



## Parent Handbook

Dear Parents

Welcome to St Kieran's Catholic School. We hope your time here with us will be both rewarding and enjoyable. St Kieran's is a close-knit community with strong links between the school and the parish. The parish is run by priests from the Augustinian order and their spirit of friendship and welcome pervades the community.

As a Catholic school we work effectively to uphold and nurture the values and beliefs of the Church and we strive to create a welcoming and inclusive community of faith, hope and love.

We celebrate and teach the word of God while at the same time showing authentic public witness to our Christian faith. We want our students to worship publicly as Christians with the love and support of their community and we want them to be strong and confident participants in the Catholic story. We hope they will choose to care for and contribute to this community and that they will be proud to be Catholic.

To put this into practice at St Kieran's we strive to:

- ✚ help each of our members develop their spirituality and come to know Christ as a friend
- ✚ foster Gospel values in all that we do
- ✚ act as peacemakers
- ✚ promote a love of learning
- ✚ foster a sense of justice and compassion and
- ✚ respect the dignity of each person.

We have a dedicated and talented staff that is always striving to promote and nurture quality teaching and learning. The Catholic commitment to love, justice and equality implores us to ensure that all in our community feel they are valued and successful.

Regards

Michael Gallagher  
Principal

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**School Office:**

**Telephone:** 9949 3523

**Email:** skmv@dbb.catholic.edu.au

**Parish Office:**

**Telephone:** 9949 4455

**Parish Priest:** Fr Dave Austin



# Contents

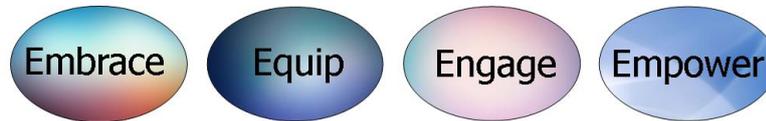
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## ***Our Vision*** 2017-2020

Embrace Equip Engage Empower



### ***Our Mission:***

As a welcoming Catholic school community, St Kieran's promotes Gospel values through relationships based on acceptance, respect, dignity, compassion and the uniqueness of the individual.

As a loving and life-long learning community we are committed to:

Excellence in teaching and learning;

Growth in faith;

Affirmative pastoral care;

Promotion of Social Justice through Leadership.

### ***Our Motto:***

***"To learn and to love"***



# A Short History of St Kieran's

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St Kieran's Primary School is part of the Catholic Community of North Harbour parish. It is a vibrant and close-knit community, with the school being an integral part of the overall parish life. The school's vision statement reflects strongly this belief in the relationships between the school, the parish and the home. It is seen as a source of strength and unity amongst the groups. The school's motto, **To learn and to love**, is highly valued by the whole community – students, parents and teachers.

St Kieran's was one of the parishes that were established on the Peninsula from the original parish of Manly. Monsignor McDonald, the legendary Parish Priest of Manly, dedicated the church in honour of the patron saint of his old school, St Kieran's College, in Kilkenny.

The foundation stone of St Kieran's Church/School was laid on April 20 1952 by the late Bishop Eris O'Brien, on behalf of the late Cardinal Gilroy and the first Mass was celebrated by Rev. Father John Walsh, the assistant priest from Manly. The Augustinian priests took responsibility for the parish in this year. Father D.B. Ormonde OSA was appointed as the first Parish Priest. The Augustinians have provided guidance and support to the school since this time. They have contributed greatly to the everyday life of the school and to its strategic direction.

St Kieran's Parish School was opened in January 1953 with an enrolment of 30 children. In February, 1955, an extension of two classrooms was made to the school/church. The Sisters of the Good Samaritan ran the school from the beginning until 1974 when they handed over the Principalship to a lay person. The Sisters continued to be part of the staff until 1977, when they withdrew from the school altogether.

At the commencement of the school year in 1959, there were 276 children in attendance and so after a fund-raising drive, a local parishioner was appointed to add a second-storey to the existing building.

Early in 1960 a cottage was purchased to serve as a Parish Meeting Place and the school tuckshop. The cottage was eventually demolished to make way for the present church. Another house in King Street was purchased and was used as a classroom and staffroom until it too was demolished to make way for the erection of a new priory for the priests of the parish. This was officially opened in 1980, with the old priory becoming the School Administration block. A new classroom block comprising five general-purpose learning areas was completed in 1983. The Parish Centre and Hall was opened in 1998.

During 2002 there was an extensive rebuilding project that culminated in new administration offices, library, technology centre and one new classroom being opened in October. The playground also received a significant upgrade at this time. In 2006 the Manly Vale parish combined with St Cecilia's parish to become the Catholic Community of North Harbour under the continued direction of the Augustinians.



At the end of 2007 renovations were undertaken to further upgrade the toilet block for students.

The Santa Monica development in King Street allowed for the development of an outdoor play space incorporating play equipment, a sandpit and creative play areas. This area is a “Shared Space” for school use during school hours and resident use at other times.

During 2010 the school underwent a significant building project as part of the Federal Government’s initiative “Building the Education Revolution”. A new multi-purpose classroom was added that allowed for a new undercroft area in the playground. Upgrading and refurbishment of classrooms was also undertaken at this time and classrooms on the first floor were joined by open verandahs which for the first time connected all rooms. The verandahs created additional space for students and a ramp which allows for disabled access was also built as part of this project. Changes to the Parish car park allowed for the organisation of an afternoon drive through to meet the safety needs of families at dismissal time.



## Our Patron Saint: St Kieran

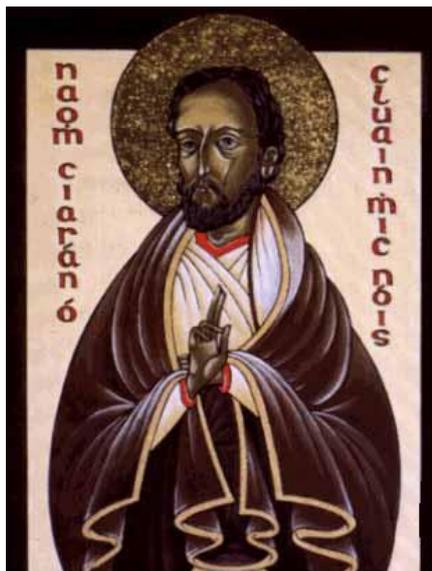
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We know him as St Kieran, but in the Gaelic language there is no letter K . Ciaran Mac an Tsair, or *Ciaran the Son of the Carpenter*, was thought to have been born in 516AD at Cape Clear, Ireland – in south-west Cork. He died on September 9, 540AD of the yellow plague. Ciaran is remembered today as being the founder of the great teaching monastery at Clonmacnoise. He is also remembered for having a number of colourful legends associated with his life.

St Ciaran's formal education was with St Diarmuid of Clonard and St Finian – tutor of the ancient saints of Ireland. One night St Ciaran and St Enda, a fellow student, had the same vision:

*... of a great fruitful tree beside a stream, in the middle of Ireland, and it protected the island of Ireland, and its fruit went forth over the sea that surrounded the island, and the birds of the world came to carry off somewhat of its fruit.*

Enda interpreted the dream to mean that the great tree was Ciaran, for he was great in the eyes of God and men of all Ireland would be full of his honour. Ciaran was told that the vision meant he should go to the bank of a stream, and there found a church. Ciaran chose Clonmacnoise, on the Shannon River, for the site of his church because of its ideal location at the junction of the river and road travel in Celtic Ireland. Shortly after his arrival, Ciaran met Prince Diarmuid who helped him build the first church – a small wooden structure, and the first of many small churches to be clustered on the site.





# Our Curriculum

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At St Kieran's we offer a balanced and diverse curriculum, dedicated to the development of the whole child. Our School Mission highlights our commitment to quality teaching and a stimulating learning environment. We are proud of our academic achievement and our ability to meet the needs of individual students.

Everything that happens in schools can be called the *Curriculum*; however it usually refers to the planned learning activities. In Catholic primary schools the curriculum is divided into seven Key Learning Areas (KLAs). These are:

- ✚ Religious Education
- ✚ English
- ✚ Mathematics
- ✚ Science and Technology
- ✚ Human Society and Its Environment (this KLA comprises History and Geography)
- ✚ Creative Arts
- ✚ Personal Development, Health and Physical Education.

The Catholic Schools Office of Broken Bay, our governing body, sets the Religious Education Syllabus. The NSW Education Standards Authority develops the Syllabus Documents (incorporating the Australian Curriculum) for the other six key learning areas.



## **Religious Education**

The Religious Education curriculum acknowledges and supports the parents in their role as the prime educators in the faith of their children. It is designed to develop the student's growth in, and understanding of, the wonder of a faith relationship with God our Father, Jesus Christ and the Holy Spirit.

Through the curriculum the children are invited to participate in this faith relationship by learning about the history and traditions of the Catholic Church and the Scriptures. The curriculum content also supports parents in the preparation of their children for the sacraments.

At St Kieran's, our strong relationship with the parish supports us in creating a community that, hand in hand with the parents, fosters our students' faith development.

## **English**

The NSW syllabus for the Australian Curriculum in English was implemented in 2014. At the core of this syllabus is the desire to develop a love of literature, to engage students in critical and reflective practices and to give them the skills and knowledge of language to express themselves with purpose and confidence.

Through responding to and composing a wide range of texts and through a close study of quality texts, students will develop knowledge, understanding and skills through the following content areas:

- Speaking and Listening
- Reading and Viewing
- Writing and Representing
- Spelling
- Grammar, Punctuation and Vocabulary
- Handwriting and Digital Technologies

Students are actively encouraged to think in ways that are imaginative, creative, interpretive and critical. They are provided with opportunities to explore language as a way to express themselves and their relationship with others and with their world.

## **Mathematics**

The NSW syllabus for the Australian Curriculum in Mathematics was implemented in 2014. Mathematics is the study of number, patterns and relationships that will lead to the development of concepts and generalisations that can be applied in finding solutions to problems, improving our understanding of the world around us and meeting the needs of specific people. It is a way of thinking characterised by exploring, manipulating, classifying, generalising, abstracting, estimating, calculating, predicting, describing, deducing, drawing and measuring.

Mathematics is a powerful, precise and concise means of communication used to represent, to interpret, to explain and to predict. It is an essential and relevant part of everyday life.



The content of the Mathematics K – 6 syllabus is organised into the following areas:

- Working Mathematically, Number and Algebra,
- Measurement and Geometry, Statistics and Probability.

## *Science and Technology*

Science and Technology K–6 develops students' curiosity about natural phenomena and the built environment. It provides students with the opportunity to develop a sense of achievement by using the practical application of knowledge in the development of solutions. It enables them to explore scientific and technological concepts and develop knowledge and understanding of the world. Through the application of Working Scientifically, and Design and Production skills, students develop an interest in and an enthusiasm for understanding nature, phenomena and the built environment. By the end of each Stage, students will have had opportunities to investigate scientifically and apply their knowledge and understanding in the creation of designed solutions.

The five content strands in Science and Technology K–6 are the basis for the continuum of learning and all five content strands are to be delivered by the end of each Stage. These consist of:

- Living World
- Material World
- Physical World
- Earth and Space
- Digital Technologies

## *Human Society and Its Environment*

Human Society and Its Environment (HSIE) is the key learning area where students gain an enhanced sense of personal, community, national and global identity and where they are enabled to participate effectively in maintaining and improving the quality of their society and environment.

**HISTORY** – Content for this KLA is as follows:

- **Early Stage 1** – Personal and Family Histories
- **Stage 1** – The Past and the Present
- **Stage 2** – Australian History: Community & Remembrance, First Contacts
- **Stage 3** – Australian History: Colonial and National
- **Historical Concepts and Skills** – Continuity and change; Cause and effect; Perspectives; Empathetic understanding; Significance; Contestability; Comprehension; Analysis and use of sources; Research; Explanation and communication.

**GEOGRAPHY** – Content for this KLA is as follows:

- **Early Stage 1** – Places
- **Stage 1** – People and Places
- **Stage 2** – People, Places and Environments
- **Stage 3** – People, Places and Environments of the World
- **Geographical Concepts** – Place; Space; Environment; Interconnection; Scale; Sustainability; Change.



- **Geographical Inquiry Skills** – Acquiring; Processing; Communicating.
- **Geographical Tools** – Maps; Fieldwork; Graphs and Statistics; Spatial Technologies; Visual Representations.

### ***Italian Program***

A specialist Italian Teacher works with students in Years 3-6 to deliver a language and cultural Italian Program.

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

This key learning area is directly concerned with the development of the student as a whole person. Its implementation has the potential to contribute to improved and ongoing quality of life for all students. It is based on a broad notion of health that encompasses all aspects of an individual's wellbeing, inclusive of social, mental, physical and spiritual health.

At St Kieran's our programs focus on encouraging students to make informed decisions related to health and physical activity and develop positive attitudes towards a healthy lifestyle. The syllabus covers the development of skills and knowledge and understandings. It is divided as such:

**Skills:**

- Communicating
- Decision Making
- Interacting
- Moving
- Problem Solving

**Knowledge and Understandings:**

- Active Lifestyle
- Dance
- Games and Sports
- Growth and Development
- Gymnastics
- Interpersonal Relationships
- Personal Health Choices
- Safe Living

At St Kieran's we employ a specialist Physical Education teacher who works with each class for one lesson per week. In addition, Years 2-6 participate in a school sports program and K-1 in a gross motor program.

### ***Creative Arts***

The Creative Arts syllabus is divided into four strands:

- Visual Arts
- Music
- Dance
- Drama



The syllabus is designed to enable students to gain increasing understanding and accomplishment in the four strands. It aims to develop a commitment to participate in, and develop a life-long appreciation of, the arts.

At St Kieran's we have a specialist Creative Arts teacher who teaches each class for one lesson per week. We have a strong band program for students in Years 3-6.

Drama is available through a private teacher and lessons are conducted either during lunchtime or after school.



# How Do Children Learn?

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## **Everyone should be treated with respect and dignity**

We expect that this will be acted out by students, teachers and parents. Children learn best in an environment that values them as a person, and where they can see the adults around them model appropriate behaviour.

## **Children learn well when they feel safe yet challenged**

Our students need reassurance that their efforts are valued and that the significant adults in their lives are encouraging of their attempts to learn. Children need to take some risks in their learning and if they learn to fear making mistakes, their learning will be hampered.

## **Learning is about making meaning**

Children naturally strive to make meaning from their world. Their curiosity leads them to explore their surroundings, solve problems and make sense of things. Children begin this process from babies and it is important that schools recognise that they come to school as problem solvers and continue to learn to develop this skill.

## **Children learn in different ways and at different rates**

Children's level of maturity and stage of development influences whether they are able to learn a particular skill or concept at a particular time. It is important to focus on each child's individual progress and not devalue his or her learning by comparing it to someone else.

## **Children learn by being actively involved, by watching and by imitating**

They learn effectively from each other as well as adults and they deepen their understanding when they explain their thinking or demonstrate their skills to others.

## **When children experience success, their self-confidence rises and they learn more effectively**

As adults we must encourage and support our students and adapt their learning environment to suit their needs to ensure they can succeed and grow in their belief in themselves.

## **Children learn through play, through handling materials and through solving real-life problems**

Because of this, the modern-day classroom can be a very different place from when we were at school. Students are encouraged to use equipment to solve problems and to apply their knowledge to their own life.

## **Talking helps children learn**

Children learn when they ask questions, explain things, hear different points of view or think aloud. Talking is an effective means of clarifying and consolidating ideas and learnings.



# Supporting Your Child's Learning

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At St Kieran's we acknowledge the valuable role parents play in the education of their children. As a parent you are your child's most enduring teacher. One of the best ways you can help your children learn is to talk with them about things they are really interested in. Adults and friends can help children learn by:

- + giving them lots of time and opportunity for play
- + listening to them
- + answering their questions (even when they are endless)
- + talking with them about things they want to talk about
- + looking at books together
- + valuing the steps they take in their learning journey, no matter how small
- + letting your children see you as a learner
- + showing that you value learning
- + reading and telling stories
- + encouraging their imagination and creative play
- + encouraging them to question
- + providing them with different experiences
- + sharing their excitement about learning and discovering
- + joining in their play when invited
- + giving them lots of encouragement, understanding, affection and acceptance
- + making sure they have a balanced diet, plenty of exercise and adequate sleep
- + having high expectations – of conduct as well as achievement
- + helping set achievable goals and clear guidelines for behaviour
- + praising specifically (eg) “that is a well written sentence”, rather than “Well done”.
- + don't put your worries on children's shoulders

## **and most importantly ...**

- + spend time with them
- + limit device time



# How to Become Part of the Life of St Kieran's

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Parents are encouraged to take part in the life of St Kieran's school. The extent to which you are able to do this will, of course, depend on your circumstances. Many parents find their time is limited, but there are many ways you can join in without needing to be at the school. Examples of where parents are currently helping out in their own time include designing and maintaining the school's website, covering books at home, helping to make resources, being on committees etc.

Parents can make a better school when they ...

- ✚ make an effort to understand what the school is trying to do
- ✚ see the school as *your* school and encourage your children to see it the same way
- ✚ if possible, participate on committees and attend Parents and Friends meetings and functions
- ✚ welcome new parents and help them feel they belong
- ✚ support a broad and balanced curriculum
- ✚ encourage your children to cooperate fully, to join in all school activities and to take pride in the buildings, the grounds and the school community as a whole
- ✚ take part in the life of the parish, as it is an integral part of St Kieran's
- ✚ always be positive about your school when talking to others. If you have a problem, or are unhappy about something, please tell us
- ✚ go to school activities – open days, plays, concerts, masses, liturgies, celebrations etc.
- ✚ show your children that you have confidence in the school and their teachers



# Things You Should Know

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## Absence from School

Parents are required to provide a letter of explanation for all their children's absences from school. This is addressed to the class teacher. If parents wish, they may also ring the school office on the morning of the absence 9949 3523.

If parents intend taking their children out of school for short or long periods, they should apply in writing to the principal using either a 'Full Day/s Absence form for periods of 1-9 days or form A1 – Application for Extended Leave for periods of 10 days and over. Exemption granted by the Principal is required in order to satisfy legal obligations. Please check the School Website on the *Parent Information* page for further information regarding documentation for absences.

## Accidents and Illness

School is not the place for a sick child so we ask that you make other care arrangements on days when your child is not well. Someone will notify you if your child becomes ill at school. We are able to provide temporary care only for a sick child and therefore, parents are expected to collect or arrange for their child to be collected from school if they are ill.

In the event of an accident at school, staff members take appropriate action depending on the severity. Parents are automatically contacted if there is an injury to the head, regardless of how minor it may appear. If the school staff is in any doubt as to the severity of the accident or illness, parents will be immediately notified.

**Please keep contact details current** by advising the school office of any changes to home, work and mobile phone numbers.

It is imperative that the school is informed of any issues relating to your child's health. We must also have up-to-date contact details for parents and emergency contacts.

Schools are required to notify the NSW Department of Health if any child in the school contracts the following:

- diphtheria
- measles
- meningococcal
- mumps
- pertussis (whooping cough)
- poliomyelitis
- rubella (German measles)
- tetanus

If your child comes down with any of the above, please ring the school office as soon as a diagnosis is made.

## Assemblies

Whole school assembly occurs every Monday at 8:45am in the courtyard and some allocated Fridays at 2:00pm in the Parish Centre. Parents are welcome at both. The Monday morning assembly lasts for about 10 minutes. It begins with a prayer,



and includes upcoming events, acknowledgements, the singing of the national anthem and the raising of the Australian flag.

Friday assemblies contain a class presentation or a guest speaker, class awards and any other special events. The Year 6 students run these.

### **Assessment and Reporting**

Students are assessed in a number of ways. Diagnostic tests, teacher observations and formal assessment procedures are used throughout the teaching and learning process to improve student learning.

Formal reports are sent home to parents at the end of each semester in June and December. Parents living in separate households both receive a copy of the report.

Parent/Teacher Interviews with all parents are held at the end of Term 1 only.

Parent/Teacher interviews are offered at the end of the year by request.

### **Before and After School Care**

Before and After School Care facilities are offered on the school grounds. Details can be obtained from the school office. Before school care begins at 7am and after school care finishes at 6pm. We do not encourage parents to send children to both before school and after school regularly, as this makes for a very long day.

### **Birthdays**

The teachers are happy for the children to celebrate their birthdays at school, but please make this stress free and mess free by supplying cupcakes, slices or pre-cut cakes. Always ensure you have enough for all members of the class and please take into consideration the allergy issues associated with the individual class.

### **Buddy System**

St Kieran's operates a buddy system between the Kindergarten and Year 6 children. Each kinder child is allocated a buddy for the year. Their buddy then becomes a friendly face in the school and your child can go to them for help and reassurance.

Sometimes the Year 6 children help their Kinder buddies in the classroom.

### **Bus Passes**

Every child who needs a bus pass must apply online to NSW Transport - Student. All children in Kindergarten to Year 2 are automatically eligible for one. Children in other years who live more than 1.6 km in a radial line from the school are also eligible. If your child lives within the radial circle but you feel a free bus pass is necessary due to reasons of safety, medical conditions or walking distance, you may appeal in writing to the Department of Transport. See the office for more details.

Currently three buses depart the school from 3.00pm. The routes are as follows:

#### **Route 614 – Seaforth**

St Kieran's, Mackellar Girls High, Kitchener & Wanganella, North Balgowlah, Seaforth Shops



### Route 775 – Allambie

St Kieran's, Condamine St & Kentwell Rd, Kentwell & Wandella Rds, Allambie Heights Shops, Skyline Shops, Warringah & Pittwater Rds

### Route 779 – Brookvale

St Kieran's, Warringah Mall - Pittwater Rd, Pittwater Rd & Federal Pde

## **Canteen**

The Canteen at St Kieran's is coordinated by a Canteen Manager and run by volunteers.

It is open for Lunch and Recess on Wednesday, Thursday and Friday. The Canteen uses the online ordering system, Qkr. The healthy menu has been prepared with the assistance of Healthy Kids Association NSW. The Canteen is Allergy Aware and caters to those children in the school with special needs.

## **Child Protection**

At St Kieran's we take our responsibility to protect children seriously. All staff is expected to promote child safety by having a clear understanding of their legal child protection responsibilities and act in accordance with those responsibilities.

In particular the school will:

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

***See also Appendix 1: CHILD PROTECTION INFORMATION***

## **Class Parents Network**

Class parents act as a liaison between parents, teachers and the Parents and Friends Association. Their duties could include organising social events for the grade and the school. Assisting with fundraising, coordinating helpers and assisting with social events.

**The class parents do not act as a person to whom other parents take complaints about teachers, the school or students.** Any concerns or issues need to be addressed by the teacher with the parent concerned.

Each term the class parent network meet with the Principal to discuss and share items relating to upcoming events.

## **Collection of Money**

All money sent to school should be placed in an envelope which is clearly marked with the child's name, class, date and reason for collection; e.g. P&F, Fees.



## Communication

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

School level communication occurs through a weekly newsletter (Fridays) and in some cases special flyers or emails. The school office must receive any requests for items to be included in the newsletter by Thursday morning. Both school and class newsletters are available online.'

At a class level, communication occurs through the Class Weeblys (websites), Interviews, Reports, letters to parents and extra formal interviews as required.

If you have any concerns or issues the appropriate course of action is to approach the class teacher and not discuss it amongst other parents, including the class parent.

## Complaints

At St Kieran's we take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible:

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

***See also Appendix 2: MAINTAINING PROFESSIONALISM***

## Discipline

There is no corporal punishment at the school. Discipline practices focus on Quality Behaviour.

## Enrolment

Application for enrolment is made directly to the school. This involves the completion of an application form and the presentation of the original Baptismal and Birth certificates. An application fee is paid when the form is returned to the office. An interview takes place, after which time the enrolment committee will meet to decide upon the application.

## Excursions

All classes go on excursions, which form an integral part of the children's overall education. They are planned to support a particular unit of work. Excursion costs



are billed with the school fees. A small number of parents are usually required to help with each excursion. Teachers will notify parents of the excursion details and a permission note for each child must be signed and returned to the school. It is important that permission notes are signed and returned to enable the child to attend.

### **Leaving the school during school hours**

Children are not permitted to leave the school grounds during school hours. Should a child have an appointment or need to leave the school early for any reason, the class teacher should be informed. Parents should then advise the school through the Compass portal. When students arrive late or are collected early parents enter details through the Compass Kiosk at reception.

If a child needs to be picked up from school by someone other than the authorised person, the class teacher must be notified.

### **Lost Property**

Lost property can be a huge problem in schools. Most of it is caused by items not being labelled. All children's clothing and belongings must be clearly labelled. Any lost property is placed in a container outside room 1 (Kindergarten). Any unlabelled clothing that is not claimed at the end of each term is given to the clothing pool or St Vincent De Paul.

### **Medical Conditions**

It is imperative that the school is notified of any medical condition or allergy your child may have.

Appropriate forms are available at the office.

### **Medication at School**

All schools within the Broken Bay Diocese must follow set guidelines for the dispensing of medication to children. For children on long term, daily medication there are numerous notification/permission slips which need to be collected from the office, completed and returned before medication can be dispensed. No medication will be administered without a doctor's written approval.

In the case of antibiotics, we require permission in writing from a doctor and parent, stating child's name, class, type of medication, dosage and whether it is to be given at 11am and/or 2pm, which is when the office dispenses medication. Medication will not be dispensed without the necessary written permission.

### **Messages and Telephone Calls**

The office is open between 8:30am and 3.30pm. Teachers are unavailable during class time, but a message can be taken and they will return your call at the next available opportunity. Please remember that teachers have playground duties so they may not be able to get back to you until later in the day.

Please ensure your child is aware of the arrangements for their departure from school before they leave home in the morning. We understand that on occasion circumstances change, but as a general rule we ask that you ensure that travel arrangements have been organised before sending your child to school.



## Parent Helpers / Volunteers

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

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

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

**See also Appendix 3: WORKING WITH CHILDREN CHECKS**

## Parents and Friends Association

The P&F consists of a group of members elected by the school community at an Annual General Meeting held at the end of each year. The P&F supports the school by organising social and fund-raising events. All families are welcome to participate by attending P&F meetings (one every term), social functions and by joining committees.

Funds raised by the P&F are used to assist the school in the purchase of resource materials. In the past these funds have been used to purchase reading books, mathematics equipment, computers, classroom furniture, play and sporting equipment and to upgrade the playground.

## Pastoral Care

Pastoral Care is highly valued at St Kieran's. There are a variety of programs which are currently implemented to ensure that the pastoral needs of those in the community are catered for.

St Kieran's is a KidsMatter School. For further information about this, visit –

<https://kidsmatter.edu.au/primary>

There is currently a Pastoral Care Co ordinator at the school.

## Picking Up and Dropping Off

Parents are responsible for ensuring that arrangements are made to ensure the safety of their children on the way to school.

The King St car park has a designated drive through and drop off zone (“kiss and drop”) where parents can safely drop off their children before school. Please do not park in this zone at any time. An adult must attend children walking through the car park at all times. Parents are asked to respect the rights of the residents in Gordon St by not double-parking or parking in any of the driveways.

In the afternoon parents picking up their children via the drive through are to display their family name on the front left hand side of the car windscreen. Children being picked from the play area will remain with their teacher as children are not allowed under any circumstances to leave the school premises and meet



parents in the car park or side streets. Students catching a bus go straight to the bus lines on dismissal.

Students attending After School Care are sent directly there by the class teacher. If you wish your child to walk home, a permission note must be sent to the school, which is then kept on file. Students crossing the road are seen across by a teacher at the corner of King and Condamine Streets.

### School Advisory Committee

There is a School Advisory Committee at St Kieran's based on a model of Pastoral Governance and the belief in a shared wisdom decision making process of discernment.

The purpose of the School Council is to build, strengthen and nourish the school as part of the parish as well as assist the principal in living the mission of the school.

Membership of the School Council is discerned by the local community and commissioned by the Bishop.

### School Hours

School hours are from 8:45am to 2:55pm. A warning chime goes at 8:43am and classes line up in designated areas ready for the start of school at 8:45am. Morning tea is from 11:00am to 11:15am and lunch from 12:50pm to 1:50pm.

**There is no supervision provided before 8:15am.** Parents are asked to ensure children do not arrive at school before this time. At 8:15am, all students are to go to the area being supervised and remain there until the class teacher takes them to class. **There is no supervision provided after 3.20 pm**

### School Masses

Throughout the year the school gathers as a whole to celebrate the Eucharist. Parents are always welcome at these Masses. Prayer services are also held in the church to mark various aspects of the liturgical year.

Once a year each grade participates in a Parish Mass. This is always the 9:30am Sunday Mass. The students in Years 3-6 are encouraged to attend an 8:30am weekday Mass with their class monthly.

### School Fees

Invoices are emailed in February which shows the due date for payment per invoice. School fees are payable within 30 days of invoice date. There are a number of options for payment of fees: Eftpos, cash, & BPay. Please contact the school for relevant paperwork. Statements are emailed monthly to the fee payer.

### Student Leadership

A shared leadership approach provides all the children with a valuable experience in leadership. The children are given the opportunity to work collaboratively as they work in Leadership Teams identifying and planning initiatives for the school community.



## School Website

The school website can be accessed [www.skmyddb.catholic.edu.au](http://www.skmyddb.catholic.edu.au)

The website provides information regarding the school and parents are encouraged to access the site regularly for updates.

## Valuables at School

It is not possible to ensure the safety of valuable or precious belongings brought to school so to avoid the tears and disappointment that come with such an item being lost or broken, we ask you keep them safely at home.

We do not encourage mobile phones being brought to school by children. Please notify the class teacher, in writing, should there be a necessity for your child to have a mobile phone.

Please refer to the Policy *Mobile Phone Guidelines* (via the School Website)

The school does not accept responsibility for non-school/personal items.

## Volunteering

If parents wish to volunteer in any capacity at the school a WHS Induction form and a Working with Children Declaration form must be completed. Both are available from the school office. The Declaration remains current until your child leaves St Kieran's. However, to remain current parents must volunteer at least once in a 12 month period.



# Uniform

Students at St Kieran's are encouraged to take pride in themselves and their school and so we ask that as parents you support us in our endeavours to have students in full school uniform at all times. A comprehensive uniform list is printed below. Uniforms are available from Pickles School Wear, Wattle Road Brookvale.

To order please go to the Pickles website. [www.pickleschoolwear.com](http://www.pickleschoolwear.com)

GIRLS	BOYS
<b>Summer Uniform</b>	
<ul style="list-style-type: none"> <li>Girls Summer Dress</li> <li>White short socks</li> <li>Black leather polishable shoes—no coloured markings of any type</li> </ul>	<ul style="list-style-type: none"> <li>White short sleeved shirt</li> <li>Navy shorts</li> <li>Navy socks</li> <li>Black leather polishable shoes—no coloured markings of any type</li> </ul>
<b>Winter Uniform</b>	
<ul style="list-style-type: none"> <li>Girls Winter Navy Uniform</li> <li>Girls Winter white long sleeved shirt with peter pan collar</li> <li>Navy tab tie</li> <li>Navy cardigan, V-neck top or zip jacket</li> <li>Knee high navy socks or navy tights</li> <li>Black leather polishable shoes—no coloured markings of any type</li> </ul>	<ul style="list-style-type: none"> <li>White long sleeve shirt</li> <li>Navy long pants</li> <li>School tie</li> <li>Navy baseball or zip jacket or V-neck top</li> <li>Navy socks</li> <li>Black leather polishable shoes—no coloured markings of any type</li> </ul>
<b>Sports Uniform</b>	
<ul style="list-style-type: none"> <li>Unisex short sleeve polo shirt with school emblem</li> <li>Unisex long sleeve polo shirt with school emblem</li> <li>Navy pleated sports skirt /skort /or unisex shorts</li> <li>Navy dance pants</li> <li>White socks</li> <li>White sandshoes—minimal coloured markings</li> <li>Unisex Navy track / jacket / pants</li> </ul>	<ul style="list-style-type: none"> <li>Blue collared T-shirt with school emblem</li> <li>Navy sports shorts</li> <li>White socks</li> <li>White sandshoes—minimal coloured markings</li> <li>Navy tracksuit / jacket / pants</li> </ul>
<b>Accessories</b>	
<ul style="list-style-type: none"> <li>Wide brimmed hat</li> <li>Unisex bucket hat</li> <li>White ankle socks – summer</li> <li>School backpack</li> <li>School excursion /sports bag</li> <li>Aliceband summer – thick/thin</li> <li>Aliceband winter – thick/thin</li> <li>Scrunchie – summer/winter</li> <li>Soft headband – summer</li> <li>Unisex raincoat jacket in a bag</li> </ul>	<ul style="list-style-type: none"> <li>Legionnaire cap – one size</li> <li>Unisex bucket hat</li> <li>Boys navy ankle socks – summer &amp; winter</li> <li>School backpack</li> <li>School excursion/sports bag</li> <li>Unisex raincoat jacket in a bag</li> </ul>



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### Unisex Jumpers and Jackets

- Unisex knitted navy wool jumper
- Unisex polar fleece vest
- Unisex polar fleece ¼ zip jacket

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### General

- School hat to be worn daily when outdoors—either legionnaire, wide brim or bucket styles. Hat flaps must be worn down
  - Students must ensure they have the correct backpack with the school logo
  - No wrist or neck jewellery to be worn
  - Stud earrings only
  - School winter shirts must be worn tucked in
  - Students hairstyles must conform to the following:
  - Hair should be neatly cut
  - Undercut styles are not acceptable (Including tracks/lines)
  - Collar or longer length hair must be tied back neatly with a plain elastic, a ribbon, scrunch, or a headband.
  - Hair is not to be tinted or coloured.
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# Glossary of Terms

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## **ABSC**

After and Before School Care.

## **AP**

Assistant Principal – currently at St Kieran's our Assistant Principal is the Learning Support Teacher and has other administrative and curriculum responsibilities.

## **Assessment & Reporting**

Teachers continually assess and gather data about each child's progress. Formal reports are sent home at the end of Semester 1 and 2. Formal Parent Teacher interviews at the end of Term 1.

## **CSO**

Catholic Schools Office is the administrative head office for all Diocesan Systemic schools. Its offices are in Pennant Hills.

## **Consultant**

In our education system this term refers specifically to the three senior officers who oversee schools in the Diocese. Our Consultant, Ms Anne Duncan, supervises the Principals of all CSO schools on the Peninsula. (The term is also used in the more common sense to describe people with special expertise who visit the school on occasion to provide professional advice.)

## **ESL**

English as a Second Language. A term which refers to any students whose first language is not English.

## **HSIE**

A Key Learning Area comprising History and Geography.

## **KLA**

Key Learning Area – defined by the NSW Education Standards Authority. There are 7 key learning areas taught in a Catholic school – Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education

## **Learning Support**

The Learning Support Program is organised by the Learning Support Teacher who liaises with Learning Support Assistants, parents, CSO consultants and teachers to gather data and plan teaching and learning programs to meet the needs of children with specific learning needs. Learning needs can often be academic, physical, social, emotional and behavioural. Counselling is available should this be required.

## **LOTE**

Languages Other Than English – Generally used to apply to any foreign language taught in schools. In our school we focus on Italian

## **LBOTE**

Language Background Other than English. A term which refers to students who are exposed to another language at home



### **Mufti Day**

A day when students are allowed to wear their everyday clothes rather than school uniform. Sometimes these days require the student to bring a gold coin as a donation to a nominated charity.

### **NAPLAN**

The National Assessment Program in Literacy and Numeracy is a National Test for all students in Years 3 and 5.

### **NESA**

NSW Education Standards Authority – established in 2017 to serve government and non-government schools in the development of school education for years K-12. It develops curriculum and is responsible for the registering of schools

### **Outcomes**

More precisely, Student Learning Outcomes. All Board of Studies curriculums are written in terms of outcomes. These are statements that describe the knowledge or skills children should develop as a result of their learning.

### **P&F**

Parents and Friends Association – All parents are warmly invited to join our school's P&F. Contact the school office for further details.

### **PD/H/PE**

Personal Development, Health and Physical Education

### **PP**

Parish Priest

### **RE**

Religious Education

### **REC**

Religious Education Coordinator – currently at St Kieran's the REC shares the role with that of Pastoral Care Co-ordinator

### **School Leadership Team**

The senior staff of the school (Principal, Assistant Principal, Religious Education Coordinator and Coordinators) who meet regularly to discuss school policy, procedures strategic directions based on annual School Improvement Goals.

### **SIP Goals**

Goals derived from the School Improvement Plan negotiated in consultation with staff, students and parents.

### **SDD**

Staff Development Day – a pupil-free day where the whole staff are involved in some form of professional development. There are five such days each year.

### **WH&S**

Workplace Health and Safety.



## APPENDIX 1:

### *Child Protection Information*

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

In particular the school will:

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

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

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

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

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

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

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



## APPENDIX 2:

### *Maintaining Professionalism*

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

We understand that staff have a duty of care to:

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

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

Staff strive to:

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

#### Addressing complaints of inappropriate behaviour by staff

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

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

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

All complaints are investigated and resolved through a fair and confidential process which involves listening to 'both sides of the story' and giving all involved an opportunity to be heard. If the concerns involve alleged criminal behaviour they will be reported to the Police and the CSO will wait for the outcome of the Police investigation before continuing its own investigation.

At the end of an investigation a finding will be made and appropriate follow up determined. In relation to the staff member this may include no action, increased



support, professional development, increased supervision/monitoring or disciplinary action, removal from duties or termination of employment.

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



## APPENDIX 3:

### *Working with Children Checks*

#### Screening of those working in schools

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

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

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

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

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

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

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

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

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

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

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



## APPENDIX 4:

### *Mobile Phone Guidelines*

#### 1. RATIONALE

Mobile phones have become an important part of our modern lifestyle. The school understands that there may be times when possession of a mobile phone can provide a sense of safety and security while travelling to and from school.

##### **Purpose**

The school aims to provide a happy, safe and stimulating learning environment for all students. The purpose of these guidelines is to ensure that mobile phone usage does not disrupt this learning environment.

These guidelines aim to clarify the responsibilities of staff, students and parents with regards to the use of mobile phones at school.

#### 2. IMPLEMENTATION

**Students:** In general, students should not bring valuable items to school – as they can be easily broken, lost or stolen. **The school does not accept any liability if valuable items are brought to school.**

If a mobile phone is required for reasons of specific safety or urgency, then parents are required to inform the Principal in writing. A form is available for completion at reception or on the school webpage.

The student must leave the mobile phone in the school bag and will not take it out and use during school time.

Students bringing mobile phones to school without written permission from their parents will have the phone confiscated and kept in the school office. The Principal will contact parents to inform them of this.

Students who may feel the need to contact parents during the day need to come to the school office and use the landline (as is currently the case).

It has always been school practice to pass on important messages to students throughout the day. This can be done by parents phoning the school office and requesting that the message be given to the child. **There is no need for the student to have a mobile phone during the school day.**

**Staff:** Staff mobile phones are to be switched off / silent profile during meetings, playground duty and class sessions.

There is a school mobile phone that can be taken on excursions and oval duty.

Teaching staff are not to use mobile phones to receive or make calls or text during meetings, playground duty and class sessions.

NB: staff is to be contacted via the school office. All staff is requested not to give out their personal mobile phone number.

**Parents:** Parents are asked to turn off their mobile phones when attending school liturgies, attending School Assemblies (Monday and Friday) and when volunteering in the classrooms, so that there is no disruption to the schools program of teaching and learning.

Parents needing to contact their child during the school day can do so via the school office (9949 3523)

#### 3. EVALUATION:

These guidelines will be reviewed in 2019 (or earlier if there are any changes that need to be made in regard to mobile phone use).