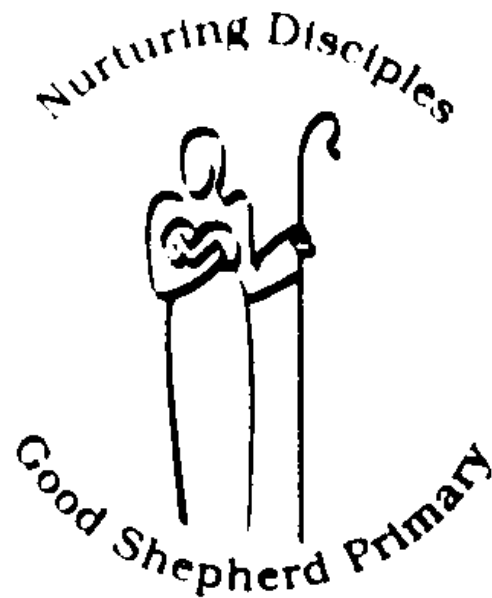


Good Shepherd Primary School Hoxton Park



Parent Handbook
~2011~

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MISSION STATEMENT

GOOD SHEPHERD PRIMARY SCHOOL IS A FAITH COMMUNITY OF STUDENTS, STAFF, PARENTS AND PARISH.

IN EACH OF OUR ENDEAVOURS WE ACKNOWLEDGE THE PERSON OF JESUS CHRIST AS OUR ROLE MODEL AND AS OUR INSPIRATION. THE IMAGE OF JESUS AS THE 'GOOD SHEPHERD' CHALLENGES US TO NURTURE EACH OTHER AS WE FOLLOW IN HIS FOOTSTEPS TO PROCLAIM THE GOOD NEWS BY EXAMPLE, IN WORD, PRAYER, CELEBRATION AND ACTION

OUR SCHOOL COMMUNITY IS COMMITTED TO THE DEVELOPMENT OF THE WHOLE CHILD.

IN A SPIRIT OF PARTNERSHIP WITH PARENTS AND THE PARISH, THE SCHOOL PROMOTES THE DEMONSTRATION OF CHRISTIAN VALUES, PURSUES THE PROMOTION OF EXCELLENCE IN LEARNING, AND THE RECOGNITION OF THE INDIVIDUALITY OF LEARNERS.

SCHOOL PRAYER

God our Father, we, the family of Good Shepherd School,
ask you to bring us together in love, truth and courage.

As a good shepherd protects his sheep,
look after and guide us on our journey.
Direct our path so we can become nurturing disciples who show
care, forgiveness and love to others.

Fill us with courage to spread your Good News.
Make us people of action, working for peace and justice.
Give us the understanding to appreciate and celebrate our differences.

We thank you for our school and our families.
Bless us as we seek to live as children of God and
grow to know you more.

Amen



WHO WE ARE

SCHOOL BACKGROUND

Good Shepherd Primary School was founded in 1997, in response to the expressed needs of the Catholic families within the parish. The school opened with just 54 children in Kindergarten to Year Two. Since then, the school has grown to be a place where each person nurtures, and is nurtured, to realise their full potential, both as individuals and as members of Good Shepherd community. In 2011, we expect a student population of 402.

The spirit of community permeates all the endeavours of the school with the person of Jesus Christ, the Good Shepherd, as its focal point.



The image of Jesus as the 'Good Shepherd' is based upon John's Gospel (10:10-15), where Jesus speaks:

I have come

so that they may have life

and have it to the full.

I am the good shepherd:

the good shepherd lays down his life for his sheep.

The hired person, since the sheep do not belong to them,

abandons the sheep

as soon as they see a wolf coming.

Then the wolf attacks and scatters the sheep.

This person ran away because they were only a hired person

and has no concern for the sheep.

I am the good shepherd:

I know my own and my own know me,

just as the Father knows me

and I know the Father;

and I lay down my life for my sheep.

GOOD SHEPHERD PARISH

Presbytery:

Br Pat Hurley (Parish Priest) Telephone: 9826-8977
Lot 1A Cowpasture Road
CARNES HILL NSW 2171

Good Shepherd Office: 9825 8154

Open Monday, Wednesday and Friday (8.30pm – 3.00pm)

Friday (9.00am - 3.00pm)

(At other times please ring Holy Spirit Parish)

Holy Spirit Office: 9826 8977

Masses:

Saturday Vigil: 5.30pm

Sunday Masses: 10.00am

5.30pm

Weekday Masses: 7.00pm – Tuesday 9.00am –, Thursday and Friday(alternate weeks. See church bulletin)

Invitation:

Come along to Mass and get involved.

Ministries include:

- *Readers*
- *Eucharistic Ministers*
- *Altar Servers*
- *Hospitality*
- *Music*
- *Decorating*
- *St Vincent de Paul Society*
- *RCIA Group*
- *Sacramental Preparation*
- *Catechists*
- *Care Group*
- *Cleaning*



SCHOOL FACILITIES

In 2011 the facilities at Good Shepherd School, Hoxton Park include:

- 15 permanent classrooms (all with Interactive Whiteboards)
- 2 demountable rooms
- Administration building (including Staffroom)
- School Library (including Teaching Resources and 1 Interactive Whiteboard)
- Canteen
- Student Toilets (including a disabled toilet)
- Paved playing areas
- Grass playing areas
- Fixed and portable playground seating
- Storerooms (sports equipment/general storage)

NAMING OF CLASSES AT GOOD SHEPHERD

Classes at Good Shepherd have been named according to themes that reflect and promote pride in our nation.

EARLY STAGE ONE (KINDERGARTEN) AND STAGE ONE (YEARS 1 AND 2) are named after native plants:

- ☞ **BANKSIA (KINDERGARTEN)**
- ☞ **BLUE GUM**
- ☞ **WARATAH** (our State's floral symbol)

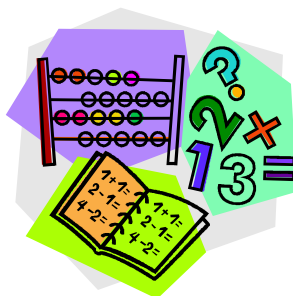
STAGE TWO (Years 3 and 4) are named after Australia's national parks:

- ☞ **DAINTREE**
- ☞ **KU-RING-GAI**

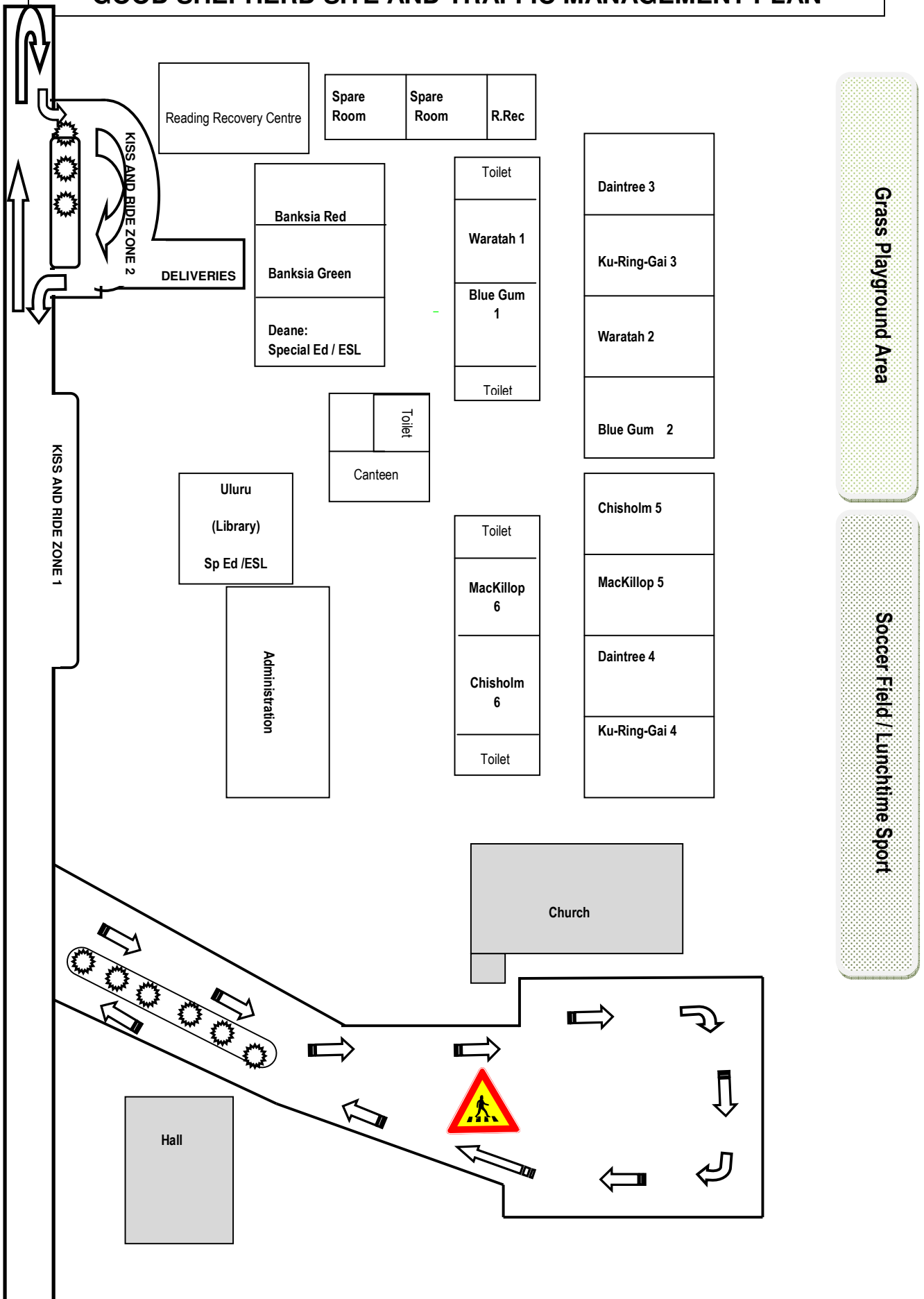
STAGE THREE (Years 5 and 6) are named after prominent Australians whom we have deemed to be "Nurturing Disciples":

- ☞ **MACKILLOP** (after Mary MacKillop, who was named Australia's first saint, St Mary of the Cross)
- ☞ **CHISHOLM** (after Caroline Chisholm, who worked with poor migrants to Australia in the 1800s.)

SPECIAL NEEDS ROOM: DEANE (after Sir William Deane, former Governor General of Australia and Lady Helen Deane)



GOOD SHEPHERD SITE AND TRAFFIC MANAGEMENT PLAN



DATES AND TIMES

2011 TERM DATES

	SCHOOL RESUMES	SCHOOL CLOSURES
TERM ONE	Friday, 28 January (teachers) Monday, 31 January (children Years 1 -6)) Tuesday, 1 February (Kindergarten)	Friday, 8 April
TERM TWO	Wednesday, 27 April	Friday, 1 July
TERM THREE	Monday, 18 July	Friday, 23 September
TERM FOUR	Monday, 10 October	Tuesday, 20 December

PUBLIC HOLIDAYS:

The Queen's Birthday Public Holiday will be on Monday June 13th

SCHOOL TIMES

The current school times are:

School commences:	8.40a.m.
Lunch:	11.10am – 12.10pm
Recess:	2.35pm – 2.50pm
School concludes:	3.05pm

These times may change. You will be notified in writing if there is any change to these times.

Good Shepherd Primary School

21 Twentieth Avenue

(PO Box 602)

Hoxton Park NSW 2171

Phone: 9825 8455

Fax: 9825 8847

E mail: info@gshoxtonpark.catholic.edu.au

principal@gshoxtonpark.catholic.edu.au

Web address: www.gshoxtonpark.catholic.edu.au

POLICIES AND GUIDELINES

PASTORAL CARE POLICY

POLICY STATEMENT

At Good Shepherd School our Pastoral Care Policy is underpinned by the Vision Statement for Catholic Schools CEO Sydney and the school's Mission Statement.

Vision Statement for Catholic Schools, CEO Sydney

Because we believe that authentic Catholic schools are founded on the person of Jesus Christ and enlivened by the Gospel, we are committed to the development of Catholic schools, which

- *embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice and freedom*
- *reflect the love of God within their communities*

Because we believe that authentic Catholic schools highlight the relevance of our faith to life and contemporary culture, we are committed to the development of Catholic schools which:

- *promote the dignity of the human person and the value of human life*
- *help students assess how they can contribute to the sacredness of the human story by promoting justice, peace, harmony with creation, and service to the community.*

Because we believe that authentic Catholic schools are committed to the development of the whole person, we are committed to the development of Catholic schools which:

- *provide loving, caring and secure environments*
- *recognise the individuality and dignity of each student*
- *foster life-giving relationships within the school community*

AT GOOD SHEPHERD, PASTORAL CARE IS

our call to be Nurturing Disciples, ensuring the social, physical, spiritual, academic and emotional well-being of each member of the community.

GUIDING PRINCIPLES:

These principles were developed, as part of our core documentation, "QUALITY TEACHING and QUALITY LEARNING in the first year of the school's opening and continue to be relevant to our current practices.

