



2020



St Joseph's Catholic Primary School
Taree

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Message from Our Principal

Dear Parents

St Joseph's Primary School, Taree, is proud to offer children and their families an education that caters for the broad range of abilities and interests of the students. Within our friendly and beautiful environment, the parents, parish, staff and students work closely together to achieve positive outcomes for each child.

Catholic schools have always been committed to providing a well-balanced education. Our schools educate young Australians to be highly skilled, informed, compassionate and just. Individual students are nurtured to develop spiritually, socially, emotionally and physically to become contributing and life-giving members of their community.

With an enrolment of around 400 students St Joseph's, Taree has a strong community spirit in which teachers, parents and students share in the educational journey.

Staff members strive for academic excellence in all Key Learning areas while maintaining a supportive and Christian environment. We review teaching strategies and practices in light of current educational pedagogy to ensure quality teaching occurs through consistent and targeted improvements.

St Joseph's Taree is a healthy, active school participating in many sporting and cultural activities throughout the year. All students have pathways to State and National levels of sport. We have a school band, strings program and an active school choir.

At St Joseph's, we endeavour to instil in students a sense of value of the wider community in which they live. We therefore ensure our interaction and involvement with events and members of the community at significant times such as ANZAC Day, NAIDOC Week and Harmony Day.

The Parents and Friends' Association is a prominent body in the school community. Its members are hard-working, bring educational issues to the fore, raising funds for the purchase of resources and in supporting programs through the school such as reading, library, music, craft and in the canteen.

St Joseph's, Taree builds on over 90 years of Catholic schooling in this community and highly regards its traditions as it educates for the future. Members of the community are always welcome to visit our school to experience our positive, caring environment or to discuss how we can provide a quality education for your child or children.

The cost of a Catholic education is quite reasonable and we offer substantial discounts to holders of Health Care Cards and Pension Cards. Without a doubt St Joseph's Primary, Taree provides rich educational opportunities for each student enrolled. Enrolments for 2018 are open and we would love to hear from you.

Frank Jones
Principal



Our Vision

St Joseph's, Taree, as a culturally diverse and inclusive Catholic faith community; witnesses gospel values of tolerance, respect and equity in every aspect of the life of the school. We provide a rich, progressive curriculum which encourages excellence and life-long learning. As we strengthen relationships within our local community we strive to create resilient and active citizens of the future.

As a school community, we endeavour to:

- Support and encourage the spiritually and faith commitment of the children, in a partnership between staff, parents and care givers.
- Create a caring community in which children, families, staff and a wider community work together to provide the best possible teaching and learning environment.
- Provide a safe place in which all children are free to learn, to dream, to discover and develop their talents.
- Teach the children with wisdom and courage.
- Enable the children to experience success and satisfaction, whilst development resilience that will hold them in good stead when they experience challenges that life may present.
- Enthuse the children to grow in self-confidence and respect, both for themselves and others.
- Help the children be aware of and respond to the needs of others and to work towards justice in our lives, our country and our world

“St Joseph's Primary Schoolliving ,loving, learning for life”

Created by members of St Joseph's Primary School Community, November 2003

Revised and Modified by staff of St Joseph's Primary School, April 2013

Revised and Modified by staff of St Joseph's Primary School, January 2015

Our School Prayer:

Lord Jesus

Teach me to be generous to all

To serve and love like you

Help me to give without complaint

And work to the very best of my ability, knowing you are beside me.

Amen.

Our School Motto and Crest



God is Love

Our school crest includes the St Joseph's Lily. Each petal of the lily is arranged so as to be able to be touched by the sun without intruding on another, symbolising every child's right to grow.

St Joseph's Primary School,

1 St Joseph's Drive,

Taree, NSW, 2430

Tel: (02) 6557 7031 or (02) 6557 7032

Email: admin@tareesj.catholic.edu.au

Web: <http://tareesj.cabudev.co.nz/>

Facebook: St Joseph's Primary School, Taree\

Compass

Our Rights & Responsibilities

Everyone in our school has the RIGHT to:

- be treated with respect
- not be teased or hurt in any way
- feel safe at school
- expect my property to be safe and my learning environment to be pleasant, clean and well maintained
- be told the truth and to be able to explain my actions and behaviours
- expect that others will move around the school in an orderly manner
- not be distressed by others in my classroom
- expect that others will hold my school in high esteem
- be given the chance to fulfil potential and dreams as a student and as a person

We all have a RESPONSIBILITY to:

- treat others with respect and be co-operative
- not tease, bully or upset others
- remain in the correct areas of the playground and not to leave the school without permission
- not endanger anyone by our actions
- respect our school property and the property of others by not stealing or damaging it and by keeping our school environment neat and tidy
- be honest
- move around the school in an orderly manner
- not disrupt the classroom environment
- uphold the good reputation of the school by our general behaviour outside the school and by the way I wear the school uniform

The Values we share are:

Resilience
Tolerance
Respect
Excellence
Family
Faith



Religious Education

RELIGIOUS EDUCATION

Religion is essential to our Catholic schools. Schools continue what you began when you took your child to the Church to be baptised. In partnership with you, St Joseph's continues to develop your child's faith and knowledge in our Catholic way of life. Religious Education provides the environment which nurtures the faith development of the children e.g., morning prayer, prayer before meals, class liturgies, whole school Masses and special celebrations. Parents, carers and grandparents are encouraged to attend and be involved in our whole school liturgical celebrations.



All classes are taught Religion following the Kindergarten – Year Twelve Religion Syllabus of the Diocese of Maitland-Newcastle. The syllabus goal is to enhance or promote knowledge and understanding of the traditions of the Catholic Community, its story, its experiences and its teachings.

The Religion Course Objectives

Students will develop knowledge, understanding and skills in:

- Communicating religious ideas and concepts effectively
- Catholic religious literacy
- Reading and interpreting the Scriptures
- Problem solving and critical thinking in relation to issues of justice and morality
- Reflection and contemplation
- Conducting research and reporting information
- Working co-operatively in a variety of learning environments
- Organising and evaluating material from a variety of sources

SACRAMENTS:

After Baptism, you will choose other Sacraments for your children: Penance (Reconciliation/Confession), Confirmation and Eucharist (First Communion). These Sacraments are parish based and you will receive notification of upcoming Sacraments through the Parish and school newsletters.

The strands covered from K-6 are:

JESUS AND SCRIPTURE

God's love is revealed especially in the Life, Death and Resurrection of Jesus and communicated primarily through the Scriptures.

HISTORY AND BELIEFS

God acts through the Church community whose central beliefs are expressed in The Creed.

CELEBRATION AND PRAYER

The Church community celebrates its relationship with God through the Sacraments and through communal and personal prayer.

JUSTICE AND MORALITY

Christians are called to live just and moral lives and to respect the whole of creation.

Our Staff, 2019

Our school is led by a teaching staff who continues to maintain a deep commitment to professional development and personal learning. In providing an integrated, inclusive, balanced curriculum, we promote comprehensive outcomes based on assessment and reporting strategies that have been developed to track student progress and assist in identifying those at risk. Visitors to the school often comment on the welcoming and happy 'family' atmosphere that permeates the school.

Principal

Mr Frank Jones

Assistant Principal

Mrs Bronwyn Underwood

REC (Religious Education Coordinator)

Mrs Brooke Saville

Leading Literacy Teacher

Mrs Belinda Bridgeman

Primary Coordinators

Mr Chris Steinmetz

Mr Adam McCann

Clerical Assistants

Mrs Ruth Smith

Mrs Lisa Millard

Teaching Staff

Ms Alison Cosway

Mrs Rebecca Harris

Mrs Kylie Clare

Mrs Louise O'Neill

Mrs Sandra Geddes

Ms Cassy Amidy

Mrs Darlene Knowles

Mrs Georgina Bell

Mrs Patricia Paff

Mrs Mary-Anne O'Dwyer

Mrs Gail Young

Mrs Melissa Clarke

Mrs Yvonne Nies

Mrs Lisa Bourke

Mr Adam McCann

Mrs Robyn Bielby

Mr Chris Steinmetz

Mrs Melissa Burke

Librarian

Mrs Brooke Saville

LST (Learning Support Teacher)

Mrs Linda Stricker Mrs Michele Cooling

Library Assistant

Mrs Jane MacKenzie

AEW (Aboriginal Education Worker)

Miss Naomi Paulson Ms Tahnee French Mrs Kylie Hunter

LSA (Learning Support Assistant)

Mrs Joanne Crellin

Mrs Margaret Schmitzer

Mrs Lynne McLaughlin

Mrs Natalie Bennett

Mrs Frances Reid

Ms Tilly Mobbs

Mrs Judy Clarke

Mrs Rachel Smedley

Ms Eve Gregory

ESL Teacher

Mrs Elizabeth Rankin

Canteen Coordinator

Mrs Laura Hearn

Groundskeeper

Mr Luke Janjic

Cleaners

Mrs Margaret Schmitzer Mr Ralph Carle Mrs Natalie Bennett

School Psychologist

Mrs Rebecca Jamieson

Parish Priest

Father George Anthicadu

Fr Victor Babu

Pastoral Care

Mrs Joanne Relf

Timetable (Bell Times & Hours)

Parents are reminded there is **NO** playground supervision before 8:35am.

School Commences

9:00am

1st Lunch

11:20am – 12:00pm

During Term 1, we discourage Kindergarten students going to the canteen at this lunch.

