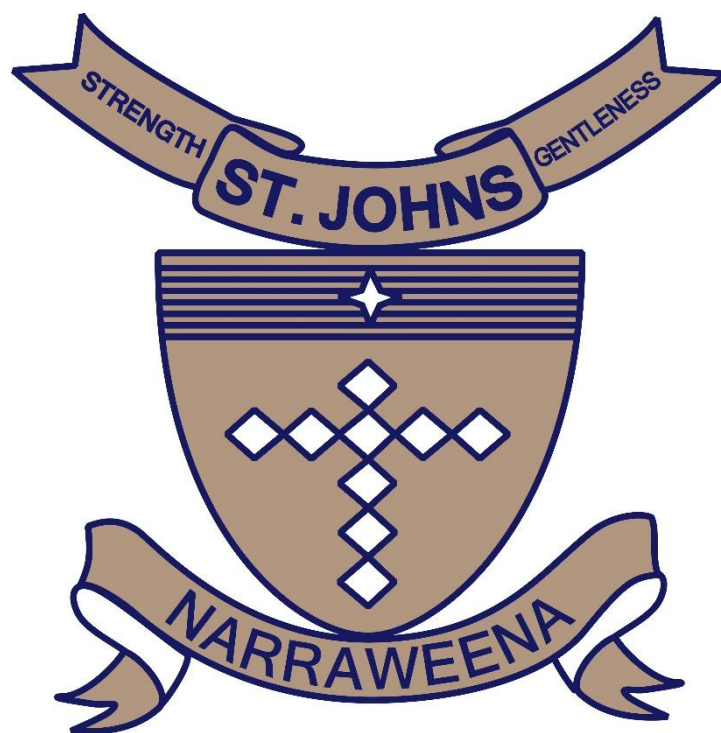


Parent Information Booklet



St John the Apostle Catholic School
Narraweena

Strength & Gentleness

166 Alfred Street, Narraweena NSW 2099
T: 02 7256 2106 E: sjan@dbb.catholic.edu.au W: sjandbb.catholic.edu.au



Dear Parents,

Welcome to St John's Catholic Primary School, Narraweena! Our school motto 'Strength and Gentleness' was created by the first teachers at our school, the Brigidine Sisters, who had their origins in Tullow, Ireland. They began teaching 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, or on our [website](#).

Yours sincerely,

*Mark Bateman
Principal*

School Office

166 Alfred Street
Narraweena 2099
Ph: 7256 2106
Email: sjan@dbb.catholic.edu.au
Web: www.sjandbb.catholic.edu.au

Parish Office

50 Oaks Avenue
Dee Why 2099
Ph: 9982 6536
Email: office@warringahcatholicparish.org.au
Web: 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

CONTENTS

| | |
|--|----|
| Our History..... | 5 |
| Our Mission..... | 6 |
| The Purpose of a Catholic School..... | 6 |
| Our Beliefs About Learning..... | 7 |
| Our School Prayer..... | 7 |
| Our School Rules..... | 8 |
| School Curriculum..... | 8 |
| Things You Should Know | 13 |
| Staff List | 35 |
| Uniform List..... | 36 |
| Who's Who of Education..... | 37 |
| Jargon busting - the ABC of "school talk" | 38 |
| Appendix 1: Safeguarding..... | 39 |
| Appendix 2: Working With Children Check | 39 |
| Appendix 3: Maintaining Professionalism..... | 40 |
| Appendix 4: Waratah Parade 'Walkers' Procedures..... | 42 |

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 is part of the Parish of Warringah. We are part of the system of Catholic schools in the Diocese of Broken Bay under the leadership of Bishop Anthony Randazzo. 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. The school expanded gradually over the years.

The Brigidine nuns were the religious sisters who initially staffed the school. Their motto "*Strength and Gentleness*" is retained as our school motto and as a reminder of their contribution and connection to the story of St John's. The Brigidine Cross, used to teach people about the word of God in Ireland, is the symbol of the Brigidine Order and is represented below. It is above the door of each of our classrooms. 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 community which includes Narraweena, Dee Why, Cromer, Beacon Hill and parts of Frenchs Forest.

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



OUR MISSION

As members of St John's community, we support the Vision and Mission of Bishop Anthony Randazzo:

We seek an authentic, professional Catholic Education delivered with care and compassion as our vision.