1. QUALITY LEARNING IS MOST LIKELY TO OCCUR WHEN STUDENTS APPRECIATE, RESPECT AND CARE FOR THE CONCERNS, VIEWS AND FEELINGS OF OTHERS

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- ensure that each class / team develops positive statements to complete the sentence, "We are Nurturing Disciples when we..." to define acceptable class behaviour;
- encourage each community member to address others by their names;
- introduce and apply a school's Code of Behaviour based upon the rights and responsibilities of individuals and the subsequent privileges and consequences.

Bases of Discretion, within this area, include:

- acknowledge significant personal events through assemblies, newsletters, class prayers and other appropriate, inclusive and equitable means;
- provide and encourage the use of a prayer book in the school's foyer for use by the school community.

2. QUALITY LEARNING IS MOST LIKELY TO OCCUR WHEN STUDENTS KNOW THAT THEIR FAMILY AND COMMUNITY MEMBERS ARE WELCOME IN THE SCHOOL

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- ensure that the physical environment reflects a positive, warm and well-maintained ambience;
- annually devise and revise a parent education program to educate parents about their child's learning;
- empower all volunteers through appropriate training

Bases of Discretion, within this area, include:

- provide opportunities for appropriate community involvement in the life of the school;
- provide opportunities to induct new community members into the story of Good Shepherd;
- the physical design is conducive to welcoming community members with special needs.

3. QUALITY LEARNING IS MOST LIKELY TO OCCUR WHEN STUDENTS ARE ABLE TO DISCUSS ISSUES WHICH ARE SAID TO UNDERPIN OUR SOCIETY SUCH AS DEMOCRACY, FAIRNESS, EQUITY AND JUSTICE AND RELATE THEM TO THEIR OWN LIVES

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- ensure that neither age nor gender will define responsibilities of community members.

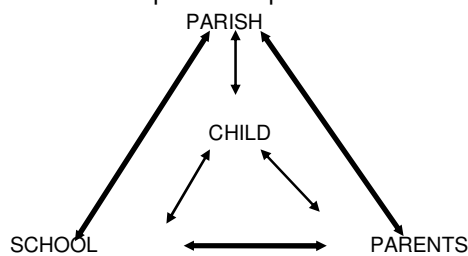
Bases of Discretion, within this area, include:

- recognise and support local and wider community issues as appropriate.

4. QUALITY LEARNING IS MOST LIKELY TO OCCUR WHEN STUDENTS ARE ABLE TO DEVELOP POSITIVE RELATIONSHIPS WITH TEACHERS, STUDENTS AND OTHER ADULTS

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- speak positively and constructively about each individual community member;
- engage in opportunities that reflect partnership:



- implement and develop structures that will support others (eg team structures).

5. QUALITY TEACHING IS CHARACTERISED BY TEACHERS WHO DEVELOP ETHICAL RELATIONSHIPS BASED ON GOOD COMMUNICATION SKILLS AND RESPECT FOR ALL STUDENTS AS INDIVIDUALS AND EXPECT RESPECT IN RETURN

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- ensure actions reflect the spirit of the Child Protection Guidelines;
 - approach appropriate persons to avail of opportunities to discuss matters or issues of concern;
 - discuss issues with students about matters concerning their academic, social, spiritual, emotional and physical growth.
6. QUALITY TEACHING IS CHARACTERISED BY TEACHERS WHO BELIEVE IN THE ABILITY OF ALL STUDENTS TO LEARN, EXPECT ALL STUDENTS TO LEARN AND CONVEY THIS EXPECTATION TO INDIVIDUALS, THE CLASS AND THE COMMUNITY

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- adopt practices that recognise the strengths of individuals, encouraging each person to strive to realise their full potential;
- each of the significant parties to each child's learning (parent(s), child and teacher) will come together at least once each year to celebrate and recognise each child's learning and achievements, through Half Yearly Interviews.

Bases of Discretion, within this area, include:

- Each person's achievements will be recognised at that person's discretion

7. QUALITY TEACHING IS CHARACTERISED BY TEACHERS WHO ACTIVELY ENGAGE STUDENTS IN LEARNING EXPERIENCES WHICH DEAL WITH ISSUES WHICH THE STUDENTS REGARD AS IMPORTANT TO THEIR LIVES.

Therefore, as a mandatory provision within our Pastoral Care Policy, we will:

- implement programs which address the academic, social, spiritual, emotional and physical needs of each child (e.g. "Seasons", "STAR", School Counselling, etc)

Bases of Discretion, within this area, include:

- Nominated teachers are trained to implement appropriate programs as required
- Care givers need to take advantage of nominated programs when offered through the newsletter



DISCIPLINE POLICY

In Catholic Schools we strive for the discipline of living as Christ taught us. Teachers constantly seek to express their approval and to positively reinforce the children's appropriate behaviour.

Each class has rules for behaviour and there are general rules for behaviour in the playground.

Children are made aware of a system of positive consequences for good behaviour and of other consequences for misbehaviour.

Corporal punishment is expressly prohibited at the school. CEO, Sydney does not sanction administration of corporal punishment by non- school persons, including parents, to enforce discipline in the school.

RESTORATIVE JUSTICE

Good Shepherd's Discipline Policy is based on the Principles of Restorative Justice:

- ❖ it is the responsibility of adults to facilitate the success of children.
- ❖ when someone has done something that causes harm, there are many choices
 - ignore it and hope it goes away,
 - act tough and punish,
 - label, or
 - facilitate a process so peace can be restored for the person harmed, the person who did the harm and the community.

The goals of Restorative Justice are:

- ✎ To improve roles of all key members of the school community – students, teachers and parents
- ✎ To enhance academic performance – improved learning outcomes emerge out of positive relationships
- ✎ To respond to the needs of students in our school who have extremely challenging behaviours in a manner that promotes inclusiveness
- ✎ To develop skills in collaborative problem solving

Restorative Justice main aims are reconciliation and reparation. Students who break rules are given the opportunity to take responsibility for their behaviour, and to restore damaged relationships and material losses. Participation in Restorative Justice helps students to understand the consequences of their behaviour, and to realise that they have the power to make things right.

We encourage responsible, positive self-discipline.

CODE OF BEHAVIOUR

INTRODUCTION:

This Code of Behaviour is part of Good Shepherd's Pastoral Care Policy. It was first implemented in 2000 and is reviewed annually. The code implements the principles of Restorative Justice and is located in the Staff and Parent Handbooks and on the school website.

STATEMENT OF BELIEF:

At Good Shepherd School, each community member values each individual. We acknowledge the worth of each individual and are therefore committed to upholding the rights of each person. Each community member has a responsibility to honour and uphold the rights of others. Students must learn to accept that they are responsible for their behaviour and its effect on others and the classroom and school environment. Accordingly there are privileges for upholding people's rights and undesirable consequences for not respecting their own or other people's rights. Corporal punishment is not an option to be used by any personnel. It is never acceptable.

DEFINITIONS:

APPROPRIATE BEHAVIOUR:

At Good Shepherd, we adopt the words of Jesus (Matthew 7:12) to define appropriate behaviour:

Jesus said:

"Always treat others as you would like them to treat you."

CONSEQUENCES:

A consequence needs to be *as related as possible* to an inappropriate behaviour... It needs to teach the student something about appropriate behaviour (Rogers, 1994, 81). Desirable or undesirable consequences ought to be seen as an outcome of choice (Rogers, 1990, 153).

MANDATORY PROVISIONS

Listing the rights of each child at Good Shepherd sets out the Mandatory Provisions of this Code of Behaviour. Each member of the school community (children, teachers and parents) accordingly has responsibilities to ensure that the rights of each child are upheld.

Each community member, therefore, holds the responsibility to effectively implement this Code of Behaviour.

CHILDREN'S RIGHTS	Responsibilities
TO BE ABLE TO LEARN IN A FRIENDLY, ENCOURAGING, PEACEFUL, SECURE, SUPPORTIVE AND POSITIVE SCHOOL ENVIRONMENT	Children: <ul style="list-style-type: none"> ☺ to be cooperative, polite and respectful ☺ to respect and appreciate the work of others ☺ to do their best work in the specified time ☺ to be a good friend ☺ to respect the friendships of others ☺ to be a peacemaker ☺ to respect other students' learning time

	<p>Parents:</p> <ul style="list-style-type: none"> ☺ to be supportive in developing these responsibilities ☺ to promote and model a positive school environment ☺ to communicate with teachers
	<p>Teachers:</p> <ul style="list-style-type: none"> ☺ to work towards providing this environment by being encouraging and positive to each class member ☺ to discipline consistently and fairly ☺ to provide guidance in socially acceptable behaviour
<p>TO HAVE APPROPRIATE ACCESS TO AND RESPECT FOR THE SCHOOL'S FACILITIES AND ENVIRONMENT</p>	<p>Children:</p> <ul style="list-style-type: none"> ☺ to share equipment and play areas ☺ to care for equipment and the school and classroom environment
	<p>Parents:</p> <ul style="list-style-type: none"> ☺ to model and promote the use and care of school resources ☺ to financially support the school's development of facilities ☺ to ensure that facilities and equipment are cared for
	<p>Teachers:</p> <ul style="list-style-type: none"> ☺ to allocate use of facilities appropriately and fairly ☺ to ensure that facilities and equipment are cared for
<p>TO HAVE APPROPRIATE ACCESS TO THE TEACHER'S TIME</p>	<p>Children:</p> <ul style="list-style-type: none"> ☺ to display "turn-taking" behaviour ☺ to be considerate of the needs of others ☺ to listen and be cooperative
	<p>Parents:</p> <ul style="list-style-type: none"> ☺ to respect teaching time ☺ to make appointments to meet with teachers at a mutually convenient time
	<p>Teachers:</p> <ul style="list-style-type: none"> ☺ to allocate time fairly ☺ to use teaching time professionally
<p>TO HAVE A SAFE ENVIRONMENT</p>	<p>Children:</p> <ul style="list-style-type: none"> ☺ to respect others e.g. not to "bully" others ☺ to act in a safe and responsible manner ☺ to respect the property of individuals and of the community ☺ to report situations in which they feel unsafe ☺ to report unsafe areas and equipment
	<p>Parents:</p> <ul style="list-style-type: none"> ☺ to encourage and model safe behaviours ☺ to support Child Protection Legislation implementation ☺ to report unsafe areas and equipment

	<p>Teachers:</p> <ul style="list-style-type: none"> ☺ to ensure that the environment is safe and that children act safely ☺ to report unsafe behaviours, areas and equipment ☺ to support Child Protection Legislation implementation ☺ to explicitly teach techniques and principles related to positive behaviour programs <p>School: All staff</p> <ul style="list-style-type: none"> ☺ to provide a safe environment ☺ to implement Child Protection Legislation
<p>TO BE HEARD AND TO BE ABLE TO EXPRESS AN OPINION</p>	<p>Children:</p> <ul style="list-style-type: none"> ☺ to listen and speak appropriately ☺ to respect others e.g. not to tease or be “bossy” ☺ to respect the opinions and the good name of other people <p>Parents:</p> <ul style="list-style-type: none"> ☺ to model appropriate expressive behaviour to children (assertive not aggressive) ☺ to model appropriate assertive behaviour to non-assertive students ☺ to respect the opinions and the good name of other people ☺ to inform teachers of incidents / concerns about their child(ren) ☺ to display confidentiality where appropriate ☺ to support discipline procedures <p>Teachers:</p> <ul style="list-style-type: none"> ☺ to encourage children to speak appropriately ☺ to actively listen ☺ to guide group discussions ☺ to teach appropriate assertive behaviour to non-assertive students ☺ to respect the opinions and the good name of other people
<p>TO KNOW WHAT IS ACCEPTABLE BEHAVIOUR AND THE CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR.</p>	<p>Children:</p> <ul style="list-style-type: none"> ☺ to contribute to, and uphold, class rules which describe the characteristics of being a Nurturing Disciple ☺ uphold school rules <p>Parents:</p> <ul style="list-style-type: none"> ☺ to support their child in developing appropriate behaviour ☺ to support their child in changing inappropriate ways of behaving ☺ to support the school in the implementation of the Code of Behaviour

	<p>Teachers:</p> <ul style="list-style-type: none"> ☺ to discuss these rights with students and make the issues clear through the annual development of fair classroom rules and consequences, based upon being a Nurturing Disciple ☺ to deal with inappropriate behaviour in a fair and just way, ensuring that consequences consider the actions of all involved and the individual considerations of each child involved ☺ to inform parents of concerns about individual children's inappropriate behaviour, whilst maintaining the respect and dignity entitled to other concerned parties
	<p>School: All staff</p> <ul style="list-style-type: none"> • to implement and review the Code of Behaviour

PLAYGROUND PROCEDURES AND CONSEQUENCES

Rewards for Positive Behaviour

- In Term 1 and then as needed, each week a focus on specific playground behaviour is highlighted eg; keep our playground tidy. Posters are provided each week to display in classroom windows as visual prompts for children and teachers. Weekly focus will be introduced and promoted at Monday assembly.
- Students observed demonstrating positive behaviours will be verbally praised and given a token, which is taken back to their class. Students may be making an extra effort to - include others in their play, keep the environment clean and tidy or treat others with kindness.
- Class teacher collects token, supervises the child record their name on a Class sheet and awards a sticker. Students who receive 10 tokens in one term are awarded an Assistant Principal Certificate.
- Years K-6: Students are rewarded for positive playground behaviour in Week 10 of each term. Staff members can negotiate rewards after consultation with students. Rewards might consist of board game afternoon, extra outside play, sport afternoon etc. Staff members decide collectively each term on reward.
- Students who have served 3 detentions in a term are to be excluded from the term reward and sent to office with work to do.

Rewards for positive behaviour are under review

Consequences for Inappropriate Playground Behaviour

- Inappropriate behaviours are separated into two categories 'Level 1-Class Teacher Notification' and 'Level 2-Office Notification'. Behaviours are listed in playground books.

- **Level 1-Class Teacher Notification:** These behaviours consist of a less serious nature, however can be recorded for the class teacher to keep a record and monitor for patterns of behaviour. When Level 1 behaviour occurs the following steps will be taken:
 1. RJ and Bounce Back Principles employed.
 2. Reminder of rules and warning given
 3. Two minute 'Time Out', on playground with teacher
 4. Teacher records Level 1 behaviour in book and then student is guided to alternative choices.
 5. Repeated behaviour of a similar type becomes a level 2 notification for defiance and to be referred to the class supervisor.

Consequence - Level 1 notification is forwarded by office staff to class teacher through afternoon message tray.

- Class teacher to follow up with student, any concerns about playground behaviour
- On receipt of more than 5 slips in a term, an interview between the student and Class Supervisor is to be arranged to discuss behaviour
- Supervisor will monitor student playground behaviour and support teacher with further action where necessary eg: parent interview, letter of apology, regular check-in with Supervisor prior to going on to playground if necessary.

Level 1 Behaviours include:

Teasing, Running on paved areas, Out of Bounds, Disobedient, Rough Play
Swearing to another student in conversation regarded as a Level 1 however, no warning to be given – immediately recorded in playground book.

- **Level 2-Office Notification:** These behaviours are severe misbehaviours and should be recorded for office notification. Behaviour is addressed immediately by duty teacher eg: reminder of the rules then one of the following - placed on time out, walk with teacher, guided to alternate choices. Assistant Principal will investigate the circumstances surrounding the behaviour after the lunch or recess break to determine appropriate consequence eg. lunchtime detention on the day or the following day (Supervised by member of the Leadership Team).

Behaviours that may require a student to be immediately removed from the playground are; * Extreme violence towards student or teacher, or blatant refusal of a direct instruction.

Consequence-

- Assistant Principal to determine facts of incident by interviewing student/s. Considers whether lunchtime detention is warranted and advises student.
- Assistant Principal records detention details in Student Management Diary and detention slip is forwarded to class teacher in afternoon message tray.
- Class teacher removes detention slip from office tray and separates bottom half of slip (parent information), which is taken home by student. Parent acknowledges receiving slip by signing and returning to school the next day. Teacher (for own record) retains top half of slip. Signed bottom half returned to office for Assistant Principal to file.
- If 3 detentions are served during the course of a term, parents will be requested by letter or phone to attend an interview with the Principal or Assistant Principal.
- Parents will be contacted immediately by phone if possible (or letter) if their child is removed from the playground due to violent or dangerous behaviour.

* Extreme violence is when a student physically attacks another person with or without an object or weapon as a result of uncontrollable rage or complete lack of self-control that may cause injury to themselves or others.

Level 2 Behaviours Includes:

- A Aggressive physical behaviour (fighting, kicking, hitting etc.)
- B Bullying (repeated occurrence)
- D Defiant / Insolent to a teacher
- S Swearing personal abuse to a teacher or another student
- T Threatening behaviour (verbal)
- V Violent /Dangerous behaviour towards teacher or another student

BULLYING

At Good Shepherd School every person has the right to feel safe. Any person who bullies another is denying them that right. Good Shepherd Primary School will not tolerate any action that undermines a person's right to feel safe and will take the necessary steps to stop such behaviour. Staff, children and parents have the responsibility to take an active stance against bullying behaviour.

Bullying is a systematic abuse of power. It typically involves repeated acts of aggression that aim to dominate and cause hurt, fear or embarrassment in another person. Bullying is generally deliberate and planned, but can also be a result of thoughtlessness. It can be perpetrated by an individual or by groups.

SPECIAL NEEDS

SPECIAL NEEDS POLICY

Children with Diverse Learning Needs are catered for through various programs and support within the school. Students who have been identified as having special needs receive support through adjustments to the environment and the teaching/learning programs. Adjustments to the learning program are outlined in the child's Individual Adjustment Plan (IAP). Additional support is given by specialist teachers and support staff.

Students identified as having a specific learning difficulty are supported through adjustments to the teaching/learning program. Where possible, additional support is given.

Students identified as being gifted and talented have their programs adjusted to cater for their individual learning styles. These students are also invited to participate in various programs and competitions arranged by the school or delivered by an external provider.

Students in Year 1 who are still experiencing difficulty in reading after receiving formal schooling for one year participate in the Reading Recovery program. Selection for this program is based on strict criteria to ensure the neediest students gain access to the program.

Teachers follow the school's Special Needs Identification Process when referring students within the school.

Special Needs Identification Process

- Class teacher discusses concerns with Grade Supervisor, then completes Special Needs Referral Form attaching relevant documentation.

- Class teacher and Supervisor will meet with Parent to discuss referral and request the Parent complete a Parent Questionnaire.
- Special Education Teacher will arrange to observe child in regular class and withdraw child for assessment.
- Special Education Teacher notifies parents of results and recommendations
- Special Education Teacher coordinates (or advises on) referrals to 'specialists' for diagnostic assessment if required and assists the teacher with the writing of a 'school report' to accompany the child if required.
- Special Education Teacher meets with Teacher and Supervisor to discuss the results of external assessments when they are received and implement recommendations.
- Special Education Teacher (and Class Teacher and Supervisor as required) meets with parents to discuss the results of the assessments and the implementation of recommendations

SPECIAL NEEDS ENROLMENT PROTOCOLS

Copies of all information relative to the specific learning needs of the student applying for enrolment must be disclosed to the school. Examples include any of the following:-

- paediatric reports related to medical conditions
- behavioural assessments
- therapeutic interventions
- psychometric assessments
- speech and language clinical reports
- occupational therapy reports

If the enrolment application is successful:-

- The above documentation must be updated as further assessments occur or as additional information becomes available.
- It is essential that parents/carers co-operate when the school Principal or delegate may need to discuss the educational support of the student with the relevant practitioner.
- In the case of Kindergarten enrolments the Principal or delegate may visit the preschool or child care facility of the student applying for enrolment to discuss educational matters.
- This information may be forwarded to the Catholic Education Office in order to ascertain eligibility for additional educational support.
- The special needs information supplied during the course of enrolment within a Catholic school, will be forwarded to another Catholic school, if enrolment is sought at that school (e.g. when moving from Primary to Secondary school or moving from one primary to another, etc.).
- It is essential that parents/carers co-operate with the Principal in obtaining appropriate medical/educational/behavioural assessments or advice in relation to the student's educational progress.

HEALTH AND HYGIENE GUIDELINES

GUIDING PRINCIPLES:

Good Shepherd School upholds the value and worth of each person. Each person is made in the image of God and therefore, the school commits itself to promoting the care of its members through the following Guidelines that relate to Health and Hygiene.

Good Shepherd School is part of a community of schools. In preparing our children for future education, we have considered the expectations of local Catholic high schools, regarding standards of dress and grooming. These considerations are expressed through these guidelines.

Good Shepherd Primary School is a Smoke Free Area.

THE HEALTH AND HYGIENE OF EACH CHILD

MANDATORY PROVISIONS:

According to the United Nations Convention (The Convention on the Rights of the Child), each child has the right to:

- the enjoyment of the highest attainable standard of health
- the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

Therefore, at Good Shepherd, we expect:

- ☞ Each child will attend school in good health (excluding known medical conditions);
- ☞ Each child's food has been planned and provided for;
- ☞ Each child will attend school dressed in the correct uniform. The uniform will be well-maintained and each child well-groomed.
- ☞ The uniform is to be worn with pride and has not been designed to be experimented with nor to make a fashion statement.

Health Expectations include:

- ❖ The school must be notified of any known medical conditions of a child;
- ❖ Medication is only to be administered from the school office after parents have given written consent with an attached doctor's certificate or letter;
- ❖ The school will notify parents when a child is deemed to be not well enough to attend school so that the parent may pick up the child.

Grooming Expectations include:

- ❖ Students' haircuts are to be a sensible and conventional style. There are to be no extremes of fashion in hairstyle. (This includes extreme shortness, undercuts, steps, shaved hairstyles, rats tails),
- ❖ Hair is to be off the face and out of eyes;
- ❖ Girl's hair that is long enough is secured by a red or green ribbon / scrunchie;
- ❖ Boys' hair must be above the collar. Fringes must be above eyebrows;

- ❖ Hair is to be natural colour (no streaking or colouring);
- ❖ Hair gel and other hair products are not to be worn;
- ❖ Nails should be clean and trimmed (no nail polish);
- ❖ No make up is to be worn to school.
- ❖ The following jewellery may be worn:
 - A watch
 - One signet ring
 - GIRLS with pierced ears are to wear no more than one small, plain stud / small sleeper in each ear
 - BOYS with pierced ears are only to wear a clear plastic stud.
 - One cross and chain to be worn inside the uniform (but not on Sports Days).

Safety Expectations:

- ❖ No glass bottles nor cans are to be brought to school;
- ❖ Knives and other sharp implements are not to be brought to school.

Hygiene Expectations include:

- ❖ A child who is unwell should be kept at home to prevent spreading illness to other children;
- ❖ Hats are to be worn whenever a child is outdoors. Hats are NOT to be shared;
- ❖ Food and drink are not to be shared;
- ❖ As children get older they may wear deodorant / anti-perspirant (roll-on only may be used at school)
- ❖ Aftershave, perfume, body sprays, etc. are not to be used, due to the allergies of others.

HEADLICE:

A child with live head lice is to be kept at home until all lice are removed through treatment. There are three types of active ingredients (Permethrin, Pyrethrin and Maldison) in treatments, as some species of lice are immune to different treatments. The correct treatment must be found and used to kill and remove head lice.

The responsibility is shared by the school and parents to notify if live lice are found in a child's hair. Treatment and removal is the responsibility of the parents of the child.

As with any treatment, it is more effective when the whole family is treated and the directions for the treatment are followed with care. Similarly, in a class situation, when a case is noted, it is wise that all children from that class are treated. The school, therefore, will notify parents when it has been notified of a case of head lice in a class.

After a course of treatment, a child's re-entry to school will be approved through the office.

ASSESSMENT

Assessment is the process of gathering and interpreting information about ongoing development of the student in relation to the values and attitudes, knowledge and skills identified in the curricula for:-

- Religious Education
- English
- Mathematics
- Science
- Personal Development Health and Physical Education
- Creative and Practical Arts
- Human Society and Its Environment.

Assessment of student progress is an integral part of teaching and learning. Assessment enables the teacher to identify student needs and make informed decisions about the plans and processes needed to facilitate effective student learning.

Assessment tasks are designed to provide the best opportunities for the students to demonstrate their learning and their learning needs. Assessment tasks should be rich and diverse in style and purpose. Where appropriate assessment tasks should be open ended to allow students to demonstrate differing levels of understanding and achievement.

The students at Good Shepherd are assessed in each Key Learning Area using a variety of grade assessments. The students in the Year 3 and Year 5 complete NAPLAN Assessments. The Year 6 students participate in the Religious Education Test. A standardised Mathematics Test, PAT Maths, is administered to all students K – 6 each year.





CHILD PROTECTION POLICY

See Appendix One

**GUIDELINES FOR RESOLVING CONCERNS AND COMPLAINTS AT
SYDNEY SYSTEMIC CATHOLIC SCHOOLS**

See Appendix Two

STUDENT ACCEPTABLE USE AGREEMENT FORM

See Appendix Three

USE OF STUDENT PHOTOS AND VIDEO IMAGES

See Appendix Four

COMMONWEALTH PRIVACY (PRIVATE SECTOR) ACT 2000

See Appendix Five

ULURU - LIBRARY

Students have access to the services and resources of **ULURU** in the following ways:

- use of inquiry and internet terminals
- borrowing of resources
- support, as offered by ULURU personnel

Children also have access to ULURU during some lunchtimes.

PARENT LIBRARY

A parent library has been set up in the library for parents to borrow resources. There are various books / DVDs available to borrow including:

- Parenting ideas and advice
- Children with special needs
- Helping your child with reading and maths
- Maths dictionaries
- Healthy eating and lunches
- DVDs to support faith development at home
- Dictionaries

There are also a number of pamphlets and parenting support contact numbers available to be taken.

All parents are invited to come into the library and borrow any books of interest to them. The library is open in 2011 from 8.30am- 8.45am and from 2.55pm-3.15pm each Monday, Tuesday and Wednesday.

SCHOOL EXCURSION POLICY

- From time to time educational excursions, sporting carnivals, camps and retreats are organised for the students at this school.
- The school aims to keep the costs of these experiences to a minimum and no student should miss out as a result of financial hardship. Parents/carers are asked to contact the Principal to discuss this on a confidential case-by-case basis.
- When excursions, sporting carnivals, camps or retreats are organised by this school, students will be expected to participate as part of fulfilling the curriculum and pastoral requirements of the educational program.
- When these experiences are arranged parents/ carers can expect due notice in writing detailing the venue, dates, times, nature, cost, transport, requirements etc of the specific experience. This will be in the form of an information/consent form and individual consent must be provided by the due date for the student to participate.
- This school fully considers the Occupational Health and Safety implications when taking students off the school site and any necessary details are included in the parent/carer information/consent form.

- This school will take all reasonable care in the event of a student suffering accident or illness. However, it does not accept responsibility for the costs of any medical or dental attention or treatment administered to the student, nor will it be responsible directly or indirectly for any act or omission of any medical or dental practitioner or medical officer treating the student.
- This school is in an Ambulance Fund, which provides full ambulance service from the school to the nearest Public Hospital.
- In any incident of accident or illness (either on excursion or at school) a parent/ carer, or if unavailable a nominated emergency contact, will be informed as soon as possible.
- This school provides some personal and accident insurance coverage to students for accidents that may occur during school time and on authorised school activities such as excursions, camps, retreats and work experience. More information is available at the Catholic Church Insurance Ltd. Website:
https://www.ccinsurances.com.au/church_ins/school-care.asp
- Information about additional student insurance that can be purchased is also available on the website.

EXCURSION VOLUNTEERS:

Parents sometimes act as volunteer helpers on excursions with responsibilities for small groups. They do not have responsibility for their own child. Younger siblings and preschoolers cannot attend excursions with parents.

Parents are selected according to the following criteria:

1. Those who have never attended an excursion;
2. Those who have attended an excursion with a sibling's class;
3. Those who have attended an excursion with this class in prior years but not the previous year;
4. Those who have attended an excursion with this class the year before.

SCHOOL CANTEEN POLICY

INTRODUCTION

Good Shepherd School was established in 1997. For its first two years, it operated without the service of a school canteen. In 1998, a facility was built to be used as a canteen. A survey was conducted during the same year, to gauge the needs of the school community regarding a school canteen service. Based on the analysed needs, in 1999, it was planned that a school canteen would operate for an initial period of two days per week (Monday and Friday) to provide a lunch service for the children. This has since been extended to three days per week (Monday, Wednesday and Friday).

The school is a member of the New South Wales School Canteen Association and much of this policy and subsequent procedures are based on their guidelines of operation. Throughout 2006 the Canteen menu was reviewed to ensure it meets the guidelines for NSW Government Healthy School Canteens.

GUIDING PRINCIPLES

At Good Shepherd School, the School Canteen:

- is an integral part of the educational environment of the school, and therefore complements the learning programs;
- reflects the belief that nutrition is important to health throughout life. It is particularly important at times of rapid growth and development, which include the school years, hence a nutritional canteen;
- will reflect to the students and the community the value the school puts on healthy eating practices;
- will respect the dignity of each person.

MANDATORY PROVISIONS

1.0 The School Canteen will:

- 1.1 serve a nutritional balance of foods, according to the School Canteen Association's Recommended Food List and Registered Products List;
- 1.2 run effectively and efficiently, with the aid and support of school community volunteers, providing a financial contribution towards resources for all students in the school;
- 1.3 demonstrate high standards of hygiene in relation to the preparation, storage and serving of food;
- 1.4 provide students with practical learning experiences about making healthy food choices, that reinforce classroom nutrition.

2.0 All canteen personnel:

- 2.1 will value the dignity of each member of the school community;
- 2.2 relate well to children.

3.0 The Canteen Supervisor:

- 3.1 is employed by the school and therefore directed by the Principal
- 3.2 encourages courtesy and consideration among all personnel using canteen facilities;
- 3.3 holds responsibility for ensuring that all personnel adhere to hygienic food handling practices and follow Occupational Health and Safety Procedures.

4.0 The Canteen Committee is:

- 4.1 representative of the school community, comprising of not more than 5 parents, the Canteen Supervisor and 4 teaching staff members. It acts to advise the principal in matters of school canteen operation, in accordance with this policy and its supporting documents.

5.0 The financial management of the School Canteen is:

- 5.1 within the school's own financial management, using the SAS finance computerised system;
- 5.2 is administered by the school's secretary, who is accountable to the principal.

BASES OF DISCRETION

1. In 2011, the canteen will operate on Monday, Wednesday and Friday to provide a lunch service for the children.
2. The principal deems the efficiency of the canteen and may, in conjunction with the Canteen Committee, decide its future.
3. Any food (alternate to the planned menu) to be served in the canteen, will be proposed to the Canteen Committee who will then decide its suitability in accordance with the School Canteen Association's Guidelines.
4. The school canteen will operate on the nominated days with not less than four volunteers.
5. All foods served from the canteen will allow for a margin to cover canteen operating costs.

OPERATIONAL GUIDELINES AND PROCEDURES

1. Orders for lunches are to be placed in the canteen before school.
2. The Canteen Supervisor will have completed (or be enrolled to complete) the TAFE Canteen Operations course.
3. The Canteen Supervisor will conduct a mandatory food handling training session for all volunteer staff prior to rostering.
4. Children (school age or younger) are not permitted within the canteen premises.
5. The school is a smoke-free zone.

HOMEWORK POLICY

Good Shepherd School's Homework Policy was co-developed by a parent representative and teachers in 1998. It was implemented in 1999 and is reviewed annually.

Guiding principles

We believe that homework can be of benefit to the children:

- if it gives children the chance to consolidate what they have learnt at school;
- if it allows for the fact that children are individuals and learn at different rates and have different learning needs;
- if it increases children's independence and confidence in themselves as learners;
- if it encourages enjoyment and satisfaction in their skills;
- if it gives parents opportunities to encourage, praise and, in general, relate positively to their children;
- if it encourages children to be responsible learners and develop productive long-term habits of learning and planning.

MANDATORY PROVISIONS

- The teacher's role is to:
 - meet with the parents at the beginning of the year to discuss and negotiate suitable homework for the individual child
 - set appropriate homework for each child
 - mark the homework
- The parents' role is to:
 - meet with the teacher at the beginning of the year to discuss and negotiate suitable homework for the individual child
 - supervise homework
 - let the teacher know of any difficulties or reasons for homework not being completed.
- The child's role is to:
 - complete the set homework
 - ask for help when needed
- Children should have a set time limit for completing their homework to be discussed at each Team's Information Session at the start of the year.
- Meetings will occur throughout the year at the request of the teacher or the parent to discuss homework, as needs may arise.

Practical Guidelines for Parents

- Try to establish a regular routine. If homework is done at the same time each evening, no great decisions about starting have to be made.
- Encourage children to work reasonably quickly and efficiently. *Certainly there is little point in their persevering, once they are frustrated and tired.* Speak with your child's teacher if homework is becoming a problem at home.
- Make homework time as pleasant as you can. Provide an attractive work area where there is a desk or table and adequate lighting. Ensure that it is quiet.
- If you are actively helping with a particular task, keep your explanation as simple and as practical as you can. Demonstrate, encourage and, when possible, praise children's efforts. If you find yourself becoming upset and the atmosphere getting tense, stop helping.
- Communication is vital between home and school. The homework book can be used to give messages and communicate between home and school.

Recommended activities that we would consider suitable homework are:

- lots and lots of family conversation (story-telling, jokes, discussions about your day);

- shared bedtime stories, with an adult reading to the children;
- family games, activities and hobbies;
- simple games when travelling between places (eye-spy, counting cars);
- regular visits to the local library;
- outings to all kinds of places of social, historic or natural interest;
- the kind of imaginative play that comes naturally to children of all ages.

DISPENSING MEDICINE POLICY

This policy addresses a school's obligation to dispense medication in order to reasonably facilitate the attendance of students with conditions requiring medication.

This policy acknowledges the duty of care owed by the school to the student, other students, staff or other people who access the school. The policy applies during the course of a normal school day and during school activities outside normal school hours.

PROCEDURES

- ❖ The school will assist in administering medication to children at school provided that the appropriate "Medication" form, which is available from the school office, has been completed.
- ❖ Please note, any medication that comes to school must be clearly marked with the child's name, class, dosage, time of dosage and sent to the office immediately. No medication is to be left in schoolbags or self administered by a child. If a form does not accompany medication then parents are to contact the office by phone or fax to give permission. **No medication will be distributed without parental permission.**
- ❖ For dispensing ongoing medication (eg Ventolin, Ritalin) medication forms are to be updated annually.
- ❖ All medication must be clearly labelled with:
 - the child's name
 - the drug's name
 - the dosage and frequency to be given
 - the prescribing doctor's name
- ❖ All medication should be in the container in which it was dispensed.
- ❖ Classroom teachers have a list of students with particular medical needs on file – these include students with ongoing medication needs.

GOOD SHEPHERD SCHOOL MOBILE PHONE POLICY

Good Shepherd Primary School does not encourage the practice of students having mobile phones at school. However, if parents feel that it is necessary for their child to have a mobile phone at school the following procedures are in place:

1. The child's **name** should be written or engraved on the phone.
2. The phone **should** be handed into the office in the morning and will be collected by the child upon dismissal. The phone will be held securely in the office and **must be turned off during this time.**
3. Parents who chose to instruct their child to keep their mobile phone in their school bag understand its safe keeping is the responsibility of the student and the phone must not be

used in school hours. **The school will not be responsible for the damage to or loss of any mobile phone that is not handed into the office.**

4. Use of Mobile Phones:

- ❖ An example of the **appropriate use** of a mobile phone on the **school property** would be a child needing to phone their parent from Bus Lines to notify the parent of the bus being late.
- ❖ Examples of the **inappropriate use** of a mobile phone **on school property in school hours** include:
 - a child using their phone in the classroom, on the playground or in the toilets.
 - sending harassing, threatening or abusive messages or images (cyberbullying).



ORGANISATIONAL DETAILS

OFFICE MATTERS

The office is readily contactable, either:

- In person
- By phone (9825 8455)
- By fax (9825 8847)
- By e-mail, which is checked each morning:

info@gshoxtonpark.catholic.edu.au

or

principal@gshoxtonpark.catholic.edu.au

Our website is:

www.gshoxtonpark.catholic.edu.au

The payment of fees can be made at the office between 8.30a.m. and 3.30p.m. each day.

EFTPOS facilities are available for payments (including credit card payment). BPay facilities are also available.

A form can also be collected from the office to take to Centrelink for automatic payments.

Payment envelopes are available from the office. Correct information needs to be supplied on the envelope with each payment. A receipt of payment will be given at the time of the payment or sent home with your child at the end of the day.

FAMILY RECORDS

The school relies on its families to keep it informed of changes relating to place of residence and telephone numbers (residential, mobile and substitute contact). In an emergency, the school has to refer to the information supplied by families and act on this. The order of the school's phoning in an emergency is:



- 1) Home phone number;
- 2) Parents' (mother and father) mobile and then work phone number; and then
- 3) Emergency (substitute) contact number (if neither parent is available).

It would be a very serious situation if the school could not contact a parent or a nominated substitute contact in an emergency because current family details had not been passed on to the school. **Parents must ensure contact details are always kept up to date.**

FAMILY COURT ORDERS

The school would appreciate you sending a certified copy of a Family Court Order if you have sole custody of your child/children. If you delegate a friend or relative (unknown to us) to take the child/children from school for you, a phone call or a note from you advising us of this saves us and your friends or relatives from an embarrassing situation when permission has to be refused or permission sought.

SCHOOL ATTENDANCE

The law in New South Wales states that all children between the ages of six and fifteen years of age are required to attend school regularly (Education Reform Act 1990). It is the responsibility of parents or caregivers to make sure that their children attend school every day.

Your child must attend school each day unless....

- your child is too sick to go to school
- your child has been injured
- your child has an infectious illness
- there is a serious family situation which requires their involvement.



Please do not keep your child away from school for:

- ☒ Birthdays
- ☒ Minding other children
- ☒ Hair cuts, etc

Attending school every day makes learning easier for your child and helps build and maintain friendship with other children.

If students miss the basic skills in the early years of school, they may have problems later on. Regular attendance at school will help your child to succeed later in life.

Please plan your family holidays and your child's medical appointments around school holidays - as listed in the front of this Handbook. Teachers do not provide set work when children take holidays during school terms. Parents are encouraged to continue reading with their child on a regular basis. Children can also keep a diary of their holiday.

If you can only arrange your family holiday during school time, you should request leave from the principal well in advance.

After a child has been absent from school, please send an explanatory note with your child on her/his first day back. This is for the purpose of maintaining accurate Class Rolls. Class Rolls are legal documents.

ABSENCE FROM SCHOOL

After a child has been absent from school, please send an explanatory note with your child on their first day back. Please also phone the school for absences of more than three days. This is for the purpose of maintaining accurate Class Rolls. Class Rolls are legal document

A note for absence could be as simple as:

Dear Mrs Jones,

Adam was absent from School on 10.4.00 because he had a sore throat.

Thank you,

J H. Brown.

• Children often become bored when they must remain at home while ill. Below are some suggested activities:

- ABC Educational Programs
- Creative Writing - ask your child to write or retell a story
- Practise basic addition, subtraction, multiplication and division
- Parents may visit the local library and request help in selecting books
- Art and Craft work - painting, model making, gluing, etc.
- Activities related to Class themes described in Curriculum Notes.

DISMISSAL PROCEDURE

Bus Travellers

Children line up to catch the appropriate bus. Teachers supervise the safe transition of children from school onto the bus. *Duty of Care* is then handed over to the driver of the bus. Children are expected to conform with the **Code of Conduct** set down by the **New South Wales Department of Transport** as outlined on the Application for Travel under the School Student Transport Scheme form.

Walkers

At the beginning of each year parents will notify the school that they have given permission for their child to walk home from school. If the students walk home in the company of a sibling or a friend these names will also be given.

At 3.15pm each day the class teacher will walk the 'Walkers' and the 'Waiters' from the classroom to the Waiting Area (awning at end of Year 6). The class teacher hands over the 'Waiters' to the teacher on duty and dismisses the 'Walkers'. The Walkers should leave immediately to walk home.

In the event of a sibling or a friend (who the children walk home with) not being present, the student is to remain in the Waiting Area with the teacher on duty until they arrive. If they do not arrive by 3.30pm the

teacher on Waiter's Duty follows the normal procedure for children not collected (contacts family by phone to seek instructions).

Pick Ups

3.05pm This is done from the classroom. The teacher will stand at the door, with the students remaining inside the classroom and dismiss each student when their parent or carer comes to collect them from the classroom.

3.15pm All remaining students are walked to the supervised area under the awning at the end of the Year 6 building by the class teacher.

Each year parents will be asked to nominate anyone who will be collecting their child or the number of the bus the child will be catching. These lists will be updated each term. If these arrangements alter during the term, you are asked to notify the school either in writing or by phone so that the class teacher can ensure that your child is dismissed correctly.

ARRANGEMENTS FOR ARRIVAL AND DISMISSAL OUTSIDE OF SCHOOL HOURS

If parents want their child to leave school before 3.05p.m., please write a note to the child's teacher to this effect and include the reason for the early departure. To collect your child, call into the office to complete an **Early Leave Form**. Take this to the class teacher to collect your child.

School starts, officially, at morning Assembly at 8.40a.m. If a child arrives after this time, parents are asked to go to the office to complete a **Late Note** and then take their child to class.

Student lateness is recorded in the Class Roll on a daily basis.

SCHOOL FEES

For over one hundred and eighty years Catholic schools have provided education for young Australians and have supported parents and carers in their role as the first educators of their children. In choosing a Catholic school for their children parents are very conscious that this will involve making a significant financial contribution towards the cost of providing that education.

The schools of the Archdiocese have been established over many years by the generosity of parents, parishioners and the religious and staff in our Catholic schools.

This school is one of one hundred and forty eight primary and secondary schools that form the Sydney Archdiocesan system of Catholic schools. There are over 62,000 students enrolled in these schools. The Catholic Education Office has the responsibility of leading and managing the system of schools.

The funding of these schools is a shared responsibility between Commonwealth and State Governments, parents and parishes.

The Australian Government provides about 55% and the State Government about 22% of the income needed to fund the system of schools. The contribution of Governments to the running costs of our schools needs to be recognised, appreciated and also guarded.

Parents contribute over 20% to the funding of the parish primary schools and regional secondary schools of the Archdiocese. This financial contribution is essential to providing the best possible educational opportunities for the students. The continuing support of parents is greatly appreciated.

The fees charged at this school are made up of:

- i) **The Archdiocesan Tuition Fee.** This fee level is set each year by the Sydney Archdiocesan Catholic Schools Board. The school retains a portion of this fee to assist with operating costs. The balance is returned to the Catholic Education Office to assist with the payment of salaries, workers compensation, public liability, student accident insurances and other operating costs.

- ii) **The Parish School Levy.** The income from the levy assists in the repayment of loans for school buildings, repairs and maintenance and building insurance.
- iii) **Local fees and charges.** These are set by the school finance committee and are used to pay for school resources, educational activities, subject charges and other operational costs such as electricity, water, council charges and contents insurance

For families with more than one child, or with children attending other Catholic schools within the Archdiocesan system of schools, sibling and family discounts apply to the Archdiocesan Tuition Fee and to the Parish School Levy/School Building Fund

The tuition fees for 2011 are:

TUITION FEES	FIRST CHILD	SECOND CHILD	THIRD CHILD
(per annum)			
Early Stage One to Stage Three	\$880	\$660	\$440

TUITION FEES	FIRST CHILD	SECOND CHILD	THIRD CHILD
Terms 1 and 2	\$293	\$220	\$146
Term 3	\$294	\$220	\$148

There is a very clear expectation from the Catholic Education Office that tuition fees will be collected by the Principal at the school level.

In addition to the tuition fee, each Catholic school sets its own local fees. Here at Good Shepherd, the local fee for 2010 was \$280 per child. This fee covered resources, grounds' maintenance, technology and excursion costs. The 2011 Local Fee will be published in the last newsletter of Term 4, 2010 and the first newsletter of Term 1, 2011.

An enrolment fee of \$20 is payable for every new enrolment. This fee will not be refundable if the application is unsuccessful.

The school's Finance Committee under the leadership of the Principal sets local fees. We aim to keep these fees as low as possible, while still meeting the needs of your child.

HOW FEES ARE COLLECTED AT GOOD SHEPHERD:

- ✘ In **Term One** you receive an account containing **Tuition Fee, the Parish School Levy** and any **outstanding local fee**.
- ✘ In **Term Two** your account contains a term's **Tuition Fee, the Parish School Levy** and any **unpaid fees**.
- ✘ In **Term Three** your account contains a term's **Tuition fees, the Parish School Levy** and any **unpaid fees**.
- ✘ In **Term Four** your account contains **any unpaid fees** from throughout the year and a Swimming or Gymnastic fee (if appropriate).

The forwarding of these accounts, and reminders, to you complies with expectations from the Catholic Education Office.

PAYMENT OF SCHOOL FEES:

The desirable payment practice is the **prompt payment of fees after receipt of accounts**.

It is expected that accounts will be paid within 28 days of issue of the statement.

Accounts may be paid by cash, cheque, money order, credit card, EFTPOS or BPay.

If any family is experiencing genuine financial difficulty in meeting any of the fees please contact the school to seek an appointment with the Principal.

For some families this is not as difficult as it is for other families. Each family's capacity to pay school fees is different. However, like the regularity surrounding electricity, water and telephone bills or mortgage repayments, school fees are regular too and require payment before a due date.

While some parents struggle to pay school fees, some report that they view school fees as a worthwhile investment in their children's future.

Due to "one-off" or unforeseen circumstances (e.g. unemployment, separation), some families admit that the payment of fees is beyond their means for a time.

It is the school's hope that each term's fees will be paid before the conclusion of the current term.

However, the school would not want any family to leave Good Shepherd because the payment of school fees has become a difficulty.

The matter of School Fees is between each family and the Principal / Assistant Principal. Staff members and students are unaware of any family's school fees history. This is appropriate.

WHAT TO DO:

Firstly, thank you for all your efforts to pay your fees.

Remember that fees can be paid in a **single payment** or **in instalments** throughout the school term. It is expected, however, that full payment be made before the end of each school year.

If your family is experiencing hardship (e.g. sickness, separation, unemployment), it is very important to contact the Principal. Together, the sensitive matter of fees can be addressed. Be assured that the financial circumstances of families are confidential knowledge confined to the Principal and Assistant Principal

School fee accounts are generated in response to directions from the Principal. The discussion of family circumstances is not part of such directions. If a family, in difficult circumstances, does not approach the Principal then the onus, as directed by the Catholic Education Office, is on the school to approach the family.

PARISH LEVY

What is a Parish levy?

The Good Shepherd Parish Levy is a compulsory levy. It is the way that we pay for the building of our school. It is an important part of the parish's budgeting each year. Despite Commonwealth Government grants that assist in building the school, the parish takes out a substantial loan to cover the difference in the cost of building.

So far, we have completed three stages of building, the debt of which the parish is still repaying. As with any mortgage on a home, the repayments for the loan taken out to pay for the buildings are regular and on-going. Maintenance of these buildings is also covered through this levy.

How much is the Levy?

The Levy is charged to each family. The Building Levy for 2010 was \$330. As with school fees, it is spread over three terms. It may be paid in instalments per term, or in smaller instalments if paid weekly. The 2010 Levy will be published in the last newsletter of Term 4, 2010 and the first newsletter of Term 1, 2011,

Is this levy tax deductible?

A ruling of the Taxation Office (in a court action versus the Diocese of Broken Bay) decided that the levy paid to upkeep the school is not tax deductible. In other words, you cannot get a tax deduction by paying your levy into the 'School Building Fund'.

However, any further contributions that you make through the envelope system at Mass remain tax deductible. These donations do not reduce the levy that appears on your account.

Who administers the Parish Levy?

The school acts on behalf of the parish to invoice each family for the levy. It will be invoiced as part of your term's account as "Parish Levy". This can be paid, then, in full, or in instalments as described above, at the School Office. Envelopes should be clearly marked "Parish Levy" with cheques made out to "Good Shepherd School". The school then receipts you and on a regular basis transfers the money to the Parish.

What if I have questions regarding the Parish Levy?

The School's office will be able to tell you how much you have paid or have owing.

If ever there is difficulty concerning the payment of monies related to the Parish Levy, please do not hesitate to contact the Principal so that appropriate arrangements can be made. No child will be excluded from the school if there are genuine circumstances for this levy not being able to be met.

CHILDREN'S BIRTHDAYS

The school is happy to recognise the birthdays of students in the following ways:

- ☛ Each class making special mention of that child throughout the day.
- ☛ Children will receive a birthday card from Mrs Gardner.

If you wish to circulate birthday party invitations to your child's school friends, please give the invitations to your child's teacher. S/He will distribute them during the day, in a manner that does not highlight uninvited students.

While we appreciate that you wish your child to celebrate their birthday with their class, **we ask that birthday cakes be shared at home and not at school**, due to time restraints. As a school, we must also consider the needs of other children who may not experience the same opportunities.



PARKING, TRAVEL AND DROP-OFF ARRANGEMENTS

Driver Safety: Good Shepherd's Car Park

- ☛ **AT ALL TIMES, NORMAL ROAD RULES APPLY.**
- ☛ **We expect all drivers to be courteous and considerate of other drivers.**
- ☛ **Pedestrians ALWAYS have right of way. Please observe the pedestrian crossing at the junction between the upper car park and the lower car park.**
- ☛ Entrance and exit signs to the car park are clearly marked.
- ☛ The Disabled parking space is to be used only by those vehicles which display a disabled sticker. This is not a drop off area.



- 🚗 The carpark is used only as a parking area for those parents who wish to walk their child/children to the “Kiss and say Goodbye area”.
- 🚗 **Designated speed in the car park is 5kph. This means that drivers should have their foot off the accelerator and resting instead on the brake.**
- 🚗 Please observe the arrows in the car park, which clearly show the direction traffic is to flow, i.e. in a clockwise direction when entering and exiting the car park.
- 🚗 All vehicles entering this car park area must complete a full lap of the carpark during peak times. **No U turn** is permitted around the garden bed.
- 🚗 No parking is permitted outside the parish office as this is a **No Parking Zone**. Also parents are encouraged not to park beyond the chevron marked line (near where the cement drain is currently).
- 🚗 To attend morning Assembly or to do business at the school’s office, parking is available in the lower car park.
- 🚗 Parking spaces in the lower car park are unmarked. However, to maximise car parking spaces in the lower car park, we ask drivers to observe standard parking spaces.
- 🚗 The Disabled Parking Spaces are for eligible vehicles only.

Supervision of children around the car park

- **ALL Children should be under the care of an adult at all times.** For this reason, we ask if you park your car in the grounds that you walk your child from the car to the playground.
- Children are supervised after school until handed directly into the care of a parent or caregiver. For this reason *there is no pick up facility in the car park.*
- Parents and caregivers are expected to park and then to collect their children from their classroom at dismissal time each day.
- At 3.15p.m. all remaining children will be taken to wait under the awning at the end of Year 6, where they will be supervised until collected. If you are able to, please phone the office to let the school know if there has been an unavoidable delay. If you are regularly unable to pick up your child/ren at dismissal time, please make alternate arrangements as children can become distressed if their carer is late in picking them up. We ask that all children be picked up by 3.30pm each day.

KISS AND SAY GOODBYE

As the children arrive at school each morning, they take their bag and place it in the bag holder outside their classroom. They then move to the paved area near the shelter shed.

Parents are asked to say goodbye to their children before they enter the playground area at the school gate and not enter the paved area where the children line up. This enables the teachers on duty to have clear vision of the children in his/her care. The children move to the playground areas when directed by the teacher on Assembly Area duty.

KISS AND RIDE ZONE 1* (See Site and Traffic Management Plan 2009)

This zone is located in the bus bay. Currently this area can only be used before 8.15am, as buses utilise this area after then. Drop off in this area means that the driver does not get out of his/her car and the child/ren will need to step from the vehicle from the non-driver side (**footpath side**). Drivers will need to ensure they read the signs carefully, to ensure they are not stopping or parking illegally.

KISS AND RIDE ZONE 2* (See Site and Traffic Management Plan 2009)

- 🚗 “Kiss and Ride Zone 2” is located behind Early Stage 1 (Banksia) classrooms.
- 🚗 “Kiss and Ride Zone 2” is used for dropping off children in the morning.
- 🚗 This zone has signs clearly labelled ENTRY and EXIT.

- ¶ The “Kiss and Ride Zone 2” can only be entered by the car going down to the end of Twentieth Avenue and completing a U-turn in the turning circle and then turning left into the property at the ENTRY sign
- ¶ “Kiss and Ride” means that the driver does not get out of his/her vehicle. This zone is a NO PARKING ZONE.
- ¶ Turning right into this area is **NOT PERMITTED** due to safety reasons.
- ¶ The first car in the “Kiss and Ride Zone 2”, moves to the top of the white line in the marked area near the “Delivery Area” sign.
- ¶ **No Overtaking** is allowed in this area.
- ¶ From 8.10am a teacher will supervise this area. The supervision of this duty will stop at the first warning bell (8.35am). This will mean that the Entry gate will be closed from this time. Drivers then use the car park, park their cars and walk their child/ren to the assembly area. This will ensure the safety of children at all times. THE CHILDREN MAY THEN NEED A LATE NOTE if they are not at the Assembly Area before the 8.40am bell.
- ¶ The child/children need to exit the car from the passenger side. There is a white line marked, which indicates where the child/ren get out of the car.

BUS TRAVEL

Buses operate to and from Good Shepherd from many areas covered by **Busabout** and **MetroLink (Oliveri's)**. Some buses are linked to the services offered to Good Samaritan College. Normal Department of Transport free travel conditions apply.

You can contact the bus companies directly to enquire about your child's eligibility to travel under this arrangement or if your area is covered.

Busabout:

Street Address:	185 Fifteenth Ave., West Hoxton
Postal Address:	PO Box 158, Hoxton Park 2171
Phone:	9607 0004
Fax:	9608 4927
Email:	busabout@bigpond.com.au

MetroLink:

Street Address:	Lot 11 Green Valley Road, Green Valley
Postal Address:	PO Box 386, Liverpool BC NSW 1871
Phone:	9607 8888
Fax:	9607 0781
Email:	enquiries@metrolink.com.au

Applications for free travel forms are available from our office.

Children line up to catch the appropriate bus. Teachers supervise the safe transition of children from school onto the bus. *Duty of Care* is then handed over to the Driver of the bus. Children are expected to conform with the **Code of Conduct** set down by the **New South Wales Department of Transport** as outlined on the Application for Travel under the School Student Transport Scheme form.



SUPERVISION

The welfare of each child is vital to everyone at Good Shepherd School.

The following arrangements are in place to ensure the safety of children.

- Playground supervision commences each day at 8.10a.m. Parents are responsible for the supervision of their children before this time.
- Teachers supervise the playground throughout Lunch and Recess periods.
- Children who arrive after 8.40a.m. are to go to the Office **before** going to class. A record of their lateness will be maintained.
- **While teachers are supervising children either in class or on the playground, they are not in a position to engage in conversations that could distract them from their primary responsibility of duty of care to the children. If you wish to speak to your child's teacher, please make an appointment.**
- At dismissal time (3.05p.m.), the children will be dismissed from their classroom. You are asked to collect your child from this point. We do not allow your child to meet you at your car or at the school gate, as this takes them out of the direct range of school supervision.

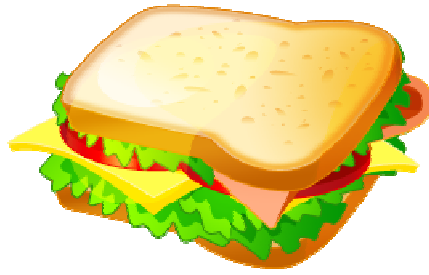
CANTEEN

In 2011, the Canteen will operate on **Monday, Wednesday and Friday**, providing a lunch service for the students.

The Canteen operates with a Canteen Supervisor and, not less than, four volunteers each day. The Canteen Supervisor will conduct mandatory food handling training sessions for all volunteer staff. Children (school age or younger) will not be permitted within the Canteen due to Occupational Health and Safety requirements.

If you wish to place your name on the Canteen roster, please leave your name at the office. A Canteen roster appears in each week's School Newsletter. All Canteen workers must undergo Child Protection Screening.

Health Inspectors from Liverpool City Council make periodic, but regular, inspections of the Canteen for registration purposes.



HOME/SCHOOL COMMUNICATION

Open communication between parents and their child's teacher is vital in the development of each child. Such communication gives witness to the **partnership** that we seek to promote in our Good Shepherd School community.

The following communications are offered by the school:-

Newsletter

Newsletters will be sent home fortnightly on a Wednesday afternoon, with the news of the fortnight ahead and issues affecting the school. If your child is away on that day the teacher will place a copy in your child's tray. Please ensure that you receive a copy.

School Assemblies

School Assemblies are held each Monday and Friday morning commencing with prayer. The National Anthem is sung each Monday morning. Awards are presented each Friday morning.

Meet the Teacher Night

This is an opportunity for parents to meet their child's teacher early in Term 1 and be informed of the learning activities planned and classroom expectations.

Parent Introduction Meetings

These 10 minute interviews are held during of Term 1 to share information with the teacher on your children's progress and needs.

Curriculum Outline

These provide details about the curriculum content of your child's class and give suggestions as to home support of the classroom program. These are included with the first newsletter of each term.

Mid Year Interviews

These are held early in Term 3. At the interview a written progress report is available for discussion. A further progress report is issued in December.

Reports

These are presented at the Mid-year Interview and sent home at the end of Term 4. They report on your child's progress in learning and personal growth.

Parent / Teacher Communication

Should you have any concerns or wish to discuss your child's progress, simply contact your child's teacher or the office to arrange an interview. Such appointment times should not be during teaching hours. When making an appointment, you are asked to give some general indication about the

purpose of the meeting. Please do not expect to speak to the teacher at morning bell time or during dismissal as they have duties and responsibilities at line up or playground duty.

When teachers and parents come together to discuss a child's progress or a situation requiring the shared attention of parents and teacher, then the following will enhance effective communication:

- ☞ demonstrated motivation to communicate;
- ☞ listening to each other;
- ☞ respecting each other's primary interest in and care for the child;
- ☞ being non-judgemental of each other as parent and as teacher; and
- ☞ searching for a point in the communication that leads to immediate action to which both teacher and parents display commitment.

CHILDREN'S NEEDS

STUDENT SICKNESS

When you have decided that your child is not well enough to attend school, we appreciate a telephone call, in the morning, informing the school of your child's absence. You will still need to send in a note when your child returns to school.

If, during the day, a child becomes unwell, the class teacher will inform the office and a non-medical assessment will be made of the child's condition. Generally, a parent of the child will be contacted by telephone and informed of the child's symptoms. Appropriate action will be taken at that point.

In the event of a student being unwell, the school is sensitive to the possibility of inconveniencing parents, especially, at their workplace. However, the school adopts the position that being informed is more important than being inconvenienced, especially when it comes to the welfare of a child.

Regarding medication, the school will only administer medication to a child when it is accompanied by written parental permission and a doctor's letter or certificate that includes dosage instructions. These forms are available at the office. All medication must be handed into the office. No child is to administer medicine themselves.



ANAPHYLAXIS

Duty of care requires that all children at our school are safe. Parents also need to feel at ease about the safety of their children when they are at our school. As there are children enrolled at Good Shepherd who experience an anaphylactic reaction to particular food products, we need to prevent triggering a reaction by endeavouring to keep these triggering foods out of the school.

Anaphylaxis is a severe allergic reaction which can be life threatening. Our staff has been trained in emergency response, however it is also the school's responsibility to implement procedure to minimise the risk of an episode occurring.

While nuts are usually the main trigger of an allergic reaction, other foods can also pose a risk. We have removed all nut, fish and egg products from the school canteen. Parents are also asked not to include the following products in school lunches you prepare for your children at home – nuts, Nutella, peanut butter, fish, shellfish and egg (whole egg and egg mayonnaise), chocolate bars (e.g. Snickers, Boost, Fruit & Nut, etc) and nut or fruit/nut snack bars or packs. A guideline would be if peanuts or other nuts are listed on the list of ingredients then these are not acceptable to bring to school. If the product has a warning that it “may contain traces of peanuts or other nuts”, this product may be brought to school.

Children with severe food allergies can have a reaction simply by touching hands with a child who may have a trace of the food trigger on their fingers e.g. peanut butter. It is to avoid the chances of this cross contamination that we are asking for your cooperation in implementing these changes. Please remember your child will not be missing out on these foods entirely, it simply means they cannot bring them to school.

INFECTIOUS DISEASES OF CHILDREN

www.health.nsw.gov.au

	Time from exposure to illness	Symptoms	Do I need to keep my child home?	How can I help prevent spread?
Chicken pox	2 to 3 weeks	Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab. Can be more severe in pregnant women and newborns.	Yes, for 5 days from the onset of the rash and the blisters have dried	Immunise your child at 18 months of age. Immunisation is recommended for children at 12 years if they are not immune.
Conjunctivitis	1-3 days.	The eye feels scratchy, is red and may water. Lids may stick together on waking.	Yes, while there is discharge from the eye.	Careful hand washing; avoid sharing towels. Antibiotics may be needed.
Gastroenteritis	Depends on the cause: several hours to several days.	A combination of frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.	Yes, at least for 24 hours after diarrhoea stops.	Careful hand washing with soap and water after using the toilet or handling nappies and before touching food.
German measles (Rubella)	2 to 3 weeks.	Often mild or no symptoms; mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. Can cause birth defects if pregnant women	Yes, for at least 4 days after the rash appears.	Immunisation (MMR) at 12 months and 4 years of age.

		are infected.		
Glandular fever	2 to 3 weeks.	Fever, headache, sore throat, tiredness, swollen nodes.	No, unless sick.	Careful hand washing, avoid sharing drinks, food and utensils and kissing.
Hand, foot and mouth disease	3 to 7 days.	Mild illness, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area.	Yes, until the blisters have dried.	Careful hand washing especially after wiping nose, using the toilet and changing nappies.
Head lice	Time from infestation to eggs hatching Usually 5 to 7 days.	Itchy scalp, white specks stuck near the base of the hairs, lice may be found on the scalp.	No, as long as head lice management is ongoing.	Family, friends and classroom contacts should be examined and managed if infested.
Hepatitis A	About 2 to 6 weeks.	Often none in small children; sudden fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.	Yes, for 2 weeks after first symptoms or 1 week after onset of jaundice.	Careful hand washing; close contacts may need to have an injection of immunoglobulin; immunisation is recommended for some people.
Impetigo (school sores)	1 to 3 days.	Small red spots change into blisters that fill with pus and become crusted; usually on the face, hands or scalp.	Yes, until treatment starts. Sores should be covered with watertight dressings	Careful hand washing.
Influenza	1 to 3 days.	Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.	Yes, until they look and feel better.	Careful hand washing, especially after coughing, sneezing or wiping your nose. Immunisation is recommended for the elderly and people with chronic illnesses.
Measles	About 10 to 12 days until first symptoms, and 14 days until the rash develops.	Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down	Yes, for at least 4 days after the rash appears.	Immunisation (MMR) at 12 months and 4 years. Contacts who are not immune may be excluded for 14 days after onset

		the body and lasts 4 to 7 days.		in the last case at the facility
Meningococcal disease	2 to 7days.	Sudden onset of fever and a combination of headache, neck stiffness, nausea, vomiting, drowsiness or rash.	Seek medical attention immediately. Patient will need hospital treatment.	Close contacts should see their doctors urgently if symptoms develop, and may need to have a special antibiotic. Immunisation with Meningococcal C vaccine at 12 months of age.
Molluscum Contagiosum	1 to 6 months	Multiple small lumps (2 – 5mm) on the skin that are smooth, firm and round, with dimples in the middle. Lumps in children are mostly on the face, trunk, upper arms and legs. Symptoms can last 6 months to 2 years.	No	Avoid contact sports when a child has uncovered lumps.
Mumps	14 to 25 days.	Fever, swollen and tender glands around the jaw.	Yes, for 9 days after onset of swelling.	Immunisation (MMR) at 12 months and 4 years of age.
Ringworm	Varies (may be several days).	Small scaly patch on the skin surrounded by a pink ring.	Yes, until the day after fungal treatment has begun.	Careful hand washing.
Scabies	New infections: 2 to 6 weeks; reinfections: 1 to 4 days.	Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.	Yes, until the day after treatment has begun.	Close contacts should be examined for infestation and be treated if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.
Scarlet Fever	1 to 3 days.	Sudden onset sore throat, high fever and vomiting, followed by a rash in 12 to 36 hours.	Yes, until at least 24 hours of treatment has begun and the child is feeling better.	Careful hand washing. Sick contacts should see their doctor.
Slapped Cheek (Erythema infectiosum,	1 to 2 weeks	Mild fever, red cheeks, itchy lace-	No as it is most infectious	Careful hand washing; avoid

Fifth disease, Parovirus B19)		like rash and possibly cough, sore throat or runny nose. Can cause foetal disease in pregnant women if they have not been previously infected.	before the rash appears.	sharing drinks.
Whooping Cough (pertussis)	7 to 20 days.	Starts with running nose, followed by persistent cough that comes in bouts. Bouts may be followed by vomiting and a whooping sound as the child gasps for air.	Yes, until the first 5 days of a special antibiotic have been taken.	Immunisation at 2,4,6 months and 4 years of age A special antibiotic can be given for the patient and close contacts. Case should be excluded from child care and school until 5 days after treatment begins. Unimmunised contacts may be excluded from child care unless they take the special antibiotic.

Parents are asked to ensure their child has a clearance from their doctor before their child returns to school.

COUNSELLING SERVICES

STAR (CatholicCare)

Students require the services of a counsellor for a variety of reasons, including:

- ❖ the death of a parent or close family member
- ❖ divorce or separation of parents
- ❖ poor self esteem
- ❖ difficulties in socialising with peers
- ❖ challenging behaviours
- ❖ anxieties

In 2010 Good Shepherd had the services of a counsellor through the STAR (Students at Risk) Program for one half day per week. This program is sponsored by the Catholic Education Office, Sydney and should continue in 2011.

Students are referred to the STAR Counsellor through the STAR referral process.

School Counselling Program

In 2010 Good Shepherd had the services of a School Counsellor one day per week. This program was funded through the school budget as both staff and parents prioritised the need for additional counselling at the end of 2007. This program will continue in 2011.

The School Counselling Program primarily meets the needs of pairs or groups of children in specific classes/grades who require 'social skills training'.

The Class Teacher discusses specific needs with the Supervisor. The Principal is consulted and gives permission for the students to be referred.

The Class Teacher discusses the reason for referral with the parents and liaises with the Counsellor to determine specific needs.

If there is space in the School Counselling schedule children who may be on the 'Wait List' for STAR can be seen, as the same counsellor services both programs.

SCHOOL UNIFORM

The complete Good Shepherd School uniform can be purchased from the **Lowe's** shop at **Westfield's Liverpool**. When you make a uniform purchase, please mention "Good Shepherd School". The school receives vouchers based on each sale, which are then used by the school at its discretion.

	SUMMER	WINTER	SPORTS
GIRLS	red/white/green check frock white ankle socks (seen above the shoe and covering the ankle) black leather shoes school hat	red/white/green pinafore white long sleeve Peter Pan blouse white skivvy (optional) bottle green sloppy joe with school crest bottle green wool pullover bottle green jacket with school crest bottle green opaque tights school hat	white polo top with school crest bottle green culottes white sports socks (seen above the shoe and covering the ankle) bottle green track pants white sandshoes school hat

Boys	white shirt with dress trim	white deluxe long sleeve shirt	white polo top with school crest
	bottle green shorts	white skivvy (optional)	bottle green nylon shorts
	white ankle socks (seen above the shoe and covering the ankle)	grey trousers	bottle green fleece track pants
	black leather shoes	school design tartan tie	white sports socks (seen above the shoe and covering the ankle)
	school hat	bottle green sloppy joe with school crest	white sandshoes
		bottle green wool pullover	school hat
		bottle green jacket with school crest	
		grey socks	
		school hat	

Class teachers will advise when children are to wear their sports uniform.

The school backpack, library bag and school hat are purchased from the school's office.

Prices for 2011 are

Backpack*: \$35.00

Library bag: \$10.00

Hat: \$10.00

Any changes to these prices will be notified through the school newsletter.

PLEASE ENSURE THAT ALL ITEMS OF CLOTHING AND EACH OF THE CHILD'S BELONGINGS ARE CLEARLY LABELLED WITH HIS / HER NAME.

CLOTHING POOL

This service operates in the first and last week of each school term, as advertised in the School Newsletter. Parent volunteers operate the Clothing Pool. At other times parents may check with the school office.

WET WEATHER GEAR

Lightweight raincoats and hats - with names on them, are necessary during inclement weather. These can be kept in the child's case or bag. Remember umbrellas are very dangerous for small children to manipulate.

GETTING READY FOR SCHOOL – WHAT CAN YOU DO TO HELP?

It is a big change for a five year old to pass from the intimacy of the family circle to school life. Here are some practical ways in which you can help the transition. Over the next two months try to let your child get used to:-

- ☞ Putting on and taking off clothes eg. tucking in shirts, doing up buttons and putting on jumpers.
- ☞ Putting on and doing up shoes.
- ☞ Eating and drinking without help.
- ☞ Using a handkerchief or tissue.

It is important that your child knows how to:-

- ☞ Open and close lunch boxes and drink bottles.
- ☞ Use and flush the toilet and wash their hands unassisted.
- ☞ Ask clearly for things. Could a teacher understand your child?
- ☞ Say his/her name and address.
- ☞ Recognise name/property.
- ☞ Write his/her own name using a thick pencil or crayon.
- ☞ Recognise name among others.

Also try to let your child get used to:-

- ☞ Playing with groups of children of the same age. (Encourage your child to share toys and take turns.)
- ☞ Using playground equipment safely.
- ☞ Staying at friends or relatives houses for a few hours without you around.
- ☞ Caring for and putting away playthings.
- ☞ Helping with small jobs around the house, most children enjoy doing responsible things to please the family.
- ☞ Relating the good and happy activities of the school day.
- ☞ Knowing what to do if parents are late.
- ☞ Following simple instructions.

Some weeks in advance rehearse with your child, in a spirit of play, the different situations to be met with in school life:-

- ☞ Opening and closing the school case.
- ☞ Unpacking and eating the school lunch (a sensible amount).
- ☞ Dressing for school and making the journey to and from school.
- ☞ Being away from home and mother for short periods.
- ☞ Listening to stories, looking at pictures and talking about them.
- ☞ Watching good television sessions.
- ☞ Greeting companions by name.
- ☞ Learning to line up and wait their turn.
- ☞ Learning to be a good sport when losing a game.

HOW CAN YOU HELP YOUR CHILD?

Learning to speak and listen starts with you at home. Most children in primary school years are able to use language readily to report on past experiences, to look ahead and predict, to look at possibilities and draw conclusions.

Try to:-

- ☞ Talk to your child about what you're both doing.
- ☞ Listen to your child carefully.
- ☞ Answer many of the endless questions.
- ☞ Read a story every day, maybe at bedtime.
- ☞ Borrow children's books and toys from your local library.
- ☞ Teach songs, rhymes, jingles, the names of colours and of parts of the body.
- ☞ Count things. Does your child know what the number means? Try activities like asking your child to set the table and count the plates etc. Also count backwards.
- ☞ Sort and match collections of things like fruit, clothes etc.
- ☞ Ask your child to follow simple instructions, such as, "Take off your shoes and put them on the verandah."
- ☞ Take some time to play with your child; find out about their ideas and feelings.
- ☞ The importance of listening to children cannot be overemphasised.
- ☞ Don't cut in on your child when they try to explain things. Ensure they talk their way through things.

☞ Don't carry your child's bag for them. They can and should be taught to manage.

COMMUNITY

SCHOOL AS A FAITH COMMUNITY

Prayer:

Prayer is an essential part of the life of Good Shepherd. Prayer is said at assembly and in class each day. Children will be involved in both formal and informal prayer over their seven years at the school.

Daily Prayer:

Encourage your child to spend a few moments in daily prayer. Spend some time with your child in Prayer. Children are able to visit the church on their way into school each morning to pray.

Sunday Mass:

Sunday Mass is the great liturgical event of the week, when all members of the faith community come together to pray to God. Take your child with you to Mass each Sunday, teach them simple actions of our faith and try to explain what the Priest and congregation are doing and why. Share your family's traditions and beliefs with your child. No-one else can take your place in this instance.



PARENT PARTICIPATION

We recognise that parents are the first teachers of their children. Therefore, we see great value in having you participate in activities to support the school. However, we understand that each Good Shepherd family has its own commitments and demands that only it knows about. While we expect the overall support of each family - in the interest of the children - we do not want families to experience discomfort if they are unable to physically or financially support a particular function or activity.



In 2000, Child Protection legislation was introduced into Parliament. As a direct result of this legislation, all adults who work with children, in a paid or voluntary capacity, must undergo a police screening to ensure that there is no reason why that person cannot work with children. Each staff member is screened as part of the educational process. Many parents also undertook this procedure in the following years. Each year, we must have all voluntary workers in the school undergo this same screening. This process is now completed online at <https://check.kids.nsw.gov.au/volunteer-declaration.php> (A link is provided on the school's website.) Once completed, the form needs to be printed, signed and lodged at the school office.

As a school, we are committed to this screening process. It attempts to ensure that each child is learning and playing in a secure and safe school environment.

PARENTS ASSISTING IN THE CLASSROOM*

Parents assist in varying ways within the classroom, depending on the needs of the class. Prior to participating in a classroom program, interested parents will participate in a training program that aims to enhance confidence by equipping parents with the skills necessary to be an effective classroom helper. While it is not feasible to have toddlers in the classroom, parents may choose to organise a child-minding roster.

An essential requirement for any prospective classroom parent helper is **confidentiality**. That is, the ability to interact with children in their learning environment and not to discuss with anyone, except the class teacher, if appropriate, aspects of any child's performance. Such confidentiality is vital in protecting the developing self-esteem of each young child.

WORKING PARTIES AND COMMITTEES

Sometimes an invitation is extended to the parent community for volunteers to become part of educational working parties, or school committees, whose role it would be to examine issues that impact on the school. Past committees have included Organisation of Classes Working Party, Safer Routes to School Committee, School Safety Committee, Canteen Working Party, Canteen Committee Fundraising Committee, Pastoral Care Committee, Parent Education Working Party, Sacramental Planning Team, Graduation Committee, 5th Birthday Celebration Committee, 10th Birthday Celebration Committee, Finance Committee, Sacramental Committee, etc. So that maximum participation is available to all parents, membership is limited to one committee only. Not all committees are "active" each year. The school's Annual Improvement Plan determines which committees are operational in a given year.

CANTEEN VOLUNTEERS*

Our school's canteen can only function with the commitment and support of our dedicated parent volunteers. This allows costs to be kept at a minimum. Both mums and dads volunteer to be part of a roster, which is coordinated by the Canteen Supervisor. We ask each parent to consider his or her availability to be part of this volunteer base. The Canteen is open each Monday, Wednesday and Friday.

- *Child Protection Screening must be successfully carried out for each person fulfilling these roles.*

FUNDRAISING

In 2010, our major fundraisers were:

- School Fun Day (Term 3) which had the theme of "Animation Sensation".
- Mothers' Day and Fathers' Day raffles.

Money was raised for the purchase of classroom resources and classroom carpet..

The fundraising events are decided at the beginning of each year by the fundraising committee. Parent help is sought throughout the year to ensure these events are as successful as possible. The goals for each year are set at the beginning of the year and reflect the needs of the school community.

BEFORE AND AFTER SCHOOL CARE CENTRES

Angels Paradise:

15 Whitford Road, Hinchinbrook
9608 5200

First Steps Before and After School Care

Hoxton Park Primary School
Pacific Palms Circuit, Hoxton Park
Christine: 0416 227 278
Katie: 0403 918 947

Guardian Child Care:

Dolphin Day Care Centre

55 Browns Road, Austral
9606 8944 9606 8911

Liverpool Family Care

Sasha Vella
0416 076 929
9608 0196

Just 4 Kids Childcare Centres

The school provides the above details for your information. We do not recommend particular centres.

STAFFING

RELEASE FROM CLASS

Teachers also have other responsibilities within the school. They may be a co-ordinator of a particular KLA (key learning area - subject) or have the responsibility to plan events, functions or administration etc. These teachers will be released from class from time to time to perform these duties.

As part of the Teachers' Award, teachers are entitled to 2 hours release from face to face teaching each week. Subject to employment, specialist teachers eg.music, sport, art will provide specific programs in this time.

THE SCHOOL AS A WORKPLACE

Schools are workplaces for thousands of teachers and support staff. As such they are guided by awards, legislation, industrial obligations and pastoral needs. From time to time teachers will be on leave due to health, long service, maternity, carer duties, domestic necessity or professional development. These are natural and normal events in any workplace. Children need to be comfortable with learning in various situations with various teachers; the class program should be followed when leave is taken.

Child Protection Information for Parents Enrolment Package 2010

Child Protection Information for Parents

Catholic Education Office, Sydney

Catholic Schools and Child Protection

There are a number of steps our schools undertake to protect children which are both preventative and responsive. This includes complying with NSW laws about child protection by screening people who work with children, risk assessments and reporting abuse or neglect to relevant authorities.

Preventative Responsibilities

Our Catholic Schools comply with NSW laws on employment screening which is administered under the responsibility of the NSW Commission for Children and Young People. This means that any person who is to be paid by the school in “child related employment” must undertake a pre-employment screening process.

NSW law also require schools to request any volunteer who is engaging in an activity with children in school, during which the volunteer may be unsupervised at any time, to first sign a Prohibited Employment Declaration. This means parents or family members will be asked to sign such a Declaration if they wish to be involved as a volunteer with the children in our schools. A prohibited person cannot volunteer or work in our schools.

Schools have a duty of care to ensure that children in the supervision of the school are safe. Therefore, if a Principal has a concern that a person may pose a risk to a child they have discretion to request that person to disengage from the school activity and leave the school premises until further assessment can be undertaken. Similarly, if a Principal assesses that an activity poses a risk to a child they have a duty to stop that activity until further assessment can be undertaken to reduce the concerns.

A Principal may request information from certain authorities if that information is required to ensure the safety and well-being of a child in its care.

Responsive Responsibilities – a schools response to concerns about the safety, welfare or wellbeing of a child/young person in general

The abuse of a child is an offence under the NSW law. Community Services is the government authority responsible for responding to reports that a child (under the age of 16 years), or a young person (aged 16 or 17 years), is at “risk of significant harm”.

Staff in our schools are mandatory reporters. This means they are lawfully required to report to Community Services 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. Whilst not mandated under NSW law to report a young person, (age 16 or 17 years), our staff will make such a report, given their duty of care to children in our schools, if their professional judgment believes a statutory intervention is required for the young person’s safety and well-being. Principals, teachers, counsellors, school consultants, as well as many external professionals working with children in our schools, are all mandatory reporters. It is an offence for these people not to comply with their legal duties under the Act.

If the following conditions are present to a “significant” extent our staff will report it to Community Services:

Physical abuse

Neglect of – supervision, physical shelter/environment, food , medical care, mental health care, education

Sexual abuse

Problematic sexual behaviour

Psychological harm

Relinquishing Care

Carer concerns – parent/carer substance abuse; parent /carer mental health; parent/carer domestic violence

Children’s Safety at School

Any concern about a child’s safety whilst at school should be reported immediately to the Principal.

The Principal will determine if the matter requires a mandatory report to Community Services or NSW Police.

The Principal will work with the parents/carer and child to address any safety issues.

If a concern regarding safety relates to a Principal a report should be made immediately to the Catholic Education Regional Office.

If a complaint about a child's safety relates to actions of any other staff member the Principal will work with the Catholic Education Office to investigate the complaint and ensure the child is safe. In some instances the investigation may be monitored by the NSW Ombudsman Office for reports of "reportable conduct" under Part 3A of the Ombudsman Act NSW.

The Catholic Education Office (CEO), Sydney is supporting Principals in taking a number of key steps to ensure child protection in Catholic schools.

These include:

Ensuring that all teachers are aware of their legal and pastoral care responsibilities to students.

Completing the 'Working with Children Check' at the point of employment to ensure that those employed are fit and proper persons to occupy positions in Catholic schools.

Inservicing school staff on Child Protection matters and procedures.

Inservicing teachers in the effective implementation of child protection education to help students understand personal safety.

Having in place a clearly documented process for responding to complaints of improper conduct by employees, which is fair to all parties.

Publishing clear policy guidelines for responding to child protection issues.

What can parents do if they have concerns about student safety at school?

Parents should raise any such concerns with the Principal in the first instance.

Parents have a right to report a concern to the police or Community Services at any time if they believe it is necessary

Other Helpful Contacts relevant to the information in this pamphlet

Commission for Children and Young People- Website: www.kids.nsw.gov.au

Community Services - Website: www.community.nsw.gov.au

NSW Ombudsman- Website: www.ombo.nsw.gov.au

NSW Police- Website: www.police.nsw.gov.au

For further information on the CEO's Child Protection Policy and Personal Safety Education, please contact your school's Principal, the Regional Office, or the Child Protection Officer at the CEO, Leichhardt.

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Catholic Education Office, Sydney

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Leichhardt NSW 2040

Tel (02) 9569 6111 Fax (02) 9550 0052

www.ceosyd.catholic.edu.au

Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools

May 2007

INTRODUCTION

Sydney Archdiocesan Catholic Schools are committed to living the values of the Gospel. In the spirit of justice, love and reconciliation, we aim to:

- develop a positive and collaborative relationship between home and school.
- welcome and value diversity of opinion.
- inform the staff of the changing needs of students and families.
- have clear and open communication within the community.

Our schools acknowledge that Parents/Caregivers can sometimes feel concerned about something that they believe is happening in their child's school. The resolution of these concerns in every school community is vital to the well being and success of that community.

It is recognized that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment and for this reason the following model has been developed.

This document is intended to be read in conjunction with the "*Pathway for Resolving Concerns and Complaints at School*" within the "*Resolving Concerns and Complaints at School Information for Parents and Caregivers*" brochure (May 2007).

THE SCOPE OF THE GUIDELINES

These Guidelines apply to the concerns of parents and care-givers about:

- Children's learning, behaviour and welfare
- School organisation and management
- Student health and safety issues

Certain matters concerning Child Protection or other areas covered by specific legislation will be referred immediately to the relevant external agency.

THE RIGHTS AND RESPONSIBILITIES OF PARENTS/ CAREGIVERS

Any parent or caregiver has the right to raise a concern and have it responded to promptly, fairly, without fear of repercussions and according to principles of procedural fairness. Most concerns will be able to be resolved informally.

Any parent/ caregiver has the right to confidentiality in regard to a concern that is raised at the school. However, if others need to be informed, this will be explained to the parent /caregiver raising the concern.

Parents/caregivers have a responsibility to raise their concerns at the earliest possible time so that they do not become overwhelming for either the child or the family. The greatest success in resolving concerns is when they are addressed as soon as they arise.

Parents/ caregivers have a responsibility to maintain confidentiality in the best interests of their child and to ensure a just outcome for any other person who may be involved.

GENERAL PRINCIPLES

- Confidentiality will be respected and maintained by all parties.
- Concerns will be resolved according to the principles of procedural fairness as follows:
 - the person considering the concern will act impartially
 - anyone involved in the matter has the right to be heard fully
 - all **relevant** information will be taken into account
 - where a conflict of interest arises or is perceived to arise, an independent person may be involved with the consent of all parties.
- Every endeavour will be made to address all concerns within **reasonable timeframes** and under mutual agreement. The resolution of concerns is most successful when prompt responses are obtained. However, Principals and school staff may not always be available to address concerns at the exact time they are raised, but will make an appointment to do so at the earliest mutually available time.
- Any person raising or responding to a concern may have a **support person** present during meetings or interviews. The support person would act as an observer but may take a more active role with the mutual agreement of all parties. Support persons must maintain confidentiality and other principles set out in these Guidelines. The Principal is to be advised of the attendance of a support person before any meeting or interview. Similarly the Principal will advise of any other person he/she may invite to attend.
- **Accurate and appropriate notes** will be kept with due regard to the confidentiality of the concerned parties.
- **Access to relevant records** may be given to parties directly involved in the process or to others by mutual consent whilst adhering to the conditions of the Commonwealth Privacy Act.

- **The outcome** of a complaint resolution process will be communicated to the Parent/Caregiver in writing and there may be an agreement to review its effectiveness within an agreed timeframe.
- **Anonymous complaints or allegations** must be accepted and forwarded for investigation in the case of:
 - allegations of child abuse,
 - allegations of misconduct of a sexual nature by a staff member against a student,
 - alleged breaches of legislation, including the Crimes Act,
 - other alleged behaviour which could lead to disciplinary action if substantiated.
- **The Principal has delegated authority** to manage concerns and complaints at school. Where the matter involves Child Protection or other areas covered by specific legislation (such as matters being handled by Police or courts), the Principal is required to refer it to the Regional or Head Office. In all other matters, every attempt will be made to resolve the matter at the level of the Principal.
- While it is understood that all concerns about a child's education and well-being naturally cause anxiety for parents/ caregivers, it is expected that **complaints will be lodged in a manner that respects the dignity of the person receiving them**. Similarly staff are expected to receive the complaint with the same level of respect.
- Principals and staff are within their rights to require that **any meeting or discussion be discontinued** if a complainant becomes abusive, uses profane or threatening language or attempts to physically intimidate a staff member. Should this occur the complainant will be required to leave the school.

THE PROCESS

To aid school communities in knowing how to handle a concern or complaint, a step-through visual model "*A Pathway for Resolving Concerns and Complaints at School*" has been developed for use in all Sydney Archdiocesan Catholic Schools.

Some key elements of the Model include:

- STEP 1** - Generally, issues involving an individual child **should be raised first with the person subject of the concern, usually the class teacher**. This may not always be possible and the parents/caregivers may not feel able to talk to the person about whom they have a concern. In this instance the Principal, or Assistant Principal, is the appropriate person to address your concern:
- where the concern involves the conduct of a staff member of the school, the matter should be taken directly to the Principal.

- where the concern involves the conduct of the Principal the Regional Office can be contacted (refer to Step 5).

STEP 2 &3 - Where the concern is not resolved, the matter should be taken up with the Subject or Year Co-ordinator (Secondary Schools) or the Assistant Principal (Primary Schools).

STEP 4 – Where the concern is not resolved by the Co-ordinator or the Assistant Principal, the matter should be taken to the Principal.

- In most matters the Regional Office will, in the first instance, assist the parents/caregivers in going back to the Principal to address the concern or complaint. If the matter is of a Child Protection or other area covered by legislation, the Regional Office will take action directly.

STEP 5 – Where the concern is not resolved by the Principal after all efforts have been made to do so, or the concern is about the Principal, the Parent/Caregiver should refer the concern to the Regional Catholic Education Office via the Professional Officer. The Professional Officer will refer the matter to the Regional Consultant for resolution.

STEP 6 – Where the concern remains, unresolved the Parent/Caregiver or the Regional Consultant may refer it to the Regional Director for review. A formal avenue of appeal is available at this stage in accordance with the Catholic Education Office document *Pastoral Care of Students in Catholic Schools* available from the school or at <http://www.ceo.syd.catholic.edu.au/> . All such appeals should be made to the Regional Director in writing.

STEP 7 – Where the Parent/Caregiver considers that correct procedures have not been followed, or that an unreasonable outcome has eventuated, a written appeal outlining the relevant details can be lodged with the Chair of the Sydney Archdiocesan Catholic Schools Board (SACS) addressed to the Head Office at Leichhardt. The Chair will appoint an independent person to undertake a review according to the *Pastoral Care of Students in Catholic Schools*.

If ultimately you are not happy with the way your concern has been dealt with by the school or the Catholic Education Office, you may wish to go to an external agency or legal advocate for advice and assistance.

REGIONAL OFFICES

Eastern Region Inner Western Region

33 Banks Avenue, 3 Keating Street,

DACEYVILLE NSW 2032 LIDCOMBE NSW 2141

PH: 83443000 FAX: 83443097 PH: 96433600 FAX: 96433609

Southern Region

300 The River Road,

REVESBY HEIGHTS NSW 2212

PH: 9772700 FAX: 97727009

CENTRAL OFFICE

Catholic Education Office

38 Renwick Street,

LEICHHARDT NSW 2040

PH:95696111 FAX: 95500052

A copy of the brochure *Resolving Concerns and Complaints at School*, summarizing these Guidelines can be obtained from the School.

TIMEFRAMES

Unless another timeframe is mutually agreed upon, or where outside authorities are involved, a Parent/Caregiver can expect:

- an acknowledgement of his/her concern within two (2) working days of lodgement at any of the steps in the *'Pathway for Resolving Concerns and Complaints at School'* process,
- an attempt to address and resolve the matter within seven (7) working days of lodgement at each step in the process.

CONCERNS AND COMPLAINTS OF A CHILD PROTECTION OR LEGAL NATURE

Legally required processes for the management of complaints that fall within the definitions of Child Protection legislation is administered by the Head Office and is accountable to the NSW Ombudsman's Office and/or the Department of Community Services.

Where a teacher or Principal receives a complaint of this nature, he/she is required to inform the Regional Consultant and the Child Protection Officer at the Head Office. An investigation process will be undertaken that adheres to all of the general principles contained in these Guidelines.

If a complaint involving potential criminal activities is received by a Principal, he/she will be obliged to report it to the Local Area Command of the NSW Police.

The processes of any of the aforementioned outside authorities will take precedence over the processes contained in these Guidelines.

Schools are also compelled to comply with the relevant instructions contained in any court orders (e.g. Apprehended Violence Orders and Parenting Orders) that pertain to a student and/or a family within the school community.

These Guidelines were released in November 2005 reviewed in 2006 and 2007. All comments can be forwarded to Carolyn Hadley, Professional Officer, at the Central Office address.



Appendix Three

STUDENT ACCEPTABLE USE AGREEMENT FORM

(RE: electronic devices (eg laptops, mobile phones etc) and services – including cybersafety expectations)

POLICY STATEMENT –

The use of electronic devices and access to e-mail and internet services (school devices and services) in Catholic Education Office (CEO) Sydney schools are provided to students in order to support their educational and administrative needs. These school devices and services are necessary educational tools and **must be used in a responsible manner**. This policy can never anticipate all possible advances and uses of technology and therefore students who are unsure about their usage should seek clarification from a teacher as soon as possible.

This Policy is intended to inform parents and students of **our school's expectations when students are using the devices and services provided by the school and when using their personal equipment to communicate to or about members of the school community**. If a student acts in a way that is against the contents of the policy, he or she will be subject to consequences according to the school's Pastoral Care Policy and if necessary offending material may be supplied to the police. **The school reserves the right to capture, store and review all internet browsing and emails across our school network. Devices may be taken or accessed if it is believed that:**

- **There has been or may be a breach of the school rules or policy**
- **There may be a threat of harm to a student or others or system security.**

STUDENTS ISSUED WITH SCHOOL OWNED LAPTOP COMPUTERS

The Australian Government has funded schools to purchase laptop computers for the personal educational use of some secondary students while enrolled at the school. Students and their families who receive a laptop computer have the following additional responsibilities:

- To care for the laptop to the best of their ability
- To keep the laptop secure and protect it from any malicious damage.
- To bring the laptop to school each day in readiness for use in the classroom – this includes having the battery charged and electronic files effectively managed.
- **To replace or repair any damaged, lost or stolen laptop at their own cost**
- To return the laptop computer (and any inclusions such as power cords and carry case) in good order when leaving the school

CYBERSAFETY REQUIREMENTS

This policy addresses the particular use of these technologies that has come to be referred to as '**Cyberbullying**' (See No 4 below). The school will investigate and take action where this kind of bullying occurs in school **and** outside of school when it causes significant harm to the relationships between students and or teachers, or is criminal in nature.

1. When using the school devices and services **students will**:

- ensure that communication through internet and email services is related to learning.
- keep passwords confidential, and change them when prompted, or when known by another user.
- use passwords that are not obvious or easily guessed.
- log off at the end of each session to ensure that nobody else can use their e-learning account.
- promptly tell their teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
- seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
- ensure that copyright permission is gained before electronically publishing the works or drawings of others.
- Always acknowledