and members of the School Advisory Council report to the Parents and Friends Association Meeting each term.

The School Advisory Council uses the principle of discernment in decision-making and has a preference for using a model of governance known as “Shared Wisdom”. In using discernment as a guiding principle, we acknowledge that the Council does not have all the answers for St John's. We are fully committed to seeking the wisdom of members of the school community. To this end, we see that consultation with the community is important. Above all, our decisions are prayerful ones, guided by the presence of the Holy Spirit.

Each year, the School Advisory Council asks for expressions of interest from parents who are interested in becoming members. Once expressions of interest are received, a meeting is held with the school principal to talk about the function of the board, its purpose and the commitment involved. From that point, council members are then invited to join. Contact with members of the school council can be arranged through the school office or email [sjan@dbb.catholic.edu.au](mailto:sjan@dbb.catholic.edu.au) and include School Advisory Council in the subject.

However you choose to participate, we urge you to support the work of the School Advisory Council and hope that you will keep us in your prayers.



## OUR BELIEFS ABOUT LEARNING

### **Learning is natural.**

Children learn best when involved, stimulated and challenged.

### **Learning is a life long process.**

It is continuous, developmental, holistic and empowering.

### **Learning is individual.**

Children learn at different rates, have different learning styles, intelligences and life experiences.

### **Environment impacts on learning.**

Everyone has the right to a safe, positive and happy environment; conducive to learning.

---

## **OUR SCHOOL PRAYER**

*We pray that you will give us your guidance,  
as we work and play at St John's School today.*

*Help us to care for others,  
and be responsible for all we say and do.*

*Give us strength, Heavenly Father,  
to always show our love for you.*

*Amen.*

---

## OUR SCHOOL RULES

*At St John the Apostle Narraweena we show  
Strength and Gentleness by being...*

- ✚ RESPECTFUL
- ✚ RESPONSIBLE
- ✚ SAFE

*...Learners*





## THE PRIMARY SCHOOL CURRICULUM IN A CATHOLIC SCHOOL

St John's uses the NSW Education Standards Authority (NESA) syllabus documents. These documents incorporate the Australian Curriculum. Syllabus documents are currently going through a period of change and are being gradually rolled out to schools and their communities. St John's as part of a system of schools is well informed about changes and takes part in introductory workshops as changes are made.

Your child's learning draws from the following Key Learning Areas:

- Religious Education (Broken Bay Curriculum K-12 is used)
- English - NESA syllabus is now fully implemented.
- Mathematics - NESA syllabus is now fully implemented.
- Human Society and its Environment (History & Geography) - NESA syllabus is now fully implemented.
- Personal Development, Health and Physical Education - New NESA Syllabus being introduced in 2020.
- Science and Technology – New NESA Syllabus being introduced in 2019.
- Creative Arts (Music, Dance, Drama, Visual Arts) – (No change)

### RELIGIOUS EDUCATION

At St John's, Religious Education permeates the culture of the school through the values we uphold and practise, through prayer, liturgy and relationships. It underpins all Key Learning Areas. Detailed modules of study are completed in each grade. The modules carry a component which seeks to link ideas being studied to the family. This provides opportunities for parent engagement in RE around the topic being studied.

The RE curriculum covers five strands:

- God, Revelation and Human Destiny
- Jesus, Human and Divine
- Church and Discipleship
- Prayer and Sacraments
- Sacred Scriptures

### ENGLISH

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts. There is a focus on the teaching of quality literature.
- Students interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- Students experience a range of texts, including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- Students develop an understanding of grammar.

## **MATHEMATICS**

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
  - Number and Algebra, eg whole numbers and fractions and decimals
  - Measurement and Geometry, eg length, area and time
  - Statistics and Probability, eg data and chance.
- They develop their problem-solving skills and mathematical reasoning and communication.
- Students in Years 5 and 6 develop a deeper understanding of Statistics and Probability.

## **HUMAN SOCIETY AND ITS ENVIRONMENT (H.S.I.E.)**

This Key Learning Area covers both History and Geography.

### **History**

- Students investigate their personal, family and community history.
- They develop understanding of Australia's Indigenous and colonial history and how Australia became a nation.
- Students learn about historical concepts, such as viewing an historical event from a different point of view, and historical skills, such as using historical sources for an investigation.

### **Geography**

- Students investigate people, places and environments.
- They explore geographical concepts, such as place and sustainability, through real world examples and issues.
- Students learn how to acquire, process and communicate geographical information using geographical tools and inquiry.

## **SCIENCE AND TECHNOLOGY**

- Students develop their skills in using processes of Working Scientifically and Working Technologically to answer interesting questions and develop creative solutions to important 21st century problems.
- They develop their curiosity and understanding about the Natural Environment and the Made Environment through learning about the Physical World, Earth and Space, the Living World, the Material World, Built Environments, Information and Products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

## **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)**

This Key Learning Area covers Personal Development, Health and Physical Education.

### **Personal Development and Health**

The PDH component of the program closely follows the newly developed units based on the following strands:

- Growth and Development
- Interpersonal Relationships
- Personal Health Choices
- Safe Living

These include such things as Road Safety lessons, Anti-bullying lessons and visits from the Life Education van which deals with helping children develop their ability to make sensible decisions and class lessons teaching simple strategies such as to how to get along with one another.

### **Physical Education**

The PE (Sport) component is also very important in the school. We have a specialised PE teacher who takes weekly lessons with each class and the children regularly participate in fitness and skills activities all year round and the following programs are also offered each term.

Children who excel in specific domains are also asked to represent the school, area or diocese at Interschool, Diocesan, Inter-diocesan and State level.

### **CREATIVE ARTS** – What do the students learn?

This Key Learning Area covers Music, Visual Arts, Drama and Dance.

#### **Music**

A specialist Creative Arts teacher is employed to teach the music and drama programs. The music program concentrates on the following areas: Beat, Pitch, Tempo, Dynamics, Tone colour, Texture, Form and Style. The children use both tuned and un-tuned percussion instruments on a regular basis. Opportunities are given for *Performing* and *Organising Sound and Listening*.

The school provides opportunities for the children to participate in choir, musicals or special performances.

Students also have opportunities to learn a variety of instruments on an optional basis, including participating in a musical ensemble. Enquiries about these extra curricula lessons can be made via the school office.

#### **Visual Arts**

In Visual Arts students develop knowledge and understanding, skills, values and attitudes in *Making* and *Appreciating* by engaging with the concepts of artists, artworks, the audience and the world. Learning experiences in making and appreciating are integrated in a planned and sequential teaching and learning process. All students should have a paint shirt/smock at school in preparation for Art lessons.

#### **Drama**

Drama lessons are taught by our specialist Creative Arts teacher as well as classroom teachers. In Drama, students develop knowledge, skills and understanding in making drama collaboratively by *Performing* through taking on roles and creating imagined situations shaped by the elements of drama, and in performing drama by actively engaging in drama

forms. They also develop their knowledge, skills and understanding in *Appreciating* their own dramatic works and those of others.

### **Dance**

Dance lessons are taught by our specialist PE teacher as well as classroom teachers. Students develop knowledge, skills and understanding in *Composing* their own dances using the elements and contexts of dance and in *Performing* their own dances and the dances of others from different times and cultures. They also develop knowledge, skills and understanding in *Appreciating* their own dances and those of others.

More information can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>

## THINGS YOU SHOULD KNOW - FROM A to Z!

### 1. Absences

Daily attendance at school is most important. All absences, late arrivals and early departures must be recorded using the Flexibuzz app. <http://www.flexibuzz.com.au>



If a child arrives late (after 8.45am) a parent must come in with the child to sign them in to school using the iPad at the office.

If a child is to leave the school before the end of the school day (before 3.05pm), a parent must come in with the child to sign them out of school using the iPad at the office. No child will be permitted to leave the school grounds without such authorisation.

The school encourages families to take trips away during school holidays. Long absences from school during school term are discouraged. These occasions mean a significant break in continuity of learning for your child.

Please complete a Flexibuzz if your child is away from the school, preferably on the day of absence. **It is a legal requirement for the school to know where a child is when they are not at school – we thank you for your support in complying with this requirement.**

If your child is away from school for a number of days please contact the school office. If your child will be away for a period of 5 days or longer during term time you must request an "Application for Extended Leave (A1)" from the principal in writing before the period of leave. An Application for Extended Leave (A1) form is available in the 'News and Events – Notes' section of our [school website](#).

### 2. Accidents

The school has supervision rosters in place during school hours and at excursions and school events. If and when accidents do occur, the teacher in the classroom or on duty sends for assistance. A staff member trained in First Aid provides Emergency Care.

In the event of a serious injury:-

Parent/emergency contact person will be notified. It is essential that the school office has up to date contact information for parents and emergency contacts (relatives or friends who we can contact if the parents are not contactable). If necessary, the child may be transported to hospital by ambulance, accompanied by a teacher.

Insurance Claims can be made through Catholic Church Insurances 1300 138 498. This does not replace your family Medical Insurance arrangements. CCI contact - [schoolcareclaims@ccinsurances.com.au](mailto:schoolcareclaims@ccinsurances.com.au)

### 3. Accounts

Accounts for School Fees will be sent home in 3 instalments in February, April and July. You may elect to pay fees in monthly instalments by contacting the school office. Payments may be made by Qkr, BPay, Mastercard, Visa, EFTPOS or by cheque. Fees are to be paid in full no later than 1<sup>st</sup> November.

If you are having difficulty meeting your school fee obligation, it is essential that you make an appointment with the Principal to discuss your circumstances. If your school fees remain unpaid and you make no attempt to communicate with the school, your account will be referred to the Catholic Schools Office for investigation and possibly advice from a Debt Collection Agency. This may effect your child's enrolment.

#### **4. Before and After School Care**

Before school care is available from 7am to 8:15am each morning. After school care is available in the school hall from 310 pm – 6pm during the school week and is run by OOSH Northern Beaches. Registration forms are available through the school office or from the After School Service and must be accompanied by a registration fee per family. For more information please phone Head Office on 9984 8089, Chris Hegarty on 0411 758 064 or email [manager@ooshnb.com.au](mailto:manager@ooshnb.com.au).

#### **5. Allergies**

There are a number of children enrolled at St John's with food allergies. We have a 'no sharing food' policy at school and are particularly careful of nuts or nut products which are discouraged. We ask that parents be mindful of children with food allergies. Please check with the teacher well in advance of any planned celebration involving your child's class and food so that precautions can be made and all children feel included.

#### **6. Anti-bullying**

Bullying is unacceptable at our school. Bullying is deliberately hurtful or manipulative behaviour which is usually repetitive and may be premeditated. It can be verbal, cyber, social, psychological or physical. It creates an imbalance of power and makes someone feel unsafe and unhappy. Bullying is not simply accidental or rough play between children nor is it a single incident or conflict with a peer. See the [Bullying No Way! website](#) for the definition of bullying. Children are encouraged to report bullying to a trusted adult.

If teachers notice or are notified of a child being bullied, they will:

1. Complete the PBL online form to record the incident.
2. Talk to the child being bullied to ascertain the specific nature of the bullying and its effect on the victim. The teacher should assist the child in developing strategies to help them cope such as ignoring, confronting the bully in an assertive manner, discussing the problem with friends and family to elicit help and encouraging them to tell an adult if the bullying continues.
3. Speak to the child doing the bullying and make a clear statement on the consequences if the bullying behaviour continues.
4. Inform a member of the School Leadership team that the incident has occurred;
5. Follow up the incident with particular students (and parents, if appropriate) about a week later to ensure there have been no further incidents.
6. Inform the Principal should the bullying behaviour continue. The Principal will then speak to the students involved, record the incident and contact parents if necessary. Severe and repeated incidences of bullying may result in an issue of warning re: suspension and could lead to the implementation of suspension procedures and, if necessary, removal of the student from the school through suspension pending transfer, negotiated transfer or expulsion.

Please contact your child's teacher if you are concerned about your child. It is usually best not to approach the other parent, and in no circumstances should a parent approach the child accused of bullying.

## **7. Asthma**

Asthma is very common in Australian children. Common symptoms of asthma are wheezy breathing (a whistling noise in the chest), coughing and breathing difficulty. At school, these symptoms are likely to occur during or immediately after exercise.

Given that asthma is so common, we regularly in-service teachers and school staff in order to make them aware of asthma symptoms and to enable them to respond to these competently and appropriately.

At the beginning of the year an Asthma Form will be sent home to identify whether your child has asthma or has had a wheeze or persistent cough over the past 12 months, and to clarify the action necessary to relieve the symptoms experienced by the child. **An Asthma Action Plan completed by your GP is necessary for any medication to be administered at school.**

***Under no circumstances should children self-medicate or carry medication in their bags. All medication must be issued from the school office.***

## **8. Assemblies**

A prayer assembly is conducted each Monday morning at 8.40am in the Hall or Church, where one grade leads the school in prayer. A school assembly is held on Friday mornings for K-2 at 8:45am for Years 3-6 on Friday afternoons at 2.30pm. Weekly awards and special reminders given at these assemblies. Parents are warmly invited to join us at assemblies.

## **9. Awards**

Merit awards are given by the class teacher each week and presented at the assemblies on Fridays. A special section notifying parents of weekly award winners is included in the school newsletter each week. The Principal award, a special 'Strength and Gentleness Award', is presented during the Monday morning prayer assembly. Children are recognised for efforts in all areas of their education – academic, physical, social, spiritual and emotional. At the end of each term we celebrate our Core Values Awards with the staff and students nominating a student who exemplifies one or more of our Core Values.

## **10. Behaviour Management**

At St John's we use Positive Behaviours for Learning (PBL) for behaviour management. The school has a set of very clear rules:

***At St John's we show strength and gentleness by being respectful,  
responsible and safe learners.***

The children are explicitly taught sets of behaviours that show how they can be respectful, responsible and safe in the classroom and on the playground. Each of these behaviours has a link to Catholic scripture and values. Every class teacher uses positive strategies to acknowledge the use of positive behaviours by the children and there is a clear set of consequences for children when behaviours are breached. At St John's we believe that



children need to learn appropriate behaviour and that parents and teachers have a responsibility to work together to help them learn.

We regularly collect information behaviour and use this to place emphasis on areas of need or identify areas in which things are going particularly well.

We have reward systems in place to support children to show these behaviours; SMILE awards, merit awards, in class reward systems, as well as praise and acknowledgement.

We also support the development of Social and Emotional Learning Skills through KidsMatter, our PDHPE modules, Peer Support, and in our day-to-day teaching and interactions.

Sometimes children need additional support to follow our expected behaviours. Our students and teachers collaborated to create a Behaviour Consequence Matrix which is referenced in the classroom and playground across the school.

Support documentation is available for parents on our website showing our 'PBL Matrix of Rules and Behaviours' in the 'Wellbeing and Pastoral Care' section.

Any form of corporal punishment is strictly prohibited.

#### **11. Bicycles, Scooters and Skateboards**

The Catholic Schools Office and NSW Roads and Traffic Authority recommend that children under 10 years of age DO NOT ride bicycles to or from school unless accompanied by an adult. Students travelling to and from school riding a bicycle, scooter or skateboard must follow the requirements outlines below:

1. Students must correctly wear a Standards Australia approves bicycle helmet at all times when in control of a bicycle, scooter or skateboard.
2. All RTA road rules concerning bicycles are to be followed. Cyclists 12 years and over must not ride on the footpath unless it is a signposted shared footpath, they should use the road. The bell on the bike should be used as a warning when approaching pedestrians.
3. Bicycles, scooters or skateboards ridden to school must be in good, safe working order and bicycles must be fitted with a bell. It is the responsibility of the parent/carer to ensure the bicycle, scooter or skateboard is in good and safe working order and that all protective equipment as required by law is provided.
4. Bicycle, scooter or skateboard riders are expected to use the available pedestrian entry points. These include the front driveway on Alfred Street, or the rear driveway beside the church on Waratah Parade.
5. Children are to dismount before entering the school grounds and walk their bicycle, scooter or skateboard whilst on site.
6. Bicycles are to be stored in the bike rack provided. Bicycles must be locked with a chain and padlock supplied by the bicycle owner. Scooters or skateboards must be stored in the child's classroom.
7. Bicycles, scooters, skateboards and helmets are brought and stored on school grounds at the owner's risk.

8. Parents will be notified if children do not adhere to the School's Road Safety/ Bicycle, Scooter or Skateboard Policy and permission will be withdrawn until the issues identified have been satisfactorily addressed.
9. No riding of bicycles, scooters or skateboards is permitted in school grounds during and after hours.

#### **12. Book Club**

During the term, leaflets are sent home advertising children's books for sale through Book Club. This is an invitation for parents to purchase books for their children to enjoy at home. Book Club purchases also earn points for free books or resources for our school. The newsletter includes details of deadlines and procedures.

#### **13. Buddies**

Children entering Kindergarten are allocated a special Year 5 buddy who stays with them until the end of Year 1. The Buddy takes special care of the younger child as they settle into school life. The Buddy can check up on the child during break times and can be a friendly face to go to in times of need. The Year 5 or 6 Buddies sometimes come to help their Kindergarten and Year 1 friends in their classrooms.

#### **14. Bus Travel**

The School Student Transport Scheme (SSTS) gives eligible students free travel between home and school, on the approved train, bus or ferry services.

Some eligibility rules apply, i.e. students may need to live a minimum distance away from their school:

- Years K-2 (Infants) there is no minimum distance.
- Years 3-6 (Primary) 1.6km straight line distance or 2.3km walking distance or further. (Primary school students who live too close to the school to be eligible for free travel may qualify for a School Term Bus Pass which provides bus travel at a discounted price for the whole school term.)
- Years 7-12 (Secondary) 2.0km straight line distance or 2.9km walking distance or further.

An application for an Opal bus pass is available online [www.transportnsw.info/school-students](http://www.transportnsw.info/school-students).

#### **15. Canteen**

The canteen is generally open 4 days a week (closed Tuesdays) but we are dependent on volunteers to make this happen. The Canteen is staffed by mums, dads and grandparents of the school and run by a paid Coordinator (20 hours a fortnight). A minimum of two volunteers are required each day to prepare lunches and sell food from approximately 9.30am to 2.30pm.

The Canteen Coordinator is responsible for creating and distributing the volunteer roster and canteen menu / pricelist each term; training new volunteers, ordering stock and ensuring the cleanliness of the canteen. Shirley Mauro is the current coordinator.



Please ensure all 'Lunch Orders' are ordered through QKR no later than 8.30am on that morning. <https://qkr.mastercard.com/>

Orders can be cancelled up until 8.30am on the day of your child/rens order.

If you can help out our Canteen in whatever way, be it helping out once a term, or even being part of our informal committee, please don't hesitate to let the office or the Canteen coordinator know. The more help we have the better! See the 'Canteen' page in the 'School Community' section of the [school website](#).

#### **16. Casual (or 'Relief') Teachers**

A casual teacher is called to the school when the class teacher is absent. As far as possible, the class program is continued.

#### **17. Change of Circumstances**

If there is any change in your family circumstances please inform the Principal and the class teacher. This is extremely important in cases of separation, divorce, illness, perhaps a death in the family or unemployment. Teachers do not need to know the details of your personal circumstances but it will assist your child if their teacher knows that there is stress being experienced in the family home.

#### **18. Child Protection**

We take our responsibility to protect children seriously. All staff are expected to promote child safety by having a clear understanding of their legal child protection responsibilities and act in accordance with those responsibilities.

In particular the school will:

1. Maintain professionalism in our interactions with children at all times by exercising appropriate duty of care and maintaining appropriate professional boundaries.
2. Follow an established process to address allegations of inappropriate behaviour by staff towards children.
3. Ensure all people working in our school who are required to undertake a Working With Children Check have a valid clearance.
4. Respond appropriately when we suspect a child is at risk of significant harm due to possible abuse or neglect by a parent/carer or other adult.

***See also Appendix 1: Child Protection Information***

#### **19. Class Parents**

Each year parents are invited to act as a Class Parent for the year. This role involves acting in a social, communicative and community support role for the parents of that class. It is an important role in establishing networks of support for new and existing families within the school. There is a Class Parent Co-ordinator who meets regularly with the Class Parents to assist them in their role, supported by the Family Liaison Officer.

#### **20. Collection of Money**

While most monetary transactions are now electronic, any cash money sent to school must be sent in a sealed envelope clearly labelled with child's name, class and purpose. All money will be collected first thing each morning by the class teacher and sent to the office.

Qkr (<https://qkr.mastercard.com/>) can be used to pay for most school events from ordering at the canteen to paying school fees.

## 21. Communication

Good communication between home and school is the key to a positive relationship. Parents are encouraged to speak to their child's teacher whenever they have a concern. Please make an appointment rather than approaching the teachers when they have the students in their care. This can be done by phoning or emailing the school office in the first instance. Teachers are first and foremost responsible to the students in their care. It is helpful if you alert the teachers to the issue you wish to discuss so they can adequately prepare for the interview.

Regular communication between home and school is essential. This takes place in the following ways:-

- Weekly newsletters and email updates.
- Webpage - Our webpage will have the most recent notes and information. [www.sjandbb.catholic.edu.au](http://www.sjandbb.catholic.edu.au)
- Flexibuzz alerts – app for your smartphone, tablet or PC <http://www.flexibuzz.com.au>
- School Weebly – [www.stjohnsnarraweena.weebly.com](http://www.stjohnsnarraweena.weebly.com) as well as a home page with current events and information for the whole school, each class has a Weebly with content relevant to your child's class. It includes links to homework, class news and links to our Mathematics Page which is often used for homework.
- Curriculum notes - A note will be sent home at the beginning of each term and will be published to the grade Weebly page to communicate to parents the classroom curriculum taught each term.
- Facebook page - @sjannarraweena
- Parent / teacher interviews are held as required.
- Phone calls / emails to parents/teachers.

## 22. Complaints

We take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible:

- If you or your child has a complaint about a student other than your own child you should raise it with your child's class teacher.
- If you or your child has a complaint about a staff member relating to teaching and learning, the issue should first be discussed with the relevant teacher or the principal.
- If you or your child has a complaint about the inappropriate behaviour of a staff member towards any child or young person, your concern should be directed to the Principal and confidentiality must be maintained (see Child Protection).

***See also Appendix 2: Maintaining Professionalism***

## 23. Computers

Technology is an important and integral part of today's classroom learning activities. The school has extensive resources available including laptops, iPads, and desk-top computers for children in every class. Each class has an interactive white board and the school has wireless access across the site which enables technology to be used portably by the children.

Our Parents and Friends Association provides committed support to the provision of IT resources for our children.

## **24. Contact Details**

The school's telephone number is 9971 9297. Email: [sjan@dbb.catholic.edu.au](mailto:sjan@dbb.catholic.edu.au)

## **25. Core Values Award**

Each term students are chosen to receive a special award known as the 'Core Values Award'. The school has chosen six core Catholic values – justice, celebration, respect, hope, service and compassion. Each value is linked to scripture and we focus on how these values are shown in our daily lives. In recognition of the importance of these values to our school community, the School Advisory Council presents an award at the end of each term to the students in each year who exemplify one or more of the values. The selection of these students is carried out by their peers and teachers and involves recognition of the ways the student demonstrates the values.

## **26. Daily Timetable**

**8.15am** Playground supervision begins.

No child is permitted on school premises before this time.

**8.40am** School begins.

All children should be in attendance at least 5 minutes before the bell.

***Late children must go to the office with a parent to be signed in via Flexibuzz.***

**10.45am** RECESS begins

**11.15am** RECESS ends

**1.15pm** LUNCH begins

**2.05pm** LUNCH ends

**3pm** Children catching the bus are supervised to buses (Alfred St bus stop).

**3.05pm** School concludes.

Children who are collected from Waratah Parade assemble in the playground and walk with the duty teachers to Waratah Parade. Children who walk home meet their groups and walk straight home. All other children sit outside their classrooms or in the foyer until they are collected by parents. Parents are **NOT** to take other children home without prior permission from the child's parents and notification to the teacher.

**3.05 pm** Playground supervision ends.

**There is no teacher supervision is provided prior to 8:15 am or after 3:05 pm. At the end of the school day there teachers provide supervision for the bus lines and for Walkers (car pick up) only.** Before and After School Care is available outside of these hours. Children should not be on the school site outside of these times.

Please note that the school play equipment is not to be used outside of school hours as there is no teacher supervision.

## **27. Debating**

Interschool debating teams selected from students in Year 5 and 6 compete in the Peninsula Learning Community of Catholic School Competition (PLCCS). Individuals from Year 6 are also selected to compete in local and regional public speaking competitions.

## **28. Enrolments**

Families interested in enrolment at St John's should contact the school office for an application package. The completed application form is then returned to the school with copies of their child's Birth, Baptismal and Immunisation Certificates. An application fee is paid with the form on its return to the office. The school office takes applications for enrolments for Years 1 to 6 throughout the year as needed. Enrolments for Kindergarten are taken in May, the year before the child starts school. A child starting Kindergarten must turn 5 before July 31 in the year they start school. All enrolments received are considered by the Enrolment Committee.

Priority in enrolment, according to the Broken Bay Diocesan Policy, is given to:

- children and families who are known and involved members of a local Catholic community;
- children of Catholic families who have expressed a commitment to support the life of the Catholic school in the parish;
- children of other Christian families who have expressed a commitment to support the life of the school;
- children of non-Christian families who have expressed a commitment to support the life of the school.

More information can be found in the 'Enrolment' section of our [school website](#).

## **29. Evacuation Drill / Lockdown Procedures**

An Evacuation Plan is posted in all rooms of the school indicating the procedures for evacuation in an emergency. Evacuation and 'lockdown' practices occur each term. All visitors to the school are expected to participate in these drills.

It is important that visitors sign in and out of the school using the iPad located at the front office.

## **30. Excursions / Incursions**

Excursions and incursions are an important part of the learning process. Children learn most from first hand experiences. Each excursion is planned thoroughly around one or more curriculum areas for either their education or cultural value. Parents are encouraged to take part in excursions wherever possible. Permission notes MUST be completed prior to the excursion.

A general consent form signed at enrolment gives permission for children to walk short distances, under supervision, within the local area, eg Beverley Job Park for sport or to the local shops for a research task.

## **31. Family Liaison Officer**

At St John's we have a Family Liaison Officer (FLO), Jeanie McDonnell, who provides support to families in our school through Parent Education, communication, accessing local resources and networking families when in need. The FLO is not a counsellor for children.

A qualified counsellor is available following consultation with the Principal. Please contact the school office for more information.



### **32. Gifted and Talented Children**

The school supports a number of children showing giftedness or particular talent in a number of areas. Extension is provided within the classroom through open-ended tasks, contract work, the provision of particular adjustments to the curriculum, possible acceleration or involvement in extra curricula programs or activities. Children can be nominated to participate in Special Talent Days organised by local schools and organisations.

Parents are encouraged to make an appointment with their child's classroom teacher or with the school Principal to consider their child's needs in this area.

### **33. Hair**

Part of being a respectful learner is to wear the school uniform correctly and with pride and to be tidily presented. Hair must be neat and tidy at all times. No undercuts or radical designs are permitted. Hair must not be tinted or dyed. It must be kept short or clear from the child's eyes or face. Girls with shoulder length hair or longer must have it tied back with correctly coloured scrunchies, elastics or ribbons. Boys' hair must be kept shorter than collar length.

### **34. Home Learning**

At St John's we set home learning tasks which are aimed to:

- reinforce what students learn during class;
- stimulate and challenge students;
- develop study habits;
- establish good routines particularly in senior school as preparation for high school;
- enable parents to have an insight into what learning is happening in the classroom.

Teachers are expected to set, correct and give feedback on home learning tasks. They communicate tasks via their class weebly and via hard copy notes. It is important to communicate with your child's teacher should there be any issues associated with home learning.

#### **How can parents help with home learning tasks?**

- Be sure you understand the home learning expectations of your child's teacher. Check the day home learning tasks are due and know clearly how the home learning tasks will be communicated.
- Establish a clear and agreed routine with your child. Agree on where and when it will be done.
- Encourage your child in the areas of persistence; organisation and effort.

### **35. Immunisation**

All school aged children are required to provide notification to the school of their immunisation status. Immunisation booklets, information and the required immunisation certificate are available from your local doctor. Before starting school the NSW Department of Health recommends that all children have:

- a booster against diphtheria, tetanus and whooping cough
- a booster dose of oral polio vaccine (Sabin)
- one injection of measles/mumps vaccine if they have not already been immunised



If your child is not vaccinated against a disease and an outbreak occurs in the school, your child may be excluded until the outbreak is over.

More information can be found at

<http://www.health.nsw.gov.au/immunisation/Pages/Immunisation-in-schools.aspx>

### **36. Incident Reports**

If an incident at school is considered serious, a PBL online report and an Incident Form will be completed. A member of the school staff who has been directly involved in dealing with the issue will complete the Incident Form. The Incident Form will be placed in student files. Incidents may involve the breaking of school rules, an injury or accident or the deliberate or careless hurting of another child.

Parents may be contacted by phone and informed of the incident along with any action and follow up that will be taken.

### **37. Infectious Diseases**

It is probable that during your child's time at school, he/she will contact one or more of the common diseases of childhood listed below. Under the Public Health Act and Department of Education regulations some common infectious diseases require children be kept from school, for varying lengths of time, to prevent the spread of infection. Parents must seek medical advice if an infectious disease is suspected. Parents must also contact the school office if a diagnosis of the following diseases is confirmed:

- **Chicken Pox** (Varicella)

Exclude until fully recovered – minimum 7 days after the first spots appear

- **Conjunctivitis**

Exclude until discharge from eyes has ceased

- **Impetigo** (School Sores)

Exclude only if on exposed surfaces, such as scalp, face, hands and legs

- **Infectious Hepatitis**

Exclude Type 1 – re-admit on receipt of a medical certificate of recovery

- **Measles**

Exclude for 5 days from the appearance of the rash

- **Mumps**

Exclude until fully recovered, minimum of 10 days from onset of swelling

- **Pediculosis** (Lice in hair)

Re-admit when treatment with anti-lice lotion or shampoo has been undertaken and hair is free from nits (eggs).

- **Ringworm**

Re-admit when appropriate treatment has commenced, supported when requested by a medical certificate

- **Rubella** (German Measles)

Exclude until fully recovered, minimum 5 days after rash appears

- **Scabies**

Re-admit when appropriate treatment has commenced, supported when necessary by a medical certificate

- **Streptococcal Infection** (Including Scarlet Fever)

Exclude until fully recovered or until receipt of a medical certificate of recovery

- **Whooping Cough**

Exclude for a minimum of 3 weeks from the onset of the whoop.

Exclude until fully recovered or until receipt of a medical certificate of recovery

More information can be found at

<http://www.health.nsw.gov.au/Infectious/factsheets/Pages/default.aspx>

### **38. Induction**

All staff and pupils are encouraged to help newly enrolled children to feel as welcome as possible. Parents of new children may like to talk to us about an induction morning. We organise a friend to welcome your child to the school on the morning of arrival and class teachers will ensure that new students are cared for during their induction period. Parents of new children are encouraged to speak to staff members, out of school hours, about their child's progress and to help teachers understand their child's strengths and areas in which they may need support.

Our Family Liaison Officer and Class parents will also help our new parents to settle into our school.

### **39. Interviews**

Parents wishing to speak to the Principal or the teachers are required to make an appointment through the school office by phone, email or directly. We ask that parents be mindful that teacher attention is fully required on the students at the following times:

- At assemblies
- During supervision times – prior to school, recess, lunchtimes, bus or Walkers
- Moving from assemblies to the classroom
- While teaching or in front of a class

### **40. Jewellery**

Jewellery is not to be worn to school. If girls have pierced ears, then only plain gold/silver small studs or sleepers are to be worn to stop ears from closing over.

### **41. Late arrivals / early departures**

See also 'Absences'.

Children who are late for school (arriving after 8.40am) must report to the school office with a parent or guardian to complete a Flexibuzz on the iPad in the school office. This becomes part of the class roll records for that child. All absences must be explained in writing as a legal requirement. A late arrival is recorded as a partial absence, and will be included in school reports on attendance to parents and to authorities as required.

Should you wish your child to leave school before 3.05pm, you must complete a Flexibuzz on the iPad in the school office. For safety reasons, children leaving school early should only be collected by their parent. A note, email or phone call concerning the early pick up is appreciated.

### **42. Library**

Our school library is an integral part of our total curriculum. Weekly time in the library with the class teacher and librarian encourage the enjoyment of literature and the development of research and location skills.

- All children K-6 require a St John's library bag which can be purchased from the Uniform Shop. Regular borrowing by children is encouraged.
- Parents are most welcome to assist with various library duties and may speak to the Librarian or the school office if interested in helping.

#### 43. Lost Property

Lost property is located outside the foyer. At the end of each fortnight all unclaimed items will be given to the clothing pool. **Please ensure all clothing, lunch boxes, drink bottles, etc are clearly marked with your child's name.** Please support your child in learning the importance of being responsible for his/her belongings.

#### 44. Lunch Club

Lunch Club is organised to provide an opportunity for children to enjoy playing a range of board games or indoor activities as alternative to normal playground time. Teachers will inform children about the days of operation via morning assembly. Lunch Club Captains are chosen to assist in the setting up and organising of the games. Lunch club activities include computer coding and working in the eco-garden as well as traditional games and activities.

#### 45. Medical Reports

Parents are asked to inform the school of any relevant medical reports available about their child. This may include audiograms, speech therapy reports, educational or psychological assessments etc. Copies of reports should be provided to the school so that they can be filed and accessible to successive teachers. Updates are requested to be provided as necessary.

#### 46. Medication Policy

Under the Catholic Schools Office WH&S Policy, primary aged school children are not allowed to self medicate. Medication is to be stored in the First Aid Room and only given by staff as per written instructions from a parent / carer and doctor. Please see the office for appropriate permission forms. **Asthma puffers and epipens are kept in classrooms for teacher administration.**

St John's Narraweena is committed to supporting students' health and wellbeing. We require parents / carers providing the school with any relevant health information that is required to support the student at school. While this information is collected at enrolment it needs to be updated regularly, including when a new health condition develops.

Information about medically diagnosed conditions such as allergies, asthma, diabetes, epilepsy and other health conditions that may require school staff to provide support to students; **(including the administration of medication – prescription or over the counter medication and the need to perform health procedures)**: will need to be provided to the school in writing in the form of an **'action plan' or 'health care management plan'** and signed by both the parent / carer and a medical practitioner or a prescribing health practitioner. This must then be discussed with the school.

Additionally, any student health care need, action plan or health care management plan that may impact on school activities such as sports, excursions (including camps) must be provided in writing and supported by a medical practitioner / prescribing or qualified health practitioner's advice.

**All Broken Bay systemic schools require medical authorisation from a prescribing medical or health practitioner to administer any medication to students (including over the counter medications such as Paracetamol, Claratyne etc).**

Teachers may send a child to the school office when they are unwell. Office staff may contact parents to pick up their child up to either go to the doctor or be taken home. We will be careful to ensure that illness does not carry into the community and ask you to attend promptly to calls concerning illness.

Please ensure you inform the school office staff of any changes to contact details including the contact details of the people nominated as emergency contacts.

All information is kept confidential and only disclosed to the relevant staff who are supporting your child.

#### **47. Motto**

Our school motto is 'Strength and Gentleness'. It forms the basis for the whole Pastoral Care Policy within the school and has its origins from St Brigid and the Brigidine Sisters who originated in Tullow, Ireland.

#### **48. Newsletter**

A school newsletter is uploaded to our website every Thursday to the 'Newsletter' page in the 'News and Events' section of our [school website](#). A printed copy of the newsletter is available on request from the school office.

#### **49. Office Hours**

Monday to Friday from 8.30am - 3.30pm

#### **50. Parents and Friends Association**

The goal of the P & F Association is to encourage the parents and friends of the St John's community to actively participate in our school community through:-

- providing a forum of discussion on issues relevant to the welfare of our children;
- providing parents with an opportunity of being informed of recent developments and initiatives being implemented within the school;
- organising social functions;
- fundraising for the school;
- providing morning teas and supper at various occasions.

The P & F meets once per term. The AGM is held each November. All parents are eligible to vote or to stand for executive positions. Class Parents are also nominated each year. They provide co-ordination and support for their class student/parent activities.

#### **51. Parental Involvement / Volunteers**

The participation, involvement and help of parents, close relative and other volunteers are welcome and appreciated for various activities both in school and on excursions.

It is important that all volunteers are aware that they are subject to child protection legislation. This means all volunteers must:

- sign on at the front office, be inducted and get a visitors badge from the office as per school procedure.
- check with the school what the current requirements are for the Working With Children Check

- not engage in any inappropriate behaviour towards any children. In particular although volunteers are technically not employed by the school, they are considered to be 'staff' for legal purposes and need to be aware that complaints about inappropriate behaviour towards any child or young person must be investigated (see Child Protection).

***See also Appendix 3: Working With Children Checks***

Parental involvement is vitally important and necessary to the life of our school. We see it as building a partnership between parents, children and teachers in supporting the faith and academic development of the children. Parents may support the school and class programs through the provision of assistance with excursions, computers, reading groups, canteen, being a class parent, through P&F activities etc. We ask that all helpers in our school complete a *Volunteer Declaration form*, available via 'Notes' page in the 'News and Events' section of the [school website](#) or from the school office.

## **52. Peer Support Groups**

Peer Support Groups are formed every second year to help with creating a safe and supportive environment and to provide opportunity for Student Leadership. Peer Support Leaders from Year 5 and 6 are trained to lead the mixed year level groups (K-6) in activities designed to assist children in learning important social and emotional skills for life. Teachers supervise the groups, follow up with teaching of key messages to their class and assist where necessary.

## **53. Pets**

No animals are permitted on the school grounds without the permission of the School Principal. Law requires that careful consideration be given before any animal is allowed on the school premises. Dogs must be leashed at all times.

## **54. Photos**

School photographs are taken annually. Children are usually photographed in class groups, individually and, at parental request, with brothers and sisters. There is also a whole school photograph taken.

Additionally, photo and video permissions are collected each year from parents. These permissions allow the school to use photos of students in our school and Diocesan communication and promotional materials such as newsletter, website, social media and other promotional materials.

Please contact the school if you wish to check or adjust the permissions for your child during the year. See also 'privacy'.

## **55. Picking up and delivering children to school**

**The safety of the children is our top priority.** Therefore, **no parents are to drive in to the school or church grounds in school hours (this applies to all driveways).** Parents are requested to observe road signs near the school, particularly **40 km/ hr ZONE, NO STANDING, NO STOPPING, 5 MINUTE PICK UP / DROP OFF ZONE** and bus signs.

Children are not permitted to leave the school within school hours unless the Principal has been notified and the child has been signed in or out of school by a parent or guardian using Flexibuzz on our iPad in the school office.

To utilise the pick up zone in Waratah Parade, you need to register for the “Walkers” program to ensure you have been informed of the rules for pick up. You will be issued with a sign to go in your car window. This can be found in the ‘Notes’ page of the ‘News and Events’ section of the [school website](#).

***See also Appendix 4: Waratah Parade ‘Walkers’ Procedures.***

#### **56. [Prayer](#)**

Children should first be taught to pray formally and informally in the home so that each child builds up a loving relationship with God, their Father; Jesus, their brother and the Holy Spirit, their source of strength. Parents are encouraged to pray on a daily basis with children so that we at school can reinforce that which is first taught at home. School Masses are celebrated regularly both during the week and on weekends and parents are most welcome to attend.

Our Religious Education Modules carry home link activities which are designed to invite parent engagement with learning in faith.

#### **57. [Privacy](#)**

According to the Privacy Act, the information collected by the school is to be used only for school purposes and is to be stored in a secure location.

*Please contact the school if you **do not** wish your child’s photograph or to be displayed on the school’s website or around the school premises.*

#### **58. [Reporting to Parents](#)**

Parents are informed regularly about their children’s progress through curriculum newsletters, information nights, newsletters, team meetings, phone calls and formal and informal interviews throughout the year.

Two written reports are sent home each year. Each child in Years 1-6 receives a grade according to the following categories – Outstanding (O), High (H), Sound (S), Basic (B), and Limited (L) to show their achievement in each Key Learning Area. It is important to understand that, using this scale; most students will receive an ‘S’ grade as this indicates a sound and competent level of understanding and skills. Kindergarten children do not receive a grading in any Key Learning Area. Information on the common grade scale can be found at <https://arc.nesa.nsw.edu.au/go/k-6/common-grade-scale/>

During the year parents will be invited to attend a three-way (parent/teacher/child) conference. At these conferences, teachers go through the children's reports and work samples which provide information the teacher gathers about their progress and development. At the conclusion of this conference, goals are set for future development by parents, teachers and children. A summary of this conference and the goals are then sent home. Opportunities for a second interview are also offered after the end of year reports.

### **59. Sacramental programs in the Diocese of Broken Bay**

All sacramental programs are parish based. At school the teachers teach the doctrine of the sacraments as part of the whole school Religious Education program. Children are prepared for the reception of the Sacraments by their parents, with the assistance of the Parish Sacramental Team. A support program is taught at the school in the following grades:

- Confirmation                      Year 2
- Reconciliation                    Year 3
- First Eucharist                    Year 3

The children are invited to participate in the Parish Mass each weekend, and special children's liturgies are held monthly. We strongly encourage parent participation in Parish life, especially by attending mass in order to establish a faith connection in their child's life.

### **60. School Leadership teams**

School Captains and House Captains are selected from children in Year 6 by all children in the Senior School through a discernment process. The children and teachers use a process of discernment in identifying student leaders who demonstrate qualities such as honesty, exemplary behaviour, encouragement of others, initiative, pride in their school and diligence etc. All Captains may be asked to assist the Principal and teachers in running school events.

All Captains, as leaders within the school, are expected to:

- show good example to their peers
- observe the school rules at all times
- address the school when requested
- wear the correct school uniform
- take part in school ceremonies when requested
- meet and greet visitors to the school

In addition, the children in Year 6 form leadership teams who support the running of the school over the year. These teams include the citizenship team made up of the school captains and vice-captains, the playground team made up of the colour house captains, a mission team, a library team, a wellbeing team and a technology team.

### **61. School Counsellor**

There is a School Counsellor provided by the Catholic Schools Office for the Peninsula Group of Catholic Schools. Families wanting to access the counsellor for their child need to speak to the class teacher or Principal before completing the appropriate referral forms. Counselling places are allocated by the Catholic Schools Office once a referral, signed by the Principal is received.

### **62. School Policies**

School policies are available on request in hard copy and reference to key policies are available on the [school website](#). Our school based policies cover curriculum, assessment and reporting, workplace health and safety, medication and first aid, and wellbeing and pastoral care.

Please contact the school office if you are interested in learning more about our specific school policies.



### **63. Seasons For Growth**

'Seasons for Growth' is a program for children of all ages who are experiencing or have experienced death, divorce or separation in the family. It offers 8 weekly session groups for children experiencing grief in their lives. The groups are led by a trained adult facilitator. Children may volunteer to be part of the program and can participate with parent permission. Participation in 'Seasons' is recommended approximately 12 months after an event.

### **64. Special Needs**

At St John's we have a Learning Support Teacher (LST) appointed four days per week. The LST supports teachers in helping children with learning disabilities in their classroom. The LST may also provide direct learning support for children with particular needs in consultation with the classroom teacher. She may assist with assessment, talking to parents about needs with the teacher and in providing further assistance from other professionals. The term "Special Needs" encompasses children in the following categories:-

- Students with Learning Difficulties
- Gifted and Talented Students
- Students at Risk
- Students with Disabilities
- Aboriginal Students
- Socio-Economically Deprived Students
- Children experiencing specific gender issues

Also supporting children with Special Needs at St John's are:

- ESL Teacher (English as a Second Language Teacher)
- Learning Support Assistants

### **65. Staff Development Days**

There are 6 pupil-free days each year. Dates will be advised as soon as they are known – usually one is held on the first and last day of the school year and the others throughout the year. On these days the staff have an in-service day together to study, discuss and apply new educational developments. Refer to the school calendar for dates.

### **66. Stages of Learning**

The school is organised into four stages of learning:

- Early Stage One: Kindergarten
- Stage One (Junior) Year 1 & 2
- Stage Two (Middle) Years 3 & 4
- Stage Three (Senior) Years 5 & 6

### **67. Student Representative Council**

The Student Representative Council (SRC) of St John's is designed to:

- *Increase leadership opportunities for students*
- *Allow students to have a voice in decision-making*
- *Make St John's a better school*
- *Improve communication within our school*

The SRC is run by the School Captains and Vice Captains. One representative from each class is elected by their class to serve on the SRC for a semester (i.e. two school terms). They are

given a special badge to wear during their period of office. The SRC meet every third week with the Principal or another teacher to discuss three types of items:

- good news stories happening around our school
- issues that their class are concerned about
- ideas to improve our school

They are also asked to let their class know about things that are discussed at the SRC meeting. The senior representatives assist the younger representatives.

#### **68. Sun Safety**

We request all children to purchase a school hat that is to be worn throughout the year. Children who do not wear a school hat when outdoors are asked to play in shaded areas. It is also encouraged that you provide SPF15+ broad spectrum water resistant sunscreen for your child.

#### **69. School Calendar**

A school calendar is updated regularly to outline the planned school activities for the term and year. The calendar is available via the [school website](#) in the 'News and Events' section. It is recommended that you refer to our webpage often to ensure you are kept informed of school events.

#### **70. Uniforms**

The St John's uniform is particularly attractive and functional. All families are asked to buy the correct items for their children available through Lowes at Warringah Mall. A small number of new items are available through the School Uniform Shop (i.e. backpacks, hats, library bags). Second-hand items are available through the Uniform Shop which is open on Fridays between 8.30-9am & 2.30-3pm. Days for the children to wear their Sports Uniforms are advertised in the newsletter each term, usually 2 days per week.

We ask that you try to instil in your child a pride in wearing their school uniform by insisting on correct uniform including polished shoes. Normally the Summer Uniform is worn in Term 1, Term 2 (until June Long Weekend) and Term 4. The Winter Uniform is worn in Term 2 (after the June Long Weekend) and Term 3. Variations to this pattern are sometimes allowed if the weather is unusually hot or cold. Please see the newsletter for details and updates.

More information on the correct uniform can be found below and in the 'Enrolment and contacts' section of the [school website](#).

#### **71. Uniform Shop**

The Uniform Shop is managed by a group of volunteer parents and operates from the school canteen building. New back packs, hats and library bags plus second hand uniform items are available for sale. The uniform shop is open every Friday – mornings between 8:30 - 8:45am and afternoons between 2:30 – 3pm.

#### **72. Volunteers**

Volunteers in our school help with running the Canteen, reading, writing and sport. All Volunteers must complete a Volunteers Declaration and a Letter of Confidentiality Agreement as per the Child Protection Act. Please see the Office for forms, and to present photo ID to be placed on our Register. This is a one off requirement and will cover for you for the duration of the time you help in our school. We are always so grateful for any help offered by keen volunteers.

## Staff of St John's Catholic Primary School for 2018

<i>Parish Priest</i>	<i>Fr Reinaldo Vassoler</i>
<i>School's CSO Consultant</i>	<i>Miss Anne Duncan</i>
<i>Principal</i>	<i>Mr Mark Bateman</i>
<i>Assistant Principal</i>	<i>Ms Natalie Ingram</i>
<i>Religious Education Coordinator</i>	<i>Miss Christine Dunk</i>
<i>Coordinators</i>	<i>Ms Kylie Sheehan &amp; Ms Samantha Cahill</i>
<i>Senior Administration Officer</i>	<i>Mrs Alisha West</i>
<i>Administration Officer</i>	<i>Mrs Andrea Poole</i>
<i>Family Liaison Officer</i>	<i>Mrs Jeanie McDonnell</i>
<i>Librarians</i>	<i>Ms Kylie Sheehan &amp; Mrs Liz Maguire</i>
<i>P.E. Teacher</i>	<i>Mrs Kerrie Parry</i>
<i>Creative Arts Teacher</i>	<i>Mr Anthony Frazer</i>
<i>Learning Support Teacher</i>	<i>Mrs Eirene Vidler</i>
<i>ESL Teacher</i>	<i>Mrs Lisa Coram</i>
<i>Teacher Assistant</i>	<i>Mrs Lauren Richardson</i>
<i>Canteen Coordinator</i>	<i>Mrs Shirley Mauro</i>

### **Classroom Teachers**

#### Kindergarten

*Ms Samantha Cahill & Mrs Jade Gillett*

#### Year 1

*Mrs Kirstin Blyton & Miss Lara Gorman*

#### Year 2

*Ms Liz Rath & Mrs Rosario Navarro*

#### Year 3

*Miss Ashley Blake, Mrs Brigitte O'Connell & Miss Natasha Roache*

#### Year 4

*Mrs Inga Booth, Mrs Diana Stachersky & Mrs Lisa Coram*

#### Year 5

*Miss Christine Dunk, Mrs Sharon Fountain & Mrs Margaret Nelson-Smith*

#### Year 6

*Mrs Pauline Douglas, Ms Natalie Ingram*

## ST JOHN'S UNIFORM

\*\*\*Please label all your child's possessions clearly\*\*\*

### ALL STUDENTS

#### ALL YEAR

School Hat	Available from school
St John's Navy Polar Fleece Jacket and/or Vest	Available from school or Lowes
Black lace up, buckle or velcro "Clarke" type shoes	Boots or sports shoes are NOT permitted
St John's School Bag	Available from school
St John's Library/Excursion Bag	Available from school

#### SPORTS

St John's sports shirt	Available from Lowes
Navy soft shorts - <i>Summer</i>	Available from Lowes
Navy soft pants / Tracksuit pants - <i>Winter</i>	Available from Lowes, Big W, Best & Less, Target
White ankle socks	NOT Tennis style socks that are below ankle
White (or as white as possible) sports shoes	No ankle height boots

### BOYS

#### SUMMER UNIFORM

Navy blue shorts	Available from Lowes
White short sleeve "Jack Shirt"	Available from Lowes
White ankle socks	NOT tennis style socks that are below ankle

#### WINTER UNIFORM

Long navy pants	Available from Lowes
White long sleeved shirt	Available from Lowes – MUST BE TUCKED IN
St John's School Tie	Available from Lowes
Navy ankle socks	NOT tennis style socks that are below ankle

#### HAIR

Must be shorter than collar length

### GIRLS

#### SUMMER UNIFORM

Blue tunic	Available from Lowes
White ankle socks	

#### WINTER

Blue checked tunic	Available from Lowes
White long sleeved shirt – Peter Pan collar	Available from Lowes
Navy blue tab tie	Available from Lowes
Navy tights / opaque stockings	Available from Lowes, Big W, Best & Less, Target

#### ACCESSORIES


Navy hair elastics, clips, scrunchies, ribbons	Available from Lowes, Big W, Best & Less, Target
Earrings – simple studs or sleepers only	NO necklaces, bracelets, rings etc
No Makeup or Nail Polish	<b>NOT</b> permitted

#### HAIR

Shoulder length hair must be tied back

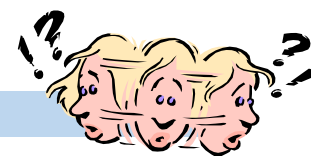
## The “Who’s Who” of Catholic Education









<b>NESA</b>  <b>NSW EDUCATION STANDARDS AUTHORITY</b>	<p>NESA (NSW Government) develops the education curriculum and syllabuses that are implemented K-12 in all schools.</p> <p><a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/home">http://educationstandards.nsw.edu.au/wps/portal/nesa/home</a></p>
<b>National Tests</b> 	<p>There are national tests for children in Year 3 and Year 5 - NAPLAN. These 4 tests examine basic literacy and numeracy skills.</p>
<b>CSO</b> 	<p><b>Catholic Schools Office</b> Diocese of Broken Bay</p> <p>Under the guidance of Peter Hamill (Director of Education), the CSO is responsible for overseeing the management of 44 Schools – 36 Catholic primary schools and 8 Catholic high schools with approximately 15 000 students – in the Broken Bay Diocese.</p> <p><a href="https://www.csodbb.catholic.edu.au/">https://www.csodbb.catholic.edu.au/</a></p>
<b>P&amp;F</b> 	<p><b>Parents &amp; Friends Associations</b> (Parents and Citizens in State Schools)</p> <p>Both of these help build community in schools.</p>
<b>DPC</b> 	<p>The <b>Diocesan Parent Council</b> represents <i>all</i> parents of children attending Catholic Schools in the three clusters of our Diocese.</p> <p>Each Schools P &amp; F has representatives on the <b>Cluster Parent Councils</b>. Reps from each of the three clusters form the <b>DPC Executive</b>.</p> <p>A parent from the DPC represents Broken Bay on the <b>CCSP</b>.</p> <p>Contact <a href="mailto:parentcouncil@dbb.edu.au">parentcouncil@dbb.edu.au</a> or ph. 9847 0340</p>
<b>CCSP</b> 	<p><b>Catholic Council of School Parents</b> is the official parent organisation recognised by the Catholic Bishops to represent parents of children attending Catholic schools in the 11 Dioceses of NSW/ACT.</p> <p><a href="http://www.ccsp.catholic.edu.au">www.ccsp.catholic.edu.au</a></p>
<b>CEC</b> 	<p><b>Catholic Education Commission</b> is responsible to the Bishops of NSW for coordination and representation of Catholic education in NSW /ACT.</p> <p><a href="http://www.cecnsw.catholic.edu.au/">http://www.cecnsw.catholic.edu.au/</a></p>
<b>YOU</b> 	<p>The parents! The most important factor in your child’s education. You were your child’s first teacher and will continue to be, as you guide, encourage and nurture your child.</p>

## And that means???...

Jargon Busting the ABC of “school talk”



<p><b>Curriculum KLAS</b></p> 	<p><b>Key Learning Areas</b> - we used to call these subjects.</p> <p>There are 6 KLAS - with a syllabus for each from the Board of Studies.</p> <p><b>English, Mathematics, Science and Technology, HSIE (Human Society and its Environment), Creative Arts, PDHPE (Personal Development, Health &amp; Physical Education).</b></p> <p>Catholic schools also include <b>Religious Education</b> with a syllabus from the Catholic Schools Office.</p> <p>Teaching is done across KLAS. For example a teacher may use an integrated unit about ‘Space’ to include aspects of several different KLAS.</p>								
<p><b>Syllabus Outcomes</b></p> 	<p>The ‘what’ and ‘how’ KLAS are taught ....</p> <p>A syllabus describes the purpose, direction and subject matter for each KLA. It includes aims, objectives, content and outcomes for each stage of learning.</p> <p>There are statements in the <b>syllabus</b> that describe the knowledge, skills and understanding of what is expected to be gained by most students in each <b>stage</b> within each KLA.</p> <p>See <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW">http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW</a></p>								
<p><b>Learning Stages</b></p> 	<p>The curriculum is organised into different stages of learning that correspond with school year classes. It is important to note that stages in the curriculum usually cover two years of schooling.</p> <table border="1" data-bbox="435 1115 1497 1272"> <tbody> <tr> <td>ES1 (Early Stage One)</td><td>Kindergarten</td></tr> <tr> <td>S1 (Stage One)</td><td>Year 1 and Year 2</td></tr> <tr> <td>S2 (Stage Two)</td><td>Year 3 and Year 4</td></tr> <tr> <td>S3 (Stage Three)</td><td>Year 5 and Year 6</td></tr> </tbody> </table>	ES1 (Early Stage One)	Kindergarten	S1 (Stage One)	Year 1 and Year 2	S2 (Stage Two)	Year 3 and Year 4	S3 (Stage Three)	Year 5 and Year 6
ES1 (Early Stage One)	Kindergarten								
S1 (Stage One)	Year 1 and Year 2								
S2 (Stage Two)	Year 3 and Year 4								
S3 (Stage Three)	Year 5 and Year 6								
<p><b>SDD / PD / PL days</b> (pupil free days)</p>	<p><b>Staff Development Days</b> (or <b>Professional Development</b> or <b>Professional Learning</b> days) are days within the school term when teachers attend courses.</p> <p><b>Children do not attend school</b> on those days.</p>								
<p><b>G &amp; T</b></p> 	<p><b>Gifted &amp; Talented</b> is a term used to refer to programs developed for those children who may have special needs with regards to extending their learning. Programs will differ from school to school.</p>								
<p><b>ESL</b> <b>EAL</b> <b>LBOTE</b></p> 	<p><b>English as a Second Language/ English as an Additional Language</b> – The child speaks a language other than English at home.</p> <p><b>Language Backgrounds other than English</b> – Parents or Grandparents speak a language other than English.</p>								
<p><b>Learning Support / Special Needs</b></p> 	<p>Teachers recognise that all children all learn differently and at their own pace, however some children may need extra support due to a diagnosed disability or learning disability. Our schools are “inclusive”, which means children are integrated and learning support is given within the regular classes.</p>								

## **APPENDIX 1:**

### **CHILD PROTECTION INFORMATION**

We take our responsibility to protect children seriously. All staff are expected to promote child safety by having a clear understanding of their legal child protection responsibilities and act in accordance with those responsibilities.

In particular the school will:

1. Maintain professionalism in our interactions with children at all times by exercising appropriate duty of care and maintaining appropriate professional boundaries.
2. Follow an established process to address allegations of inappropriate behaviour by staff towards children.
3. Ensure all people working in our school who are required to undertake a Working With Children Check have a valid clearance.
4. Respond appropriately when we suspect a child is at risk of significant harm due to possible abuse or neglect by a parent/carer or other adult.

#### **Responding to risk of harm**

All school staff are mandatory reporters. This means that if there are reasonable grounds to suspect that a child is at risk of 'significant harm' from abuse or neglect, then a report must be made to the Community Services Child Protection Helpline (CP Helpline).

School staff are expected to inform the Principal if they are concerned that a child may be at risk. It is the role of the Principal (or delegate) to make the report to the CP Helpline.

In making a report the Principal will consider all of the information and seek appropriate advice from the CSO's child protection team (CP team). Any information about a child at risk is kept confidentially by the Principal.

In situations where a child is considered to be at risk the school will work with the child and family to assist them as much as possible.

If you have concerns about a child who you consider may be at risk, please discuss your concerns with the Principal as soon as possible and maintain confidentiality.



## APPENDIX 2:

### MAINTAINING PROFESSIONALISM

All staff are expected to act professionally and in accordance with the school's expectations regarding staff conduct toward children. Members of staff receive guidance and professional development in relation to appropriate interactions with students, how to exercise duty of care and how to maintain professional boundaries.

We understand that staff have a duty of care to:

- Ensure no child is exposed to foreseeable risk of harm
- Take action to minimise risk
- Supervise actively and
- If we see others acting inappropriately with children, report concerns to the Principal or seek further advice

School staff also understand that they are in a position of trust, authority and influence in relation to children and that it is important that we do not take advantage of that position to mistreat or misguide students either intentionally or inadvertently.

Staff strive to:

- Demonstrate appropriate relationships with children that cannot be misinterpreted as overly personal or intimate;
- Remain within the responsibilities of their roles and allow those appropriately trained to deal with student welfare concerns;
- Minimise physical contact with children unless it is necessary to exercise appropriate duty of care;
- Follow the school's policies and procedures relating to pastoral care and wellbeing including serious incidents and reporting risk of harm.

#### **Addressing complaints of inappropriate behaviour by staff**

We are committed to providing a safe and supportive environment for both students and staff. This includes addressing complaints of inappropriate behaviour by staff towards any child or young person.

Such complaints are handled differently to other types of complaints which may arise in the school because of legal obligations established by the NSW Ombudsman Act 1974. The NSW Ombudsman is a government agency which requires schools and other organisations working with children to ensure systems are in place for recording and responding to all allegations of a child protection nature against staff. You should be aware that 'staff' includes volunteer helpers as well as paid staff

If you have concerns about alleged inappropriate behaviour by a staff member towards any child or young person it is important that you discuss your concerns with the Principal who in turn will consult with the CSO's Child Protection Team.

All complaints are investigated and resolved through a fair and confidential process which involves listening to 'both sides of the story' and giving all involved an opportunity to be heard. If

the concerns involve alleged criminal behaviour they will be reported to the Police and the CSO will wait for the outcome of the Police investigation before continuing its own investigation.

At the end of an investigation a finding will be made and appropriate follow up determined. In relation to the staff member this may include no action, increased support, professional development, increased supervision/monitoring or disciplinary action, removal from duties or termination of employment.

If harm has occurred to a child, counselling or other support will be offered to the child.

## **APPENDIX 3:**

### **WORKING WITH CHILDREN CHECKS**

#### **Screening of those working in schools**

Working With Children Checks are undertaken by staff working in our school. External tutors and coaches working with students in dance, music, sport, art etc are also expected to obtain a check which is verified prior to engagement.

The purpose of the check is to exclude people from working with children who are not suitable. A person who has been convicted or found guilty of a listed serious offence against children (whether in NSW or elsewhere) is prohibited from working in a child-related role.

The participation of parents and close relatives of students at the school as volunteers is welcome and appreciated for various activities both in school and on excursions. It is important that all volunteers are aware that they are subject to child protection legislation. This means all volunteers must:

- sign on at the front office, be inducted and get a visitors badge from the office as per school procedure.
- check with the school what the current legal requirements are for working with children.
- not engage in any inappropriate behaviour towards any children. In particular although volunteers are technically not employed by the school, they are considered to be 'staff' for legal purposes and need to be aware that complaints about inappropriate behaviour towards any child or young person must be investigated.

Volunteers who are not the parent or a close relative of a child at the school will be expected to undertake a Working With Children Check.

- A 'parent of a child' includes a carer or person who has legal responsibility for a child.
- A 'close relative' includes a spouse or de facto partner, child, step-child, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, aunt, uncle, niece or nephew. In the case of Aboriginal and Torres Strait Islander, a close relative includes people who are part of the extended family or kin of the child according to the indigenous kinship system.

Similarly, any volunteer working in a high risk role will be required to undertake a Working With Children Check. High risk roles are those where volunteers are working with particularly vulnerable children:

- Providing personal care with intimate contact to children with disabilities
- Providing mentoring services

Further information on the Working with Children Check can be found on the website for the Office of the Children's Guardian at <http://www.kidsguardian.nsw.gov.au/>.

If you would like further information regarding any of the above please speak to your Principal first or feel free to contact the CSO Child Protection Team on:

**Phone: 9847 0618 or Office Fax: 9847 0611**

## APPENDIX 4:

### WARATAH PARADE 'WALKERS' PROCEDURES



#### Waratah Parade Procedures

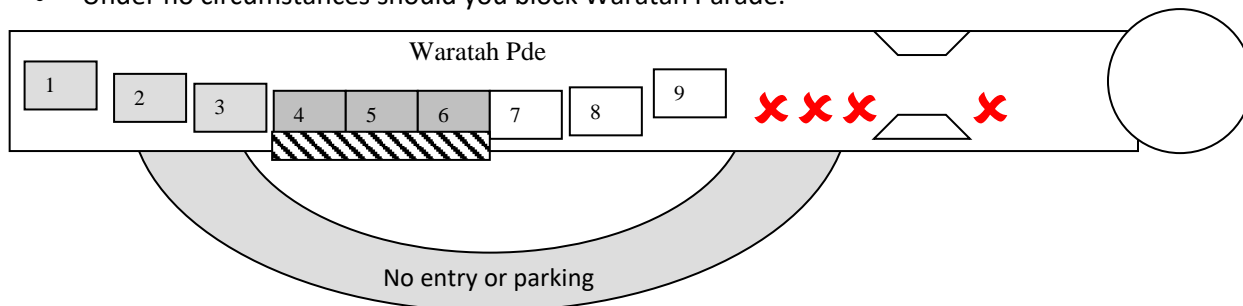
Please follow the instructions below for **dropping off** and **picking up** children in Waratah Parade. It is imperative for the safety of all children that all parents and carers use the correct procedures. If you have others (eg. grandparents) using this entrance it is your responsibility to train them to use this area safely.

- The zone runs between the two driveways of the church in Waratah Parade. It is a small area and holds only 6 cars at a time.
- Do not PARK in this zone – morning or afternoon. It is a 5 minute zone for loading and unloading passengers. If you wish to walk into the school please **DO NOT** park here!

**In the morning** - pull into the zone, let your children out and drive off. You should not need to get out of your car. **DO NOT** drive into the church driveway or park in the church grounds.

**In the afternoon** – children are escorted to “walkers” by 3:10pm.

- If the zone is full – you need to drive around the block or park somewhere else. **DO NOT** line up over the church driveway or pedestrian crossing! This is illegal and you may be fined.
- When the children arrive at Waratah Parade, they will sit down while teachers organise them to be loaded into the waiting cars.
- Children will only be allowed to get into the **first three cars** in the line-up. Once these cars are loaded and leave the pick-up area, the line of cars will move forward and the next three will be loaded. The three cars being loaded must move away in that order (eg. in the picture below, car 6 cannot pull away before cars 4 or 5).
- Under no circumstances should you block Waratah Parade.



- Each family must register to use Walkers and receive a laminated family name card. Drivers will place one of these name cards in the windscreen on the passenger side to allow the teachers to see which children need to be ready to get into cars.

We appreciate your support in ensuring your child can get in and out of the car on their own before you begin using Waratah Parade 'Walkers' for drop off and pick up.

#### Key points:

- **STAY IN THE CAR.** Children should be ready, say goodbye in the car, get out of the car with their bag and walk straight into school. In the afternoon, the children should get straight into the car with their bags.
- **PARK OUTSIDE THE DROP OFF AREA** if there is **ANY NEED TO GET OUT** of the car.
- let the **CAR IN FRONT LEAVE FIRST.**
- Even though it is a short amount of time involved dropping off and picking up care is needed. Think **'cooperation and good of all' rather than 'my need before others'.**
- Please communicate these points to friends, grandparents or relatives doing occasional Waratah pick-ups.