We want them to eat their own healthy lunch at this lunch time.

Afternoon Recess

1:20pm – 2:00pm

Play options: climbing equipment; games club; library; giant chess, pavement games; basketball courts; field, sandpit, Lego club, IT club, Outdoor Learning Areas

Dismissal

3:05pm

There is **NO** supervision after 3:40pm



Supervision Before School

Playground supervision commences in the morning at 8.35am. It is extremely important that children do not arrive at school before this time. If due to special circumstances children arrive before 8.35am they must remain seated under the covered area until a teacher comes on duty.

Supervision After School

Parents who pick their children up from school are asked to meet them in the covered area at 3.05pm.

Please do not wait in walkways or outside classrooms. Teacher supervision is provided for children catching afternoon buses and for those waiting under the covered area until 3:40pm. There is no supervision after 3:40pm so it is advised that all children are to be picked up by then. Children are not allowed to walk out to the car park by themselves and if they are seen doing this they will be sent back to the undercover area to wait for their parents.

Transport Pick-up and Drop-off

When bringing children to school or picking them up in the afternoon, parents/guardians are advised to use the St Joseph's Drive entrance. (You are not allowed to use the Teacher's car park to drop off or pick up.)

Parents / Guardians **MUST** walk in to the blue seats under the undercover area to drop off and pick up their children. Children are **NOT** allowed to walk out or in from the front gate by themselves. Children who are being picked up by their parents / guardian must wait on the blue seats in the undercover area until their parent / guardian has come to pick them up. If you need to enter, the school during school hours please shut the gate behind you and report to the front office.

Bus & Transport Information

Bus Information

Free bus transport is available to all children from years K to 6 to and from the school.

In order to obtain a bus pass, a 'School Bus Conveyance' form needs to be completed online.

If children are driven 2.3km or further by car to catch the nearest school bus a 'Private Vehicle Conveyance' form must be filled out to obtain a subsidy.

Please contact the school administration for details on applying for Conveyance Passes or a Private Vehicle subsidy.

All children catching a bus are escorted to and supervised at the Kanangra Drive bus bay by teachers on afternoon bus duty.

Bus Companies

Eggins Comfort Coaches

Greenshields Bus Company

Tinonee Bus Company

Forster Bus Company

Busways



Attendance

Absences from School

If your child is absent from school for a whole day or more for any reason, you are asked to send a note to the class teacher giving the reason for the absence, on the first day on which your child resumes normal attendance.

Late Arrivals, Leaving School Before End of School Day or Appointments

Parents are to report to the school office to sign their child in or out of the school.

Family Data

At the start of each new school year a 'Family Verification Report' is sent home for parents/carers to check and edit. The form details personal details such as address, phone numbers, date of births etc. Parents/Carers need to check this form; make any changes if need be, sign and send the form back to school. It is vital for the school to have up-to-date information regarding the students in our school. If family details change such as address or phone, numbers please inform the office staff as quickly as possible in case an emergency does arise at school.

Medication

The Catholic Schools Office issued the 'Policy for Dispensing of Medicines in Primary and Secondary Schools' in June 1999. If you would like a copy of this policy please contact school office. Parents are given written notification regarding the critical elements of this policy at the start of each school year.

If a student requires medication throughout the school day the medication needs to be handed to the school office with a note clearly detailing dosage and time for administration. Medication will then need to be collected from the office at the end of the school day. It is extremely important that students do not self-administer medication at school. Please contact the office staff if you have any questions regarding medication.

Accident or Illness

In the case of any serious accident or illness parents will be notified if possible. Alternatively, an emergency contact person, nominated by the parent, will be contacted.

Banking

Banking facilities are available at the school through a variety of agencies:

The Catholic Development Fund and Commonwealth Bank.

Banking is on **TUESDAY**.

Envelope System

Occasionally parents are asked to return permission notes and money for student activities or school fees to the class teacher. The secretary's task of collating notes and receipting money collected is simplified dramatically if parents mark the envelope clearly with:

- the child's name and class
- the activity that the note and/or money relates to

Please ensure that any envelopes containing money are completely sealed so as to prevent money from falling out.

Assemblies

Held every Friday morning at 9am in the school hall. Assemblies are a time when students from each class are presented with Merit Certificates and other special announcements are made.

Canteen

Our award-winning canteen is open five days per week for the sale of lunches and a variety of snacks. The successful running of the canteen is dependent on the voluntary support received from parents who work in the canteen on a roster basis. Current price lists are sent home periodically during the year. The canteen offers an online ordering service through Flexischools. To set up an account please visit www.flexischools.com.au

Library

The School Library is open 4 days, Monday to Thursday. Children come to library lessons once each week and are strongly encouraged to borrow during their lesson or before and after school on any days. Parents are welcome to visit anytime to borrow from the parent library. The library is open for book returns and for borrowing from 8:45am, Monday to Friday.

All students from Kinder to Year 5 require a library bag when borrowing. Help with covering books in the library is always appreciated



School Library Borrowing

Children are given the opportunity to borrow books on a set day each week. Classes visit the library for twenty minutes with their teacher.

Book Club

Book Club is held throughout the year. It's a chance to buy books at a good price from a catalogue. Book club helps the school library with bonus points that can be used to buy books to restock the library.

School Psychologist

The role of school psychologist is to provide consultation, assessment, intervention and counselling within the school community. The psychologist works with teachers to improve the emotional, social and psychological wellbeing and academic success of students. The role also includes providing support to teachers to develop positive student behaviour within the classroom and playground. Students may participate in small group work developing skills in a number of areas: making and maintaining friendships, developing positive body image, raising self-esteem, positive self-talk and coping with their emotions.

All referrals to see the school counsellor must go through the Class Teacher and Learning Support Teacher. The school psychologist currently is employed two days per week.

Crunch and Sip

St Joseph's is actively involved in the Crunch and Sip program which sees all classes taking a morning break to have a piece of fruit or vegetables and a drink of water.

Students bring fresh fruit or vegetables and water to school to have in the morning session. This is strictly fresh food, NO packet or processed food. It is a quick break for the students where they get a chance to eat a healthy snack. School will not provide spoons and forks.

Technology

Every classroom has access to a variety of technology for use during lessons, including iPads, computers, Video Conferencing facilities and Smartboards.

Liturgies and Masses

Liturgies and Masses are held throughout the year when many special occasions are celebrated as a whole school. These are wonderful celebrations and we encourage parents to attend these special occasions. Notes are sent home close to the time of the event. Occasionally classes travel into Our Lady of the Rosary Church, Albert Street Taree to attend the **Parish Masses**. There will be ample notice of this happening via newsletters.

In-service Days

Staff In-service Days were introduced in the schools of the Diocese of Maitland to assist with, and promote the continuing professional development of school staff. Schools are allocated at least three in-service days per year. Parents are always given at least one month's notice of the date of each in-service day. Children do not attend school on an in-service day.

School Newsletter

The School Newsletter is issued on a fortnightly basis and is circulated to parents via the eldest child in each family, by email, the Skoolbag app and on the school website. A term planner is also sent home at the start of each term informing families of activities that will occur throughout the term. The calendar on our school website and Compass provide information regarding up and coming events. Facebook is also used as another communication means to inform parents/carers of activities happening at the school.

The newsletter is without doubt the major avenue for communication with parents on a whole school basis and as such is an extremely important component in the overall communication process. Parents are asked to:

- read newsletters carefully and if convenient file them for future reference or make a note of important facts/dates contained in the newsletters
- Ensure your email address is up to date or check our website so you can access the newsletter or check Compass.
-

School Camps

Both Years 5 and 6 students are offered the opportunity to attend overnight camps during Term 4. Year 6 will attend "Canberra" in 2019 while Year 5 will attend "Great Aussie Bush Camp" at Karuah. Both of these camps provide an excellent opportunity for students to build on friendships and to challenge themselves to be involved in some risk taking exercises such as high swings, rock wall climbing and high rope activities. Cost for these camps is not covered by the Resource Levy.

School Sport

Physical Education is an important aspect of our efforts to assist in the overall development of each child. The following points highlight the aims of our school's physical education program:

- To contribute to the physical development of each child
- To increase the physical skills of each child, developing versatility, adaptability and the ability to cope with a wide range of tasks and situations
- To develop and maintain mobility, strength, endurance and efficient co-ordination and to develop good habits in posture
- To enable each child, through physical activity, to experience a sense of achievement as often as possible
- To exercise the natural learning processes of enquiry and discovery through creative physical activity
- To develop physical and mental co-ordination, self-control and confidence

The strategies used to achieve these aims focus initially on simple fundamental experiences in the infants grades, which are developed further through a sequential progressive pattern of instruction in the primary grades. As each child's level of achievement increases through the grades he/she will be provided with new challenges to which the information, skills and understanding he/she has acquired can be applied.

Physical Education in the infant's grades focuses on the development of gross motor skills with particular reference to balance and hand and eye co-ordination.

Students in the primary grades have the opportunity to participate in a range of sports and recreational activities which complement their regular physical education periods. Activities include basketball, netball, hockey, touch football, rugby league and gymnastics. Parents are notified of the activities planned for particular grades.

Infant's sports day is on Thursdays. The children participate in dance, gymnastics, games and swimming lessons. Gross Motor lessons also take place during the week.

Year 3 and 4 sport is on Wednesday, Year 5 and 6 are on Friday, and is made up of 50 minutes of skilled-based activity. The children participate in dance, tabloid sports, gymnastics and specific sports skills i.e.: basketball and athletics.

Sports Teams are:

Warkut
Terripi

Red
Blue

Koopwai
Wirragul

Yellow
Green

Net Set Go

St Joseph's is the only school in the Manning Region which provides this netball program to our students. The program introduces students to netball providing them with the fundamental skills to play the game. Net Set Go is offered our Year 1 students and is run by qualified instructors. The program runs for one hour for the duration of one term. The cost is \$25 (not covered by Resource Levy) and the students receive a bag, shirt and ball at the conclusion of the program. Net Set Go is optional for students and is run in conjunction with normal infant's sports time. It is open to both girls and boys.

Extra-Curricular Activities

At St Joseph's students are also offered a number of extra-curricular activities.

They are:

U/10's and Open Rugby League	Public Speaking
Rugby Union	Netball
Basketball	Soccer
Touch Football	Recorder
Debating	Chess
Choir	Strings

Live Life Well @ School

Live Life Well @ School is a long-term program that aims to get students, more active, more often, as well as focusing on healthy eating habits.

The program helps develop teachers' knowledge, skills and confidence in teaching about nutrition and fundamental movement skills as part of the K-6 Personal Development, Health and Physical Education (PDHPE) syllabus.

As a part of St Joseph's involvement in the program, the school was allocated a grant which has gone towards beautiful playground markings to promote physical, mental and educational activities. The school has received resources that help in improving the quality of teaching of fundamental movement skills and nutritional education within the school.

Kitchen Garden and Chook Pen

Seven garden beds are available for the children to learn all about how to grow, look after and pick vegetables and herbs. The produce supplied goes to the Canteen to be used in the daily lunches for the children. Our Kitchen Garden Project is run with various classes throughout the year.

We have 6 chickens that live in our chook pen. The children interact with the chickens and learn how to look after them and feed them every day with scraps from the canteen. The eggs are collected daily and go back to the canteen to be used and in return the canteen buys all the chook food.



Games Club and Lego Club

Games Club is on every day during 2nd lunch in the Learning Support Room and is fully supervised. The children get to interact with each other, play with board games, in a sand pit, imaginary play, with toys and with table tennis and totem tennis.

Lego Club is held during 1st lunch. This is held in the Learning Support Room and is also fully supervised.

Music

Strings Lessons are held every Thursday afternoon in the community room. Small group lessons run for half an hour by a specialist teacher.

Meetings and Events

At St Joseph's we have community groups (such as the CWA – Country Women's Association) use some of our facilities for meetings or events. Please contact the school if you are interested in hiring or using our facilities.

Active Parents

Parents and friends are encouraged to play an active role.

Some of the major opportunities for such involvement in the life of St Joseph's Primary School, Taree are set out below. Please ask your child's teacher or at the office if you are interested in assisting at the school, all volunteers are required to complete a Working With Children Check and induction paperwork

Tips for working with the school

- **Partnership between parent/carers and the school creates a positive working relationship**
- **Children learn best when parents/carers and school work together**
- **Always approach school when in doubt**
- **Support school rules with your child.**
- **Schools appreciate parental assistance with reading, canteen, sports days, excursions and the Stephanie Alexander Kitchen Garden etc. this helps to foster good relationships with the school system which has a long-term benefit for the child.**
- **Attend parent/ teacher meetings**
- **Attend P & F meetings**
- **Attend special events e.g. sports carnivals, liturgies, assemblies.**
- **Make an appointment to see your class teacher to discuss ways to help your child**
- **Let the school know if your child is going to be away and send a note.**

Parents & Friends Association (P&F)

St Joseph's P&F committee is a hard working group of parents who have an active voice in the running of our school. The P&F is instrumental in many of the schools fundraising efforts throughout the year which has seen the school receiving many new resources purchased for the use of students, teachers and our wider school community. The P&F is constantly seeking and encouraging new members for the committee and any extra help from new parents is always appreciated.

P&F meetings are on the 2nd Tuesday of the month at 6:00pm, and are usually held in the school community room.

School Reading Support Programs

Parents work with individuals or small groups of children to assist the class teacher in developing the children's love of, and skills in reading.



Aboriginal Information

St Joseph's Primary School is situated within the tribal boundaries of the Biripi people, a large tribal area which includes the towns of Taree, Wingham, Nahiab, Gloucester, Tinonee, Coopernook, and Johns River. The language spoken by the Biripi people is Gathang. Although European settlement changed many customs and traditions, the Biripi people continue to maintain their language, customs and traditions with pride and dignity.

St Joseph's Primary School has three Aboriginal Education Workers, who work together with parents, carers and teaching staff to ensure that all Aboriginal students are supported academically, spiritually and emotionally.

St Joseph's is committed to ensuring Aboriginal students are well supported in all learning areas, in their culture and identity and that respectful relationships are nurtured between the Aboriginal community and the school.

St Joseph's commitment to Aboriginal education can be seen through:

- Acknowledgement and Welcome to Country at every assembly and liturgy
- Display of Aboriginal art and language throughout the school grounds
- Daily flying of the Aboriginal flag
- Celebration of NAIDOC Week, Reconciliation Week, Sorry Day, Indigenous Literacy Day and Harmony Day
- Dedicated boys and girls Koori dance groups



Bush Tucker Garden

An outdoor learning area was created to educate children in environmental outcomes, especially the benefits of sustainable practices, the uses of indigenous plants which including the planting, growing and harvesting of native bush foods. The garden has been used as an outdoor classroom for indigenous activities, art activities, as well as a quiet reading area and for outdoor lessons.

School Term Dates

	2018	2019	2020
Term 1	Tuesday, 30 January to Friday, 13 April	Tuesday, 29 January to Friday, 12 April	Tuesday, 28 January to Thursday, 9 April
Term 2	Monday, 30 April to Friday, 6 July	Monday, 29 April to Friday, 6 July	Monday, 27 April to Friday, 3 July
Term 3	Monday, 23 July to Friday, 28 September	Monday, 22 July to Friday, 27 September	Monday, 20 July to Friday, 25 September
Term 4	Monday, 15 October to Friday, 19 December	Monday 15 October to Friday, 20 December	Monday 12 October to Friday, 18 December
Check with your school, as schools may vary some of these dates.			

Fees

The schools in this Diocese have been established over many years by the generosity of parents, parishioners, the religious and staff in our Catholic schools. The funding of these schools is a shared responsibility between the Australian and NSW State Governments, parents and parishes. The continuing financial support of parents is greatly appreciated and is essential to help fill the gap between the amount of government funding received and the cost of running a Catholic school.

School fees for families are determined by the number of students in each family and whether Health Care Card discounts also apply (a separate scale of fees applies to students from eligible families).

Fees for one child over 41 school weeks will be approximately \$45.00 per week. This approximate amount is inclusive of the tuition fee and resource fees that are listed below. The Family School Building Levy, also listed below, is only billed to the eldest child in the family K-12.

It is important to note that financial hardship does not preclude access to a Catholic school for a child of a family genuinely committed to the Catholic ethos. The Principal of the school should be contacted to discuss such matters.

Please Note: In an effort to reduce the financial burden on families with limited financial resources, Catholic schools in the Diocese of Maitland-Newcastle offer a different tuition rate for low income Health Care and Pension Cardholders. The rate provides a discount of 50% off the tuition fee charged for the first child at each scholastic school year level. The discounted fee covers tuition fees only. The Diocesan Family School Building Levy, Resource Fee and Computer Levy set by each school will be additional to this figure. If a Health Care and/or Pension Cardholder deems they are eligible for the 50% discount the procedure is: cardholder produces Health Care/Pension Card; school verifies details online; school keeps copy of card for school records; a Centrepay deduction form is completed and signed by cardholder; school forwards the completed form to Centrelink; payments are then deducted from the nominated area, i.e. Pension, Newstart, Family Tax Benefit.

In 2019 the attracted family discount for each child off the Diocesan Tuition Fee full rate will be:

- 1 child family 0%-full rate to be applied
- 2 child family 10% each child
- 3 child family 20% each child
- 4 child family 40% each child
- 5 child family 50% each child

In 2019, the Diocesan Tuition Fee full rates will be:

- Kinder to Year 6 \$1,233

Resource Fee for 2019

\$570 per student per year

To assist the financial and administrative demands of our school. A Resource Fee is charged by the school. This single consolidated Resource Fee is used to pay school resources, educational activities and amenities.

The School Resource Fee will incorporate items such as: Consumables/Miscellaneous Expenses, Subscriptions, Student Resources for all KLA's (Religion, English, Maths, Science & Technology, PD/Health/PE) Learning Support, Library, Photocopying, exercise books, Copyright, text books, craft materials, awards, trophies and prizes, Information & Technology including computer software/hardware and licences, sport-equipment, consumables, student levies and general sport e.g. Tabloid, League, Netball, Interschool and Regional and Drama etc.; Cleaning wages/hygiene and consumables, Ground persons wages/maintenance and consumables, and workbooks, Gymnastics, Swimming, minor excursions, Tabloid sports, Visiting

performances, Eisteddfod entries, Author visits and Illustrator workshops, End-of-year visit to the movies, Local bus fares e.g., attending Mass/local sporting venues/minor excursions.

Family School Building Levy for 2019

\$990 per family (K-12)

After consultation with parents, priests, parishioners and teachers a Family School Building Levy was introduced from the beginning of 2003 to fund both the short term and long term planning needs for Catholic school education within the Diocese of Maitland-Newcastle.

The Family School Building Levy is a per family per annum fee collected at the same interval as school fees. It covers both primary and secondary schools in the Diocesan system. This fee is a family rate regardless of the number of enrolled students in the family or the number of systemic schools attended.

The Diocesan Family and School Building Levy (DFSBL) fee is collected at the diocesan school attended by the eldest child in the family. Further documentation re this levy is available on request from the school office.

P&F Levy

Included in your term 1 fees will be a \$20 P&F Levy, this is in lieu of fundraising usually done by the P&F.

Billing

By week 4 of each term you will receive a statement of fees. Fees may be paid by BPAY, EFTPOS, Direct Debit, Centrepay, Cheque or Cash. Please contact St Joseph's School Office, Taree if you wish to organise payments via Direct Debit or Centrepay.

Financial Hardship

Please note that in the case of financial hardship, a Principal has the authority to grant concessions beyond those built into the scale for primary schools. Parents who experience difficulty in meeting their full school fee commitment are advised to contact the Assistant Principal in order that a confidential arrangement can be reached regarding the payment of a reduced fee which will be based on the family's ability to pay.

If you are eligible for a HCC discount or more have more than one child in St Joseph's or St Clare's please contact the office to obtain a fee amount.

Diocesan Tuition Fees 2019; Kinder to Year 6; \$411 per term per child; \$1233 per child per year (<u>before eligible discounts are applied</u>)
Resource Fee (per child) \$190 per term; \$590 per year
DF&SBL (per family) \$330 per term; \$990 per year – ONLY if eldest child is @ St Joseph's

School Uniform

The assistance of parents in supporting the school's uniform policy is requested and appreciated.

Please Note: Jewellery is NOT part of the school uniform (except for a watch and stud or sleeper earrings for girls)



School Uniform

Girls		Boys	
Summer		Summer	
<ul style="list-style-type: none"> St Joseph's blue/white check dress Plain, dark-coloured briefs White socks Navy blue bucket hat with school logo <small>*Navy broad brimmed hat with school logo acceptable until 2020 during phase-out period</small> Black polished closed leather shoes (no canvas styles) 		<ul style="list-style-type: none"> Blue school shirt Grey shorts – no cargo or logo Grey socks Navy blue bucket hat with school logo <small>*Navy broad brimmed hat with school logo acceptable until 2020 during phase-out period</small> Black polished closed leather shoes (no canvas styles) 	
Winter		Winter	
<ul style="list-style-type: none"> St Joseph's navy blue tunic White long or short sleeve blouse Navy tights or white socks Navy slacks- optional St Joseph's sports jacket or sloppy joe School tie Navy blue bucket hat with school logo <small>*Navy broad brimmed hat with school logo acceptable until 2020 during phase-out period</small> Black polished closed leather shoes (no canvas styles) 		<ul style="list-style-type: none"> Blue school shirt – long or short sleeve Grey pants – no cargo or logo Grey socks St Joseph's sports jacket or sloppy joe School tie Navy blue bucket hat with school logo <small>*Navy broad brimmed hat with school logo acceptable until 2020 during phase-out period</small> Black polished closed leather shoes (no canvas styles) 	
Sports		Sports	
<ul style="list-style-type: none"> St Joseph's blue polo shirt with school logo St Joseph's unisex shorts or skort St Joseph's School sports jacket St Joseph's School sports track pants White socks Navy blue bucket hat with school logo <small>*Navy broad brimmed hat with school logo acceptable until 2020 during phase-out period</small> Sports shoes to be jogger style (no fluro, flashing lights, skates or canvas styles) 		<ul style="list-style-type: none"> St Joseph's blue polo shirt with school logo St Joseph's unisex shorts St Joseph's School sports jacket St Joseph's School sports trackpants White socks Navy blue bucket hat with school logo <small>*Navy broad brimmed hat with school logo acceptable until 2020 during phase-out period</small> Sports shoes to be jogger style (no fluro, flashing lights, skates or canvas styles) 	

Purchasing Uniform Items

Second Hand Clothing

A variety of second hand clothing is available in the School Clothing Pool. However, not all of the items or sizes for the correct school uniform are available from the clothing pool.

The Clothing Pool is located in the Administration building opposite the Office. Please see the office staff if you wish to have a look through the clothing pool.

Items for sale at the school's clothing pool are:

tracksuit pants and jackets,	girls' summer uniform dresses,
summer uniform dress material,	girls' winter slacks,
school jumpers,	sports shirts,
boys' summer and winter shirts,	girls' summer and winter blouses,
winter tunics and slacks,	boys' summer shorts and winter long trousers,
unisex sports uniforms,	a few ties, socks and shoes

Money from sales of this clothing is forwarded to Saint Vincent de Paul.

Girl's summer dress material is also available for purchase from the school clothing pool. Patterns can also be borrowed to make summer dresses.

We always welcome any pre-loved clothing to be donated to the school clothing pool. If you have any good quality uniforms please send into the office to be added to the clothing pool.

Retail Purchases

New uniform items with the school logo can be purchased from Workwise Clothing.

Workwise Clothing

49 Whitbread Street,

Taree, NSW.

Phone: 65522371

School hats, ties, school bags and library bags are available for purchase from the school office.

Lost Property

All lost property is placed in a basket located in the Administration building near the disabled toilets. At the end of each month the unclaimed uniform items are washed and re-sold through the Clothing Pool.



Starting Kindergarten at St Joseph's Primary School

The following guidelines are presented as a resource for parents who are preparing their children for school. Please read through and implement the suggestions to help ensure that every child's first experience of school life is very positive, rewarding and enjoyable.

Ways In Which You Can Prepare Your Child For School

1. Reading story books and nursery rhymes to your child every night. Ask them questions about the story and talk about the words in the story.
2. Help your child practice writing their name properly – beginning each name with a capital letter followed by lower case letters, e.g.: *John Smith*. Your child should know their first and last name, address, age, gender and relationship with family members
3. Help your child practise packing and unpacking their school bag properly so they become independent.
4. Practise basic organisational skills with our child so they can pack up and arrange their work areas at school independently.
5. Ensure that your child can use the toilet, flush the button and wash their hands themselves.
6. Teach your child to blow their nose properly.
7. Attend '**Before School Screening**' at Community Health. This is a very important service that can pick up any speech, sight or hearing difficulties that will affect your child's progress if left undetected.
8. Help your child use words to solve problems.
9. Help your child to develop an understanding of colours and days of the week.
10. Practise drawing pictures and talking about them. Practise using scissors and glue.

Remind your child that school is a place for both learning and having fun. Discuss that there are special times when they are expected to listen and times when it will be their turn to talk and play.

Early Birds

'Early Birds' is a transition program from pre-school to big school and commences in Term 4, 2018. If you have enrolled your child in Kindergarten at the school then he/she is eligible for the Early Bird program. Information is available on enrolment at the school.

Best Start

Our school implements the Best Start Kindergarten Assessment at the beginning of every year. This program has been developed by the Dept. of Education and is used to assist teachers to better plan for individual student needs. The assessment focuses on Numeracy and Literacy skills.

It is important to note that Best Start is not a test. Its purpose is to help the teacher gather information to guide the teaching of your child.

Each child will be given the opportunity to sit one-on-one with their teacher prior to the start of school to complete the activities. This appointment should take about 45 to 50 minutes for each child. The dates and appointment times for each child will be sent to you later in the year. If you have any concerns about your child's participation in Best Start please contact the school. Information can also be found on the Best Start website.

Starting Big School

What your child will need:

- Paint shirt/apron – can be parent's old t-shirt
- Library bag – labelled clearly with full name
- Lunch box - labelled clearly with full name
- Water bottle - labelled clearly with full name
- School hat - labelled clearly with full name
- Track suit - labelled clearly with full name
- School jumper - labelled clearly with full name
- School uniform - labelled clearly with full name
- School bag large enough to hold their lunch box, drink bottle, library bag with two large picture books, hat, jumper



Labelling: Please label all items in large easy to read print so that Kindergarten students can identify their belongings among other similar items.

Morning Arrival Routine

Students arrive at school between 8.35am and 8.55am. A teacher on duty commences duty at 8.35am. The safety of the children can only be guaranteed once teachers have commenced duty.

As soon as children arrive each day they place their bags outside their classroom and move immediately to the blue seats in the undercover area.

Every school day begins with a short assembly in the undercover assembly area. Students proceed to their class from here.

Importance of Punctuality

- Arrive in time to play with friends
- Have a happy farewell
- At the start of the first lesson, students receive important information about the day
- The first session is when optimal learning occurs, often literacy and numeracy
- A late child can disrupt the class
- Arriving late can make a child feel self-conscious
- Older students can fear arriving late so they miss the whole day
- Some children need time to get rid of energy

Home Time Routine

Dismissal is at 3.05pm when the bell rings.

Bus children are walked to bus lines by their class teacher. **Children who will be travelling by bus need a bus pass.** Forms are available from the office.

Children who wait for their parents to pick them up will sit in the undercover area until they are collected.

These children are supervised until 3.30pm, so it is vital that they are collected before then.

Parents waiting for children are asked to wait at the blue seats and NOT outside the classroom doors as this is disruptive and a WHS issue as classes are trying to access the walkways at this very busy time.

All parents must use the parent car park and not the staff car park as this is very unsafe for the students considering this is from where the buses come and go.

A Good Idea: It is important that your child knows how they are getting home each day when they arrive at school so that they do not worry and can develop confidence and independence. If there is a different routine on particular days it is a good idea to **attach a picture of a bus (with bus number) or a car with a key-ring to the child's school bag** and change it on the appropriate day according to the way they will be travelling on that day. Changing routines often causes children anxiety and also makes it difficult for the school to get your child in the right place at the right time.

Buddies: Kindergarten students are partnered with a Year Six student who becomes their 'Buddy'. The Year Six Buddy assists your Kindergarten child to make the transition to Big School. The 'Buddies' are very special people in the life of your Kindergarten child. They will share lunch together for the first two weeks of school. They also get to complete craft activities together at various times throughout the year. The Buddy is a person your child gets to know and can turn to for help.

Parent Helpers: are always welcome, especially for reading assistance. The best time of day is before the first lunch break. There is always something to be done – scribing stories, helping with craft etc. Help with covering books in the library is always appreciated. Please see your class teacher if you can help.

Volunteers and Working with Children Check Requirements

All volunteers are required to provide a Working With Children Check Number and complete the volunteer registration paperwork prior to volunteering. Volunteers will undergo an induction on their first day in line with Diocesan Requirements

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. As a volunteer working in a Diocesan school, you should be aware of your obligations and responsibilities in protecting students from abuse or neglect.

The Children and Young Person's (Care and Protection) Act 1998

As a volunteer in the state of NSW we are able to report certain information to Family and Community Services (FaCs). We should discuss our concerns with a teacher, Assistant Principal or Principal. We can report our concerns to the FaCS Child Protection Helpline (Ph. 132 111, 24 hrs/7 days) if we have reasonable grounds to suspect that a child or young person is at risk of significant harm and our concerns are current. Risk of significant harm may occur from a single act or omission or to a series of acts or omissions. It is better to be safe than sorry, so if we're uncertain, talk to a staff member at the school.

Part 3A of the Ombudsman Act 1974

Part 3A Ombudsman Act 1974, defines Diocesan schools as a 'designated non-government agency' and as such we must have systems for preventing, reporting (to the Ombudsman) and investigating reportable conduct.

All volunteers who operate within Diocesan schools fall within the scope of Part 3A and may be investigated for alleged 'reportable conduct' which includes sexual offenses, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children.

As a volunteer 'working' at a Diocesan school any alleged reportable conduct will be investigated, it doesn't matter if the conduct is alleged to have happened outside school and in our private lives.

Zimmerman Services is the Diocese's specialist child protection service who works with the Ombudsman to ensure the Diocese meets its obligations under Part 3A. As volunteers we should cooperate with any investigation conducted by Zimmerman Services.

The Child Protection (Working with Children) Act 2012

Under this legislation people who work in a paid or volunteer capacity in the Diocese of Maitland-Newcastle are required by law to have a Working with Children Check Clearance. This 'Clearance' can be obtained from applying online at <https://wwccheck.ccyp.nsw.gov.au/Applicants/Application>

Once you have applied online you will need to attend the Roads and Maritime Services with 100 points of identification. Volunteers receive a Clearance for free, and it lasts up to 5 years.

Once you have a Clearance Number sent to you from the Office of the Children's Guardian, you need to bring in ID to the school to fill in a declaration form. The school will then lodge the form with Human Resources for verification. You will not be able to volunteer at the school until this process is complete.

Diocese of Maitland-Newcastle Reporting Policy

As volunteers working in the Diocese we must report any concerns we have for children to our principal, assistant principal. Our reporting policy and procedures are available on the Diocesan website:

[Diocese of Maitland-Newcastle Reporting Child Protection Concerns](#)

As volunteers we are entitled to contact Zimmerman Services directly about any concerns we have about the safety, welfare or wellbeing of a child or if we are concerned that the school or parish isn't addressing allegations of reportable conduct or abuse. (Ph. 4979 1390 Mon-Fri, 08:30 to 5pm).

Arrangement of Classes

Several factors are considered when organising Kindergarten classes. We arrange classes so that there is a mixed range of ages and a balance of boys and girls. We also consider recommendations from pre-school teachers regarding suitable combinations of children.

- Things to practise tying their shoelaces
- Writing their name
- Saying the alphabet
- Playing 'I Spy' using the letter sounds, not the letter names
- Pretend writing
- Drawing pictures
- Saying Nursery Rhymes
- Counting to ten
- Counting pegs; counting sticks; eggs; spoons; shells
- Cutting out pictures
- Looking at and talking about books and stories
- Playing games: e.g., I went shopping and I bought....
(How many items can they remember correctly?)

THE N.S.W. FOUNDATION STYLE

u y v w a d g q c e o
f j s n r m h k b p l t i x z

U C G O Q J S
B P R D I L E F H T
A V W M N K Y X Z

0 1 2 3 4 5 6 7 8 9

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps over
the lazy dog.

Awards & Homework

Awards System

Rewards are positive consequences which promote and reinforce appropriate behaviour or attitudes. They are also used to acknowledge positive efforts and achievements. Rewards may be given to recognise both individual and group behaviour. Staff members use a variety of ways to reinforce and encourage positive attitudes and values among our students. These include the use of praise, stamps, and stickers, showing work to a buddy class and/or member of the Executive team and displaying work in the classroom and at assembly.



Positive Behaviour Awards

These awards are given out every five weeks to students who have not been on detention during those 5 weeks. It is possible for students to receive a 40 week award by the end of the Year. If a student does receive a detention, they get to try for their positive behaviour award during the next 5 week block.

Merit Certificate

Merit Certificates recognising general academic achievements will be given out at assembly each Friday. Teachers will nominate two students from their class to receive a certificate.

What Students Need to Bring

Class Equipment

ALL students in **Year 1 and above** need to bring the following equipment to school EVERY day marked CLEARLY with their names:

- pencil case
- HB pencils (x2)
- ruler
- scissors
- glue
- textas are optional but very useful for artwork

Student in Years 1 and 2 also need to bring a set of coloured pencils.

Students in Years 3, 4, 5 and 6 must also bring blue pens (x2), sharpener, rubber, set square, compass, protractor and a good dictionary.

Exercise Books

Parents and students are asked to ensure exercise books are neatly covered (as per individual teacher's instructions). Please clearly labelled with the student's full name, grade, subject and class teacher's name.

“Open communication underpins education”

A fundamental principle which underpins the general aims of our school is the recognition that parents are the prime educators of their children and, accordingly, teachers work as co-educators with the parents of children in their care.

It follows that the benefits of establishing and maintaining effective avenues for communication between the school and parents cannot be over-emphasised.

The following points are put forward as strategies to assist in the achievement of this objective.

Reporting to Parents

Formal parent teacher interviews are offered towards the end of Term 1. Parents are able to book a time online to meet with class teachers to discuss the progress of their child. The purpose of this meeting is so teachers can inform parents of student progress and to address any issues before formal reports are sent home in Term 2. It is highly recommended that all parents attend these interviews.

Formal A-E reports are sent home at the end of Terms 2 and 4. There are no set parent teacher interviews after the reports are sent home, however, parents may request an interview with the class teacher if there are any pressing issues that need to be addressed from the report. A teacher may also request an interview with parents if there is a need.

Parent-Teacher Interviews

Parents are encouraged to request a parent-teacher interview if they have any concerns about their child's progress at school. Similarly, teachers will not hesitate to contact a child's parents if they consider the need exists.

If a parent-teacher interview is to be of benefit to the child/parent/teacher, it needs to be conducted at a time when those involved can give their full attention to the matters in hand: impromptu 'interviews' held at the classroom door are of little value and are certainly not recommended.

When the need for an interview arises, parents are advised to contact the class teacher and arrange a time, which is mutually convenient. A written record of each meeting may be made by the teacher concerned and recorded in child's profile on the school's electronic student tracker program.

Parent-Teacher Nights

A Parent-Teacher information session is conducted by the school early in Term One. The agenda for this meeting focuses on the school's proposed programme for the year, significant aspects of various curriculum areas, responsibilities of the Executive staff and general information on the running of the school. Parents are invited to meet with class teachers for an informal meet and greet. Generally, class teachers will hand out a class newsletter detailing specific information regarding the individual class for the year.

These meetings are not appropriate forums for the discussion of matters relating to individual students. Attendance at these meetings is strongly recommended.

Parent Workshops

Occasionally during the school year parents will be invited to attend parent workshops particularly in the areas of Literacy and Numeracy. These workshops will normally be run by teaching staff however at times guest speakers from outside the school will be invited to speak to parents. The focus of these workshops are to provide parents with information on how they can help with their child's education at home, demonstrate how concepts are taught within the class today, and provide skills to parents when helping with children's homework. We always welcome parent suggestions on what topics they would like to be presented at these workshops. If you have any suggestions please feel free to contact the Principal.

Communication with the school

If you have any questions regarding your child's school experiences, please always contact the class teacher first. They spend a significant amount of time with your child each day and they should always be your first point of call.

BULLYING – IT’S NOT ON!

Rationale

Bullying occurs when a person or group is intimidated, frightened, excluded, hurt or discomforted by a pattern of behaviours directed at them by others. Such behaviours are intentional, selective and uninvited and might include:

- put-down comments or insults
- name-calling
- deliberate exclusion
- construction of humiliating exercises
- property damage
- physical aggression
- rumour-carrying or telling stories to others

At St Joseph’s school we believe every child, staff member and parent has a right to feel safe at school. Thus, bullying behaviours are totally unacceptable and, as a school community, we need to be able to identify such behaviours, and deal with the perpetrators and victims of bullying in an appropriate manner.

At St Joseph’s we will promote the principle – **BULLYING – IT’S NOT ON!** – and follow a unified approach in addressing this issue.

Aims

At St Joseph’s School, we aim to eliminate bullying of any person by developing a school environment, which promotes tolerance and respect, and accepts differences in others. We can achieve this by:

- promoting a happy and safe school within a caring environment;
- having a unified approach to dealing with incidents of bullying
- adopting an educative approach in changing the behaviour of bullies and in providing support for victims of bullying;
- establishing and maintaining effective communication networks between students, staff and parents;
- reinforcing that all members of the school community have a responsibility to act when they witness or are involved in acts of bullying.

Implementation

As a part of their PDHPE program, all classes will have some lessons to raise awareness about what bullying is and to discuss ways it can be dealt with. This will include how victims and bystanders might react in situations of bullying. Teachers will use the phrase “hands off” to reinforce that self-control in regard to one’s physical actions can help to prevent disputes from escalating.

At least once in each term a member of the executive will speak at a school assembly to reinforce the message – **BULLYING – IT’S NOT ON!** – and to encourage children who are victims of bullying behaviour, or witnesses to bullying behaviours, to speak up.

When staff members are informed of, or become aware of, an incident of bullying behaviour, he/she will:

- investigate the incident and attempt a resolution. The phrase “hands off” should be used in the case of physical bullying. The use of the questions in the Restorative Justice framework will be helpful in reaching a resolution.
- report the incident to the Assistant Principal.

If the staff member feels that a satisfactory resolution is achieved, no further action is necessary. If, however, the matter is not resolved, or the bullying behaviour is repeated, the Principal or Assistant Principal will take the following action:

- report the incident in writing to the parents of the perpetrator;
- require the perpetrator to attend Detention, during which time some form of educational support program will be undertaken;

- organise a meeting between the perpetrator/s and the victim/s to initiate a restorative process to arrive at a satisfactory resolution;
- organise a follow-up meeting with the perpetrator/s one week after the resolution to monitor how things are going

The Assistant Principal will monitor bullying on a regular basis. Even if incidents are being resolved by the staff member to whom they are initially reported, it may be that a regular pattern of behaviour is developing. If this is the case, action may need to be taken as in point 4.

Where there is a repeat of bullying behaviour following apparent resolution, the parents of the perpetrator and the parents of the victim will be contacted and asked to attend a meeting with the children involved. At this meeting discussion will focus on the problem and steps taken thus far to resolve it. Further recommendations will be made as to solutions.

If incidents of bullying continue to occur after the above steps have been followed, it may be necessary for the individual to be suspended from school for a period of time.

Cyber Bullying

To read more about online bullying and Cyber Safety visit the CSO's dedicated website www.cybersafetyforparents.mn.catholic.edu.au

Homework

Rationale:

At St Joseph's we acknowledge and recognise the demands of the contemporary family life. The school values family time, play, cultural activities and sporting commitments which occur for students outside of school hours.

This policy recognises this, by its flexibility on the areas of content and delivery. Homework will focus on the areas of Literacy and Numeracy. The emphasis will be on reading and response, and attaining basic number facts.

As a community of educators, we believe in the partnership between school and home in the learning process. Homework is a vehicle by which parents/carers can keep in touch with what is happening in the classroom as well as be an opportunity for them to foster their child's learning.

This policy is formulated to provide guidelines to teachers in setting homework so that there is a consistent approach throughout the school.

Aims:

- To assist the children to consolidate and build upon the knowledge and skills they have developed at school in Literacy and Numeracy.
- To help the children to develop home study habits, to assist them in meeting the demands and expectations of high school.
- To have a consistent approach throughout the school in regard to homework.

Implementation:

Homework is not compulsory and students will not be penalised for non-completion.

- Homework will consist of an expectation of reading with students from Kinder – 2 being provided with appropriate readers from the classroom. The reading will be based upon the child's reading ability and

interest. With an emphasis on enjoyment for reading and a focus on developing a positive attitude towards reading.

- Homework should also provide the opportunity for students to practise and consolidate known number facts and computation and/or a related activity in Numeracy from K - 6.
- It is expected that homework will be consistent across each grade.
- Set tasks needs to be corrected by the class teacher.
- It is anticipated that homework will be supervised by carer/parent.
- Research tasks may be offered in Year 5 and/or 6 at the discretion of the teacher and the needs of the class. These will be marked by the class teacher.
- If a specific request for homework is made by parents then they are to be directed to Studyladder, Lexia or suitable texts that they can purchase.

PASTORAL CARE/WELFARE

Rationale:

St Joseph's Primary School Taree is a Catholic School community which has as a key part of its mission: *"to create a caring community in which children, families, staff and the wider community work together to provide the best possible teaching and learning environment"*

With this in mind, we endeavour to provide the experience of high quality care and support for everyone in our school community. We also seek to develop strong relationships within our school and wider community understanding the significance of right relationships as revealed in the Gospels.

Aims:

- To ensure that all members are valued.
- To build upon each person's unique gifts within the school.
- To develop people's capacity to care for themselves, others and the earth.
- To bring together the various dimensions of school life so as to enrich the lives of people in the school.
- To provide a safe, supportive and welcoming place for all learning to occur.

Implementation: Who is involved?

The staff, students, parents and wider community make up the total environment and, therefore have some part to play in the pastoral care of all students.

1. Ensure that school policies such as Religious Education, Child Protection, Discipline, Harassment, Workplace Health and Safety, Bullying and Personal Development, reflect the aims of the Pastoral Care Policy and that they are consistently maintained in light of current theory and practice.
2. The following structures and practices will be implemented in order to support a caring environment at the school.

Pastoral Care Meetings

In order to manage issues of concern regarding the pastoral care of children and families, the executive staff will contact class teachers so as to clarify any pastoral care concerns/issues that they may have, prior to pastoral care meetings. Where necessary, the school's Special Needs Teacher, School Counsellor and other agencies such as DOCS, will also be involved in the consultation process. These meetings will not only help raise awareness of pastoral care concerns, but will provide a forum for executive staff to discuss how to enrich the care of staff, students and parents as part of the whole school planning process.

Seasons for Growth

'Seasons for Growth' is an in-school educational program designed to assist children in dealing with grief issues associated with loss or separation experiences. Trained companions will be responsible for facilitating the Seasons for Growth program, while the Religious Education Coordinator will coordinate the program's implementation.

Social Justice Group

In order to facilitate the children's growth in spirituality of justice and compassion, senior students will be given the opportunity to be involved in Social Justice activities, this may include fundraising activities for the poor and disadvantaged.

Year Six Buddy System

To encourage a spirit of care and concern for our youngest members of the school, each Year 6 child will be given the responsibility of helping one Kindergarten child integrate into school life. They will be supported in his/her endeavour by the Principal, Year 6 and Kindergarten teachers.

Communication between Home and School

Communication between the families and staff of St Joseph's, Taree is crucial to providing effective pastoral care within the school. If you require any support due to difficulties experienced at home, please contact the school and we will endeavour to support you as much as possible.

Behaviour Management

Rationale

The Staff at Saint Joseph's Primary School, Taree, is committed to providing a safe, caring and nurturing learning and play environment which promotes the development of independence, self-control, effective social skills, wise decision-making and concern and respect for self and others. By living and teaching the Gospel Values of Jesus, staff members are ongoing in their commitment, continually striving to equip students with skills that will enable them to contribute capably, confidently and positively to the wider community. With the cooperation and assistance of parents and carers we are preparing our students to be the citizens of tomorrow.

Aims

To assist us in our mission, this policy and associated procedures will guide, support and encourage the behaviours that will best prepare our students for life. Therefore, **consistency from all staff is vital** –

- In the modelling and reinforcement of positive behaviours;
- In providing simple, clear and explicit expectations;
- In ensuring fair, relevant and clear consequences;
- In acknowledging and rewarding effort for improvement in desired behaviours and attitudes.

We endeavour to ensure our student Behaviour Management Policy and associated procedures serve the best interests of all our students. **All staff will exercise professional judgement and display flexibility** to ensure that the individual circumstances of each student such as age, stage of development and special needs – including academic and personal, are taken into account.

Implementation

All staff members are directed never to:

- Deliberately humiliate a child; or
- Use any form of physical punishment – **Corporal Punishment does not form part of our Policy.**

Positive Behaviours will be affirmed and acknowledged through:

- General teaching practice;
- A formal award system; and
- Public acknowledgement at morning and fortnightly assembly – by way of formal award system or special mention
- Positive Behaviour Awards

Establishing Classroom Rules:

- At the commencement of the school year, every teacher will establish classroom rules that protect the rights of all individuals with their new class group and display the rules within the classroom;
- Each classroom teacher will inform parents of the behaviour expectations via the class newsletter/KLA organisation sent home during Term 1 and/or parent/teacher information sessions (if applicable);
- Teacher will revise rules with students as needed.

Dealing with Disruptive Behaviours in the Classroom:

Within the classroom, **it is the responsibility of the class teacher:**

- to create a climate that is conducive to teaching and learning and
- to be alert to disruptive students and be prepared to use the school behaviour management policy to consistently handle inappropriate behaviour

If the climate of the classroom is breached by inappropriate behaviour, suitable consequences should apply.

Consequences

Definition

A consequence is a result of behaviour. It is what happens when a child displays a type of behaviour. Reasons for having consequences are to change inappropriate behaviour and to guide staff in consistent behaviour management strategies.

Why we have consequences?

- To guide children towards ownership of their behaviour
- Routines and discipline provide children with security
- For fairness, consistency and equality for all in the school
- For children to understand that consequences are a result of their actions
- To build a positive climate within the school
- For children to understand that positive behaviour is appropriate behaviour

This will include outside of the school; school buses, excursions, and camps will not be exempt from detention.

Classroom Procedures for Inappropriate Behaviour

Step 1: *Offer positive choices and explain positive consequences.*

Non-compliance will result in time-out area. (Time out area is a designated space within the classroom. Its purpose is to allow students time to refocus and adjust their behaviour in line with the established classroom rules)

Two warnings are given to students before they are moved to time-out, unless teacher feels the incident warrants being sent straight to the space.

While in the time out area, **the student is not permitted to:**

- Engage with the class or the teacher. This is a time for reflection, calming down and refocusing of behaviour. A visual tool will be displayed.
- A specified time is set (no longer than 10 minutes);
- At the end of the time out, if the student is compliant, they return to the class with appropriate behaviour

If the student continues to be non-compliant then:

Step 2: *Remove the student to a buddy classroom.* (Not a classroom with a casual teacher. Choose a full time member of staff to ensure consistency).

Parent notification and interview is sought when the student is removed from the classroom on a regular basis.

While in the buddy classroom, **the student is not permitted to:**

- Engage with the class or the teacher. This is a time for reflection, calming down and refocusing of behaviour as above, the student will be given two reflection questions, consistent K-6, laminated;
- A specified time is set (no longer than 15 minutes);
- At the end of the buddy classroom session, if the student is compliant, they return to their class with appropriate behaviour. **If the student is still non-compliant then:**

Step 3: *Place the student on lunchtime detention.*

Step 4: *If the behaviour continues then remove the student to a member of the Executive, or the Principal.*

Playground Behaviour Management Support Document

The following strategies can be used by teachers to promote positive and appropriate behaviour on the playground, and to also reinforce playground rules

1. Rule Reminder -Teacher refers to the appropriate playground rule
2. Time out – Suspended Playtime – if a child repeatedly misbehaves on the playground the teacher may choose to suspend their playing time for a short period and direct the child onto the blue seats. The teacher may decide to ask the child to walk with the teacher as they do playground duty or undertake a school community service. This will give the child some thinking time about the rule that they have broken
3. No Hat, No play – If a child is not wearing a school hat, the duty teacher will direct the child to the blue seats, where they will remain until lunch bell has sounded
4. Seriously unacceptable playground behaviour – Seriously unacceptable playground behaviour is to be reported by the duty teacher to the Assistant Principal on the day of the incident. The teacher is to fill out the playground behaviour booklet kept in teacher study area

School Detention

Criteria for school detention

- Violent, physical behaviour to persons and property
- Bullying i.e. physical, emotional and verbal
- Defiant behaviour towards adult members of the school community
- Behaviour that is beyond reasoning
- Deliberate and persistent breaking of the rules
- Poor Bus behaviour

Whole School Detention Warning Systems - Levels

Definition

The levelled scale is to be used as a method to re-teach and re-direct students towards the correct behaviour as outlined in school rules, this will only be a guideline for staff as some students will be on Individual Behavioural Plans. These plans will be given to staff at the start of each term and when a new student is placed on such a plan. The use of scale is to deter serial offenders and is under the discretion of the Principal/Assistant Principal.

Level 0

- Students, at the school's discretion and at the commencement of a school term, will begin on Level 0. This may not be the case for incidents of an extreme nature or a serious breach of the school's code of conduct.

Level 1

- Students' progress to Level 1 if they have demonstrated that they are experiencing difficulty modifying their behaviour.
- They receive 1 detention slip
- When they receive one detention slip they will attend a lunch time 'Detention Room' where the Executive teacher will sit down with each individual student and discuss the behaviour.
- Parents are notified by the detention note and Working it Out Plan.
- When a student receives 3 detention slips in a ten day cycle they will move to the next level.
- After a five day cycle the student will return to Level 0.

Level 2

- When a student progresses to Level 2, they will be sent to the Assistant Principal and parents will be notified.
- Students will be placed on a Behaviour Management Plan Contract for a period of 5 days; this may include alternate play arrangements.
- The contract will be signed by each teacher of the session and the contents communicated with parents, either by phone, email and sent after the 5 day period.
- If the student does not modify their behaviour and fails to meet their behaviour goals or receives further detention slips another 3 in a ten – day cycle they will move to Level 3.
- When the Assistant Principal believes the behaviour has been modified the student can move to Level 1. If there are no further detentions in the next 10 day cycle, the students can move back to Level 0.
- If the student continues to demonstrate unacceptable behaviour, students may continue on another period/cycle of Level 2 and contract is continued. The LST will be notified and student behaviour plan may be implemented.
- If the contract is lost, a new contract will be commenced

Level 3

- If, after level 1 and 2, students do not provide evidence of behaviour modification, they will progress to Level 3
- Parents will be notified by the Assistant Principal and a meeting will be arranged with the Principal, Teacher, LST, School Counsellor (where possible) and Psychologist (where possible) to discuss the students behaviour. All records will be presented to the parent.
- Level 3 will include an in-school suspension – In the Time Out Room – located in the Executive Teachers Room. The duration will be determined by the Principal.
- Level 3 Behaviour Management Plan will be put in place by the Principal, AP and Learning Support Team.

- The student will continue to be monitored. Teachers will be given a Behaviour Plan to be filled by the teacher of each lesson. This will be collected after 5 days by Assistant Principal and the data is loaded as per previous explanation in Level 2.
- Upon a completion of a Level 3 contract, the student will complete a Level 2 contract for five days
- The student will be required to attend Detention Room until contract has completed, Executive Teacher will check contract.
- All documents will be placed in the files as outlined in the previous levels.

Level 4

- When a student is placed on Level 4, a student's behaviour is considered UNACCEPTABLE for participation in class attendance, camp, excursions, concert attendance and representation in school team and sport
- Parents/Principal notified by Assistant Principal
- Student removed from class and placed in Time Out Room.
- Learning Support Team notified
- Period of in-school/out- of school suspension supervised by AP/Principal
- Behaviour Plan is still in place
- AD/CSO notified
- If student's behaviour has modified over 20 days, they may at the approval of Principal move to lower levels.

Level 5

- Behaviour has not been modified.
- All previous efforts exhausted
- Clear paper trail of actions and consequences
- Parents clearly informed of the child's escalating behaviour
- Consultation with the Learning Support Team
- Suspension for a determined time

Level 6

- CSO directly involved – as to course of action with student

Parents may contact either Executive Teacher or Assistant Principal in regards to behaviour of their child.

When a child is returning to a lower level they remain on this level for a period of 5 consecutive days as long as they have not received a detention notice during this time.

Out of School Suspension

The Principal will suspend any student who commits the following offences:

- Persistent disobedience by continually breaking school rules or verbally harassing and abusing others
- Intentional violent behaviour against another student or teacher
- Possession of prohibited weapon or threatening to use any item or instrument as a weapon
- Criminal behaviour which will result in the Police being notified by the school.
- Failure to respond to behaviour management plan while on Level 3

Communications with School Executive

The general area of education is an extremely complex one and it is inevitable that from time to time problems will arise in every school environment.

One of the major roles of the school executive is to work with parents/children in an effort to solve problems associated with school life.

While it is not possible to guarantee that immediate solutions will always be forthcoming, the members of the school executive at St. Joseph's will always be ready to listen, to advise and to take the appropriate action needed to rectify a problem.

The starting point in this process is firstly being informed that a problem exists. With this in mind, parents are asked not to hesitate to contact the Principal/Assistant Principal whenever the need arises.



Child Protection Information for Parents

The Catholic Schools Office promotes an absolute commitment to the safety, welfare and well-being of all children, particularly those attending the Catholic schools of the Diocese of Maitland-Newcastle.

“Protecting children is one of our most sacred trusts.”
(Bishop Bill Wright, 2012)

Diocesan schools comply with a range of state legislation designed to protect children, including:

- The Children and Young Persons (Care and Protection) Act 1998
- The Ombudsman Act 1974 (Part 3A)
- The Child Protection (Working with Children) Act 2012
- The Crimes Act 1900

There are also key Church guidelines that promote the protection of children, including:

- Integrity in the Service of the Church: A Resource Document of Principles and Standards for Lay Workers in the Catholic Church in Australia (2011)

The Catholic Schools Office has specific policies and standards to heighten the protection of children, including:

- Reporting Concerns for Children (Version 3.0) a package of policy, procedures and guidelines
- The Diocese of Maitland-Newcastle Investigations Policy No. 1.4
- Child Protection Code of Professional Standards for Catholic School Employees

In 2005, the Diocese established a centralised, expert child protection team, now known as Zimmerman Services, which oversees child protection practices across the whole Diocese, including the Catholic Schools Office and all our Catholic schools. The Diocese's child protection practices include a range of **preventative** services as well as **responding** to allegations of abuse.

You can find out more about Zimmerman Services and its roles and functions on line at:

<http://www.mn.catholic.org.au/agencies-services/child-protection>

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. As a parent sending your child or children to a Diocesan school, you should be aware of your rights and obligations in protecting your child and all children in our schools.

The Children and Young Person's (Care and Protection) Act 1998

In NSW we are able to report certain information to Family and Community Services (FaCs). If we are concerned for one of more of the children in the school, we can discuss our concerns with a teacher, Assistant Principal or Principal. We can report our concerns to the FaCS Child Protection Helpline (Ph. 132 111, 24 hrs/7 days) if we have reasonable grounds to suspect that a child or young person is at risk of significant harm and our concerns are current. Risk of significant harm may occur from a single act or omission or to a series of acts or omissions.

It is better to be safe than sorry, so if we're uncertain, talk to a staff member at the school.

Part 3A of the Ombudsman Act 1974

Part 3A Ombudsman Act 1974, defines Diocesan schools as a 'designated non-government agency' and as such we must have systems for preventing, reporting (to the Ombudsman) and investigating reportable conduct.

All staff and volunteers in Diocesan schools fall within the scope of Part 3A and may be investigated for alleged 'reportable conduct' which includes sexual offenses, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children.

Zimmerman Services is the Diocese's specialist child protection service who works with the Ombudsman to ensure the Diocese meets its obligations under Part 3A.

The Child Protection (Working with Children) Act 2012

Under this legislation people who work in a paid or volunteer capacity in the Diocese of Maitland-Newcastle are required by law to have a Working with Children Check Clearance.

As a parent, if we learn about a staff member or a volunteer working in the school without a Clearance, we should talk with the Principal or Assistant Principal as soon as possible. If we believe that nothing is being done about our concerns, we can contact Zimmerman Services directly (Ph. 4979 1390 Mon-Fri 08:30 to 5pm).

Diocese of Maitland-Newcastle Reporting Policy

As a parent we can report any concerns we have for a student, or group of students, to our principal, assistant principal or directly to Zimmerman Services (Ph. 4979 1390 Mon-Fri 08:30 to 5pm). The Diocese's reporting policy and procedures are available to everyone on the Diocesan website:

[Diocese of Maitland-Newcastle Reporting Child Protection Concerns](#)

As parents we are entitled to contact Zimmerman Services directly about any concerns we have about the safety, welfare or wellbeing of a child or if we are concerned that the school isn't addressing allegations of reportable conduct or abuse. (Ph. 4979 1390 Mon-Fri, 08:30 to 5pm).

1. PREVENTING CHILD ABUSE IN CATHOLIC SCHOOLS

1.1 Screening

The Catholic Schools Office is working with the Office of the Children's Guardian to implement the new Working with Children Check Clearance ('Clearance'). Before anybody is engaged in 'child-related work' (as a paid employee, self-employed contractor or volunteer) they must provide the Diocese with a valid Clearance

number. Catholic Schools Office or Zimmerman Services verifies the person's status through an online service provided by the Children's Guardian before they are allowed to commence work.

The Office of the Children's Guardian determines whether a potential or current employee poses a risk to children. Anybody who is considered to pose a '*real and appreciable risk*' to children will be the subject of an interim or final bar from the Office of the Children's Guardian. People who are the subject of an interim or final bar are not allowed to work in or attend a Catholic school or work in other child-related roles across the Diocese of Maitland-Newcastle.

There is a staged roll out of the new Clearance for existing employees; schools will be completed by 31 March 2018.

1.2 Training

The Catholic Schools Office requires that all employed staff complete a full day of child protection training presented by Zimmerman Services. Further, principals and assistant principals provide regular child protection updates and reminders as part of the schools in-service training and professional development. In July 2016 the Catholic Schools Office and Zimmerman Services commenced on line training for all school personnel, which will be refreshed annually. Face-to-face training will also continue.

If you are interested in arranging child protection training or an information night for your school community, please enquire with Zimmerman Services (Ph. 4979 1390 during office hours). Information about training is available online at:

<http://www.mn.catholic.org.au/agencies-services/child-protection/child-protection-training>

2. RESPONDING TO ALLEGATIONS OF CHILD ABUSE IN DIOCESAN SCHOOLS

2.1 Reporting

Staff in Diocesan schools are mandatory reporters. This means they are lawfully required to report to the Community Services Helpline if they have *reasonable grounds* to suspect a child is at risk of significant harm from abuse or neglect and those grounds are identified in the course of, or from the person's work. Also the *Reporting Concerns for Children* package of policies and procedures obliges all school personnel to report any child protection concerns to their supervisor or Principal to be assessed as possible risk of significant harm reports to the Helpline.

Zimmerman Services or School Principals will contact NSW Police if they believe a criminal act has occurred.

As parents of children attending a Diocesan school you are encouraged to discuss any child protection concerns you have with your school's principal, assistant principal, year advisor or the Parent Liaison Officer. If you believe your concerns are not being addressed appropriately, you have the right to contact Zimmerman Services directly (Ph. 4979 1390 during office hours).

As parents, you also have the right to report your concerns to the Community Services Helpline or NSW Police at any time you believe it appropriate.

2.2 Investigating

All allegations of child abuse or neglect are taken seriously by the Diocese.

Where the alleged conduct involves a person working for the Catholic Schools Office or was alleged to have occurred in a diocesan school, the allegations are investigated at a level commensurate with the seriousness

of the allegations. When an allegation is made, a thorough risk assessment is conducted and appropriate interim safety measures may be put in place.

The Diocese will provide all cooperation to Police or Community Services if the allegation is investigated by statutory authorities. The Diocese will not commence an investigation till the statutory authority advises us that we are able to do so.

Where the alleged misconduct is deemed minor, the Principal of the school, oversighted by Zimmerman Services, may undertake a local investigation. Where the alleged conduct is more serious, a specialist investigator from Zimmerman Services will conduct the investigation. Investigations of 'more serious' matters are oversighted by the NSW Ombudsman.

If your child is a witness or otherwise involved in such an investigation, Zimmerman Services will contact you as the parent, explain what is happening and request your permission to interview your child. Zimmerman Services prefers to interview your child at home, with you present.

Child protection investigations are confidential. Unless your child is involved in the investigation, it is unlikely that you will be aware that an investigation has occurred. If you are aware of an investigation, you are asked to uphold strict confidentiality.

Complaints Resolution Procedures

ROLE OF THE SCHOOL

- It is the responsibility of the school to respond to and address complaints raised by parents/carers from their school community.
- Schools are required to maintain procedures for parent/carer complaint-handling that set out who to contact, actions the school could take, a timeframe for acknowledging a complaint and timeframe for resolution, types of outcomes a parent/carer could expect and the options to take the complaint further. Schools are able to adopt these procedures.
- Complaint-handling procedures must be published and readily available to the school community. They should be routinely reviewed to maintain currency and effectiveness.
- Schools should ensure all school staff are aware of the school's complaint-handling procedures and provide opportunities for staff to attend training/professional development activities with a focus on complaint management, where relevant.

Managing a complaint

When a school receives a complaint from a parent/carer, schools must follow the below process:

- A staff member receiving a complaint should assess the complaint to identify any immediate health, safety or security risks and action/escalate to the principal or workplace manager if there are risks.
- Actively assist parents/carers with the complaint process, informing them that at any point of the complaint process they are able to be supported by an advocate/support person.
- Consider the complaint by raising the issues in the complaint with relevant staff and/or members of the school community
- Consult, where appropriate, relevant sections of the CSO for advice. The Parent Liaison Team can provide advice about the management of complaints, including complex or challenging complaints or complainants where required.
- Discuss the school's findings with the parent/carer in an attempt to reach an agreed resolution.
- Ensure that complaints received are recorded and actions taken to resolve the complaint are well documented.
- Ensure a school record of all complaints is maintained at the school.

Resolving a complaint

Best endeavours should be made to resolve a complaint promptly at the local level. A principal may contact the Parent Liaison Team to request help to resolve a complaint. Where a complaint is found to be justified, schools are able to resolve complaints by:

- an apology or expression of regret.
- a change of decision.
- a change of policy, procedure or practice.
- offering the opportunity for student counselling or other support.



SCHOOL IMPROVEMENT PLAN 2019 OVERVIEW

- Catholic Formation and Mission
 - Faith formation for staff
 - Quality Teaching of Religion
 - The catholic 'nature / culture' of our school
 - Mission / Social Justice
 - Making Jesus Real
 - Religion Unit Pathways and Differentiation
- Learning
 - Numeracy
 - Digital Technology
 - Differentiation with a focus on numeracy
 - Increased performance in numeracy for Aboriginal Students
 - Increased growth in all students with a focus on top 2 bands
 - Diagnostic assessment with a focus on Learning Progressions
 - Tiered Intervention
 - Domain 3 – A culture that promotes learning
 - Behaviour and Wellbeing
 - Domain 8 – Effective pedagogical practices
 - Effective use of data
 - Play Based Learning K - 2
- Leadership
 - Developing the capacity of our Leadership Team
 - Leader wellbeing & the wellbeing of our staff and students
 - Teacher & Leader accreditation processes
 - Instructional Leadership
- Service & Governance
 - Community Collaboration
 - Marketing of our school and being active in the community
 - Improved attendance
 - Involvement in COSI throughout the year
 - Parent Engagement
 - Governance & Accountability
 - Development of the Learning Hub, & flexible learning environments
 - ICLT Systems
 - Policy and Procedure review
 - Environmental stewardship