Our Mission is to inspire hearts and minds to know Christ, to love learning so that they can be the best they can be.

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 is 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 exist to work with parents to educate and form children as missionary disciples, and to offer them experiences of following Jesus within their local Catholic community.

Our main task in Catholic schools, therefore, is to bring children to a commitment to be disciples of Jesus. This involves guiding them to a relationship with the person of Jesus Christ. This relationship is developed through engaging with stories about Jesus, with the symbols and traditions that enable us to celebrate our faith and with experiences of encounter with Jesus in our everyday lives. It involves three aspects of education:

It is an awesome job and one that we gladly share with you as parents.



OUR BELIEFS ABOUT LEARNING

St John's gives life to the diocesan frameworks which articulate a purpose for curriculum (what we teach), assessment (how we know our learners) and pedagogy (the way in which we teach) linked to the NSW Education Standards Authority (NESA) Curriculum and the Australian Curriculum.

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) syllabuses. These documents incorporate the Australian Curriculum. All NSW syllabuses will be reviewed and implemented by 2027 under a process of Curriculum Reform taking place in NSW.

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

- Religious Education - New K-2 curriculum now fully implemented with Year 3-6 currently being introduced.
- English - fully implemented.
- Mathematics - fully implemented
 - Human Society and its Environment (History & Geography) - By 2027
- Personal Development, Health and Physical Education - By 2027
- Science and Technology - By 2027
- Creative Arts (Music, Dance, Drama, Visual Arts) - By 2027

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. Our K-2 children develop an understanding about the person of Jesus and how the stories in the New Testament connect with our traditional practices

The RE curriculum in Years 3-6 covers five strands:

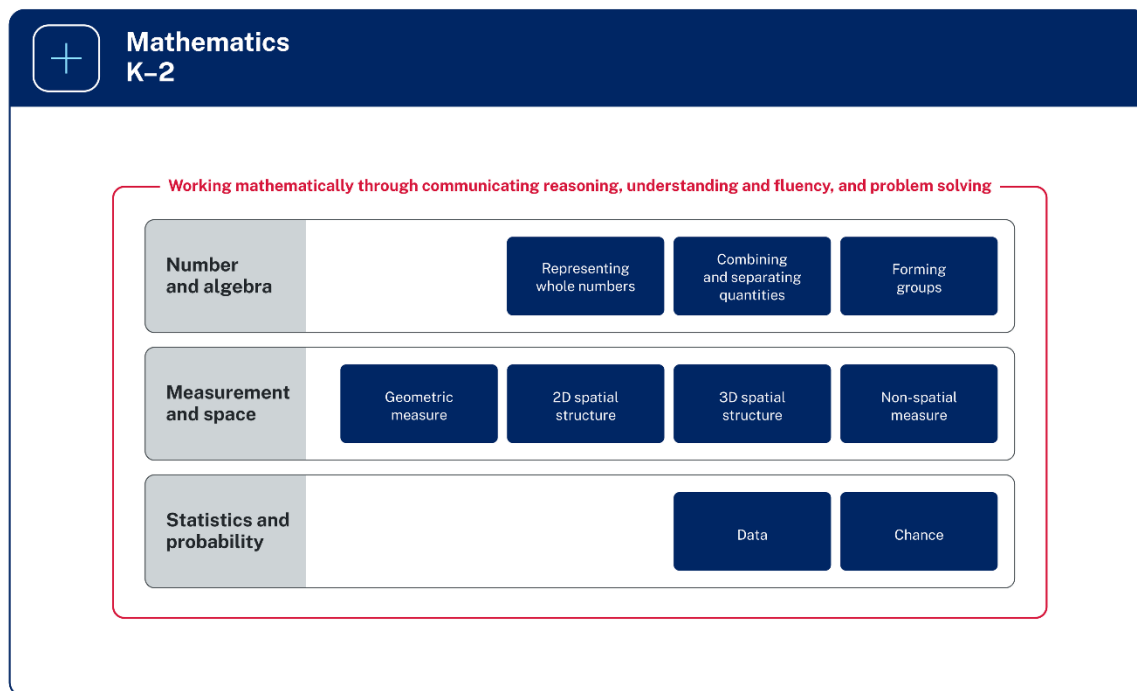
- Church and Community
- God, Religion and Life
- Morality and Justice
- Prayer, Liturgy and Sacraments
- Scripture and Jesus

ENGLISH

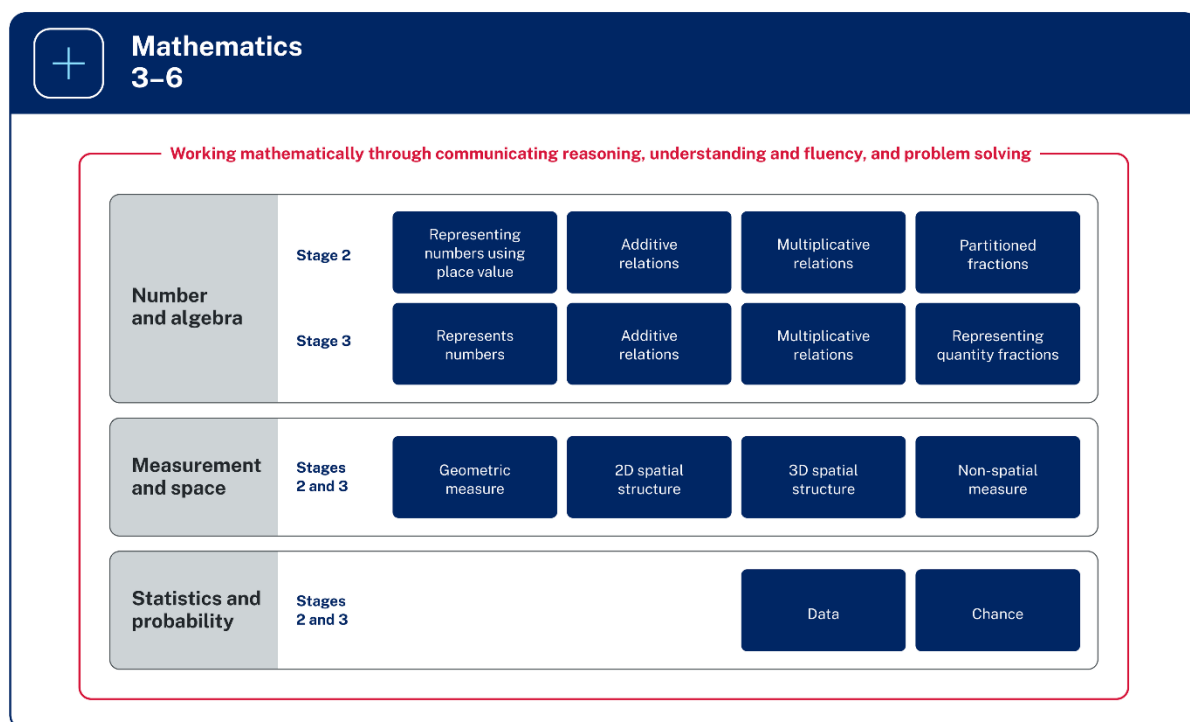
| <i>K-2 students learn from the following areas</i> | <i>3-6 Student learn from the following areas</i> |
|--|---|
| <ul style="list-style-type: none">• Oral language and communication<ul style="list-style-type: none">• Vocabulary• Phonological awareness• Print conventions• Phonic knowledge• Reading fluency• Reading comprehension• Creating written texts• Spelling• Handwriting• Understanding and responding to literature | <ul style="list-style-type: none">• Oral language and communication• Vocabulary• Reading fluency• Reading comprehension• Creating written texts• Spelling• Handwriting and digital transcription• Understanding and responding to literature |

MATHEMATICS

Children in the K-2 learn from the following areas:



Children in Years 3-6 learn from the following areas:



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 Music and Drama 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.

THINGS YOU SHOULD KNOW - FROM A to Z!

1. Absences

Daily attendance at school is most important. All absences must be recorded using the Compass. <http://www.compass.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 Kiosk system 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 Kiosk system at the office. No child will be permitted to leave the school grounds without such authorisation. Parents are required to complete a 'Volunteer and Contractor Declaration Form' in order to provide assistance at school or attend excursions. The form is available from the school office.

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 Compass 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 10 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. 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.

3. Accounts

Accounts for School Fees will be sent home in monthly instalments. Parents can elect to vary the timing of payments but must complete a commitment form and contact the school office prior to entering this arrangement. Payments may be made by Qkr, BPay, Mastercard, Visa, EFTPOS or by cheque. Fees are to be paid in full no later than 1st 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 Broken Bay for investigation and possibly advice from a Debt Collection Agency. This may affect 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 3:05pm – 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 our administration office on 7256 2106 or email manager@ooshnb.com.au.

5. Allergies

There are several 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.

Here's a link to this year's [Antibullying Plan](#) and to the [Diocesan Policy](#)

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

1. Complete the Compass Chronicle 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 students (and parents, if appropriate) 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 unless authorised by the principal. All medication must be issued from the school office.

8. Assemblies

A prayer assembly is conducted fortnightly on a Monday afternoon at 2.25pm in the Church, where one grade leads the school in prayer. A school assembly is held on Friday afternoons at 2.30pm in the Hall. 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 (the What's Happening) each week. The principal award, a special 'Strength and Gentleness Award', is also presented at this time. 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 our PDHPE modules, the UR Strong program, which is focused on friendship skills, daily checki-ins using the Life Skills Go online application 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 - there is no minimum distance.
- Years 3-6 - 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 a bus pass is available online www.transportnsw.info/school-students.

15. Canteen

The canteen is generally open 4 days a week (closed Wednesday) 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 (12 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 our Canteen in whatever way, be it helping 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. 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 Parent Engagement Coordinator.

19. 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.

20. 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 at sjan@dbb.catholic.edu.au. 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 'What's Happening' and Compass updates.
- Termly - 'Strength & Gentleness' Publication, capturing learning from all classes, specialist classes and dates for the diary for the upcoming period.
- Webpage - Our webpage will have the most recent notes and information. www.sjandbb.catholic.edu.au
- Facebook and Instagram page - @sjannarraweena
- Parent/Teacher interviews are held as required via an online booking system (Term 2 & Term 4).
- Phone calls / emails to parents/teachers.

21. 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

22. 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.

23. Contact Details

The school's telephone number is 02 7256 2106. Email: sjan@dbb.catholic.edu.au

24. 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.

25. 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 the sign-in/out iPad

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 participate in after-school activities such as tennis, meet their activity groups and walk to the activity as a group. 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 the 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.

26. 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. 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](#).

27. Eileen O'Connor School

Eileen O'Connor Catholic School will provide quality Catholic education for students with a disability from Kindergarten to Year 12. Collaborating in the Mission, focusing on human flourishing, using Christ's example to serve, we believe that every child is a unique individual created by God and valued as an individual learner with strengths, gifts, and talents.

Eileen O'Connor Catholic School (EOCS) will provide a flexible and responsive model of education for students with disability through the structure of a Base School and a network of Support Classes in local parish schools. Transition between the Base School and Support Classes, or Support Classes and local parish school enrolment is facilitated.

Catholic Schools Broken Bay currently has Eileen O'Connor Support Classes for students with a disability at St Martin's Catholic School at Davidson, St Brendan's Catholic School at Lake Munmorah, St John the Baptist Catholic School at Woy Woy South, St John the Apostle Catholic School at Narraweena and Prouille Catholic Primary School, Wahroonga.

28. 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.

29. Excursions / Incursions

Excursions and incursions are an important part of the learning process. Children learn most from firsthand 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 provided via the Compass platform at the beginning of each school year, 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.

30. Gifted and Talented Children

The school supports several children showing giftedness or talent in several areas. Extension is provided within the classroom through open-ended tasks, contract work, the provision of

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.

31. 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.

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 News Feed on Compass 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.

32. 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>

33. 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.

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>

34. 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 Parent Engagement Coordinator and Class parents will also help our new parents to settle into our school.

35. 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

36. 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.

37. 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 Compass attendance log on the Kiosk 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 Compass attendance log on the Kiosk 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.

38. 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.

39. 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.

40. Lunch Clubs

Lunch Clubs are 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 Friday assembly, playground rosters and social media platforms (for parents). Lunch club activities include coding and working in the eco-garden as well as traditional games and activities.

41. 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.

42. Medication Policy

Under the Catholic Schools Office H&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 the Sick Bay for administration by staff.**

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 Catholic School 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.

43. 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.

44. News & What’s Happening

What’s Happening-

The St John’s What’s Happening is uploaded and shared via Compass every Thursday.

The Strength & Gentleness Publication-

The Strength & Gentleness Publication is uploaded to our website on Friday of Week 9 or 10 each school term. This publication is a whole school publication and opportunity to celebrate student learning and achievement. Our classrooms are vibrant and energetic places with amazing opportunities for learning that we share through this colourful and engaging online format. These publications can be found in the ‘News and Events’ section of our [school website](#).

45. Office Hours

Monday to Friday from 8.30am - 3.30pm.

46. 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.

47. Parent Charter:

St John's supports the Parent Charter developed by Catholic Schools Broken Bay. The Charter explains how the relationship between the school and parent works. This is very important in establishing the foundation on which the relationship between the school and parents is built. Parents are asked to read and familiarise themselves with [The Parent Charter](#).

48. Parent Engagement Coordinator

Parent Engagement Coordinator (PEC) is employed part time to assist the principal in developing relationships between parents and the school and parents and the Parish. The PEC will arrange events, learning experiences and assist with parent education on relevant topics throughout the year. The PEC also assists with managing St John's Hug which provides targeted support to families in need.

49. 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 always leashed.

50. 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'.

51. 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 the Kiosk in the school office.

To utilise the pickup 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.

52. [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.

53. [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.*

54. 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 – Elementary, Basic, Sound, Thorough, Extensive 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 receive the categories Basic, Sound or Thorough. 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 (parent/teacher) 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. Each child's goals are included in their progress reports. Opportunities for a second interview are also offered after the end of year reports.

55. Responding to Concerns

We believe in listening to children and our school community when concerns are raised. We take complaints seriously and try to resolve them in the most appropriate, efficient, and confidential manner possible.

56. 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 3
- Reconciliation Year 4
- First Eucharist Year 4

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.

57. Safeguarding

Catholic Schools Broken Bay commits to providing safe communities for students at our school to grow and learn. We recognise the rights of children and promote safe and supportive environments where we all have a responsibility to keep children safe from harm.

Safeguarding at CSBB includes:

1. Utilising best practice, child rights and child safe principles to ensure continuous improvement in the area of safeguarding therefore maintaining our responsibility under the National Catholic Safeguarding Standards and NSW Child Safe Standards.
2. Maintaining professionalism in our interactions with children and young people at all times by exercising appropriate duty of care and maintaining appropriate professional boundaries.
3. Following an established process to address concerns or complaints of inappropriate behaviour of staff towards children or young people. This upholds our legal obligation under the Children's Guardian Act 2019.
4. Ensuring that all people working in our school who are required to undertake a Working With Children Check have a verified clearance, as per requirements under Child Protection (Working with Children) Act 2012.
5. Promoting the safety, welfare and wellbeing of children by responding appropriately when we suspect a child or young person is at risk of significant harm due to possible abuse or neglect. This is our legal

obligation under the NSW Children and Young Person (care and protection) Act 1998

RESPONDING TO CONCERNS

We believe in listening to children and our school community when concerns are raised. We take complaints seriously and try to resolve them in the most appropriate, efficient, and confidential manner possible.

58. 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.

59. School Counsellor

There is a School Counsellor provided by Catholic Schools Broken Bay (CSBB). 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 CSBB once a referral, signed by the principal is received.

60. 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.

61. 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.

62. Special Needs- Diverse Learning Team

At St John's we have a Diverse Learning Teacher (DLT) appointed three days per week. The DLT supports teachers in helping children with learning disabilities in their classroom. The LST may also provide direct learning support for children with identified 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 "Divers Learning" 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

63. Staff Development Days

CSBB allocates at least 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.

64. 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

65. 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.

66. 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.

67. 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.

68. Uniforms

The St John's uniform is 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 Thursday afternoons between 2.30pm-3pm and Friday mornings between 8.30am-9am. 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 instil pride in your child for wearing their school uniform correctly 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.

Children are expected to present in a neat and tidy manner each day. Hair is to be free from extremes (e.g. mullet, undercuts, patterns, colours). Long hair is to be kept tied back and boys are required to keep hair above collar length. See the uniform guidelines further on.

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

69. 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. Second-hand items are available through the Uniform Shop which is open on Thursday afternoons between 2.30pm-3pm and Friday mornings between 8.30am-9am.

70. Volunteers

Parent participation, involvement and help are welcome and appreciated for various activities both in school and on excursions. We recognise that parents and carers are the primary educators for their children, and we strive to uphold NSW Child Safe Standard 3: families and communities are informed and involved and National Catholic Safeguarding Standard 3: partnering with families, carers and communities.

All volunteers and contractors who represent CSBB fall under our code of conduct, may be subject to child protection legislation and may require a WWCC. This means all volunteers must:

- Sign on at the front office and get a visitors' badge from the office as per school procedure.
- Complete the CSBB Contractor and Volunteer Engagement form.
- Follow our commitment to Safeguarding and not engage in any inappropriate behaviour towards any children. Although volunteers are technically not employed by the school, they are considered to be 'employees' under the Children's Guardian Act 2019 and need to be aware that complaints about inappropriate behaviour towards a child or young person is subject to investigation.
- Report any concerns about child safety to the principal

It is expected that teachers and volunteers have a prearranged time for help and do not just "drop-in". Volunteers are not to take responsibility for an entire class or to be left in a classroom by themselves with students. They should receive appropriate induction regarding what is expected of them in their management of students. No volunteer is

permitted to chastise any student they are working with. Any problems are to be referred to the teacher or the principal.

Staff of St John's Catholic Primary School for 2025

Parish Priest

Fr Restituto Ogsimer

Principal

Mr Mark Bateman

Assistant Principal

Mr Luke Campbell

Religious Education Coordinator

Miss Christine Dunk

Coordinators

Mrs Jade Gillett & Mrs Diana Stachersky

Senior Administration Officer

Mrs Brittany Caterina

Administration Officer

Mrs Shirley Mauro

Marketing Officer

Mrs Joanna McNamara

Parent Engagement Coordinator

Mrs Amanda Kew

Librarians

Ms Kylie Sheehan

P.E. Teacher

Mrs Gerri Hadwen

Creative Arts Teacher

Mrs Kim Pearce

Diverse Learning Teacher

Mrs Pauline Douglas

ESL Teacher

Mrs Diana Stachersky

Teacher Assistant

Mrs Lauren Richardson

Mrs Amelia Chandler

Mrs Monique Davidson

Canteen Coordinator

Mrs Shirley Rellis

Classroom Teachers

Kindergarten

Mrs Diana Stachersky/Mrs Lara Young

Mrs Rachael Ndeira/Mrs Lisa Coram

Year 1

Mrs Inga Booth

Mrs Jade Gillett

Year 2

Miss Maree Rose Scalercio

Miss Christine Dunk/Mrs Liz McGuire

Year 3

Miss Keana Bousfield

Miss Isabel Milligan

Year 4

Mr Lewis McMurtry

Year 5

Mrs Margaret Nelson-Smith/Mrs Sharon Fountain

Year 5/6

Mrs Brigitte O'Connell

Collaborative Coaching Release Teachers

Mrs Lara Young

Mrs Lisa Kazzaz



ST JOHN'S UNIFORM







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

| <u>ALL STUDENTS</u> | |
|--|--|
| ALL YEAR School Hat St John's Navy Polar Fleece Jacket and/or Vest Black lace up, buckle or velcro "Clarke" type shoes St John's School Bag St John's Library/Excursion Bag | Available from school Available from school or Lowes Boots or sports shoes are NOT permitted Available from school Available from school |
| SPORTS St John's sports shirt Navy soft shorts – <i>Summer</i> Girls – navy skort (optional) Navy soft pants / Tracksuit pants - <i>Winter</i> White ankle socks Predominantly white sports shoes | Available from Lowes Available from Lowes Available from Lowes, Big W, Best & Less NOT Tennis style socks that are below ankle No ankle height boots |
| <u>BOYS</u> | |
| SUMMER UNIFORM Navy blue shorts White short sleeve "Jack Shirt" White ankle socks | Available from Lowes Available from Lowes NOT tennis style socks that are below ankle |
| WINTER UNIFORM Long navy pants White long sleeved shirt St John's School Tie Navy or white ankle socks | Available from Lowes Available from Lowes – MUST BE TUCKED IN Available from Lowes NOT tennis style socks that are below ankle |
| HAIR | Must be shorter than collar length free of extreme styles and be kept neat and tidy as determined by the principal. |
| <u>GIRLS</u> | |
| SUMMER UNIFORM Blue tunic White ankle socks | Available from Lowes NOT tennis style socks that are below ankle |
| WINTER Blue checked tunic White long-sleeved shirt – Peter Pan collar Navy blue tab tie Navy tights or opaque stockings or white socks | Available from Lowes Available from Lowes Available from Lowes Available from Lowes, Big W, Best & Less, Target |
| ACCESSORIES Navy hair elastics, clips, scrunchies, ribbons Earrings – simple studs or sleepers only No Makeup or Nail Polish or false nails | Available from Lowes, Big W, Best & Less, Target No necklaces, bracelets, rings etc Not permitted |
| HAIR | Shoulder length hair must be tied back |

The "Who's Who" of Catholic Education

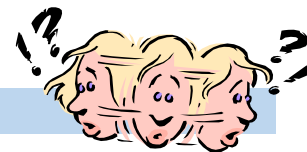








| | |
|--|---|
| NESA  | NESA (NSW Government) develops the education curriculum and syllabuses that are implemented K-12 in all schools. http://educationstandards.nsw.edu.au/wps/portal/nesa/home |
| National Tests  | There are national tests for children in Year 3 and Year 5 - NAPLAN. These 4 tests examine basic literacy and numeracy skills. |
| CSBB | Catholic Schools Broken Bay Under the guidance of Danny Casey (Director of Education), the CSO is responsible for overseeing the management of 44 Schools – 36 Catholic |

| | |
|---|--|
|  | <p>primary schools and 8 Catholic high schools with approximately 15 000 students – in the Broken Bay Diocese. https://www.csodbb.catholic.edu.au/</p> |
| <p>P&F</p>  | <p>Parents & Friends Associations (Parents and Citizens in State Schools) Both of these help build community in schools.</p> |
| <p>DPC</p>  | <p>The Diocesan Parent Council represents <i>all</i> parents of children attending Catholic Schools in the three clusters of our Diocese. Each Schools P & F has representatives on the <i>Cluster Parent Councils</i>. Reps from each of the three clusters form the <i>DPC Executive</i>. A parent from the DPC represents Broken Bay on the <i>CCSP</i>. Contact parentcouncil@dbb.edu.au or ph. 9847 0340</p> |
| <p>CCSP</p>  | <p>Catholic Council of School Parents 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. www.ccsp.catholic.edu.au</p> |
| <p>CEC</p>  | <p>Catholic Education Commission is responsible to the Bishops of NSW for coordination and representation of Catholic education in NSW /ACT. http://www.cecns.catholic.edu.au/</p> |
| <p>YOU</p>  | <p>The parents! The most important factor in your child's education. You are 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>Curriculum KLAS</p>  | <p>Key Learning Areas - we used to call these subjects. There are 6 KLAS - with a syllabus for each from the Board of Studies. English, Mathematics, Science and Technology, HSIE (Human Society and its Environment), Creative Arts, PDHPE (Personal Development, Health & Physical Education). Catholic schools also include Religious Education with a syllabus from the Catholic Schools Office. 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>Syllabus Outcomes</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 syllabus that describe the knowledge, skills and understanding of what is expected to be gained by most students in each stage within each KLA.</p> <p>See http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW</p> | | | | | | | | |
| <p>Learning Stages</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="411 1061 1469 1218"> <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>SDD / PD / PL days (pupil free days)</p> | <p>Staff Development Days (or Professional Development or Professional Learning days) are days within the school term when teachers attend courses. Children do not attend school on those days.</p> | | | | | | | | |
| <p>G & T</p>  | <p>Gifted & Talented 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>ESL EAL LBOTE</p>  | <p>English as a Second Language/ English as an Additional Language – The child speaks a language other than English at home. Language Backgrounds other than English – Parents or Grandparents speak a language other than English.</p> | | | | | | | | |
| <p>Learning Support / Special Needs</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:

SAFEGUARDING INFORMATION

We are committed to providing safe communities for students at our school to grow and learn as outlined in our Diocesan Commitment to Safeguarding. We recognise the rights of children as outlined in the Diocesan Framework on the Rights of the Child and promote safe and supportive environments where we all have a responsibility to keep children safe from harm.

The NSW Child Safe Standards (NSWCSS) and the National Catholic Safeguarding Standards (NCSS) provide a principle-based framework that our school commits to using for continuous improvement as part of our commitment to Safeguarding.

Responding to Risk of Significant Harm

All school staff are Mandatory Reporters. This means that if there are reasonable grounds to suspect that a child or young person is at risk of significant harm of abuse or neglect, then a report must be made to the Department of Communities and Justice (DCJ), Child Protection Helpline (CP Helpline). School staff and Principals are supported by the CSBB Safeguarding Office as required and all records are stored confidentially.

We recognise that a statutory response is not always required and where a family may need extra support, we will assist in making referrals to support the family if needed.

APPENDIX 2:

WORKING WITH CHILDREN CHECKS

Working With Children Checks are required by staff, and certain volunteers and contractors in our school, as outlined in Child Protection (Working With Children) Act 2012.

The purpose of the check is to exclude people from working with children and young people 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 child-related employment.

Parent participation, involvement and help are welcome and appreciated for various activities both in school and on excursions. It is important to note that all parent helpers / volunteers are subject to child protection legislation. Further information on the Working With Children Check can be found on the website for the Office of the Children's Guardian.

APPENDIX 3:

MAINTAINING PROFESSIONALISM

All staff, volunteers and contractors are expected to act professionally and in accordance with the school's expectations regarding staff conduct toward children and young people. Guidance and professional development about appropriate interactions with students, how to exercise duty of care and how to maintain professional boundaries is provided. It is a staff members responsibility to be familiar with these expectations outlined in both the CSBB Code of Conduct and the Professional Expectations Policy.

We understand that staff, volunteers and contractors have a duty of care to:

- Ensure no child or young person is exposed to foreseeable risk of harm;
- Take action to minimise risk;
- Supervise actively, and report concerns to the principal or seek further advice if they see others acting inappropriately with children or young people.

Staff, volunteers and contractors are expected to:

- Demonstrate appropriate relationships with children and young people 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 and young people 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 of adults towards children and young people

We are committed to providing a safe and supportive environment for both students and staff. This includes addressing complaints of inappropriate behaviour of staff, volunteers and contractors 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 Children's Guardian Act 2019. The NSW Office of the Children's Guardian is a government agency which requires schools and other organisations working with children and young people to ensure systems are in place for recording and responding to all allegations of a child protection nature against staff, volunteers and contractors.

If you have concerns about alleged inappropriate behaviour by staff, volunteers or contractors towards any child or young person it is important that you discuss your concerns with the principal who in turn will consult with the CSBB'S Safeguarding Office.

APPENDIX 4: WARATAH PARADE 'WALKERS' PROCEDURES

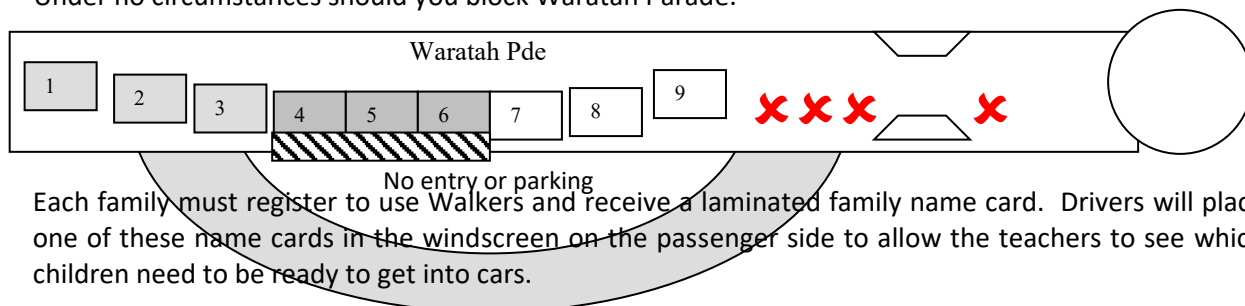
Please follow the instructions below for **dropping off** and **picking up** children in Waratah Parade. It is imperative for the safety of all children that all parents and carers use the correct procedures. If you have others (eg. grandparents) using this entrance it is your responsibility to train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



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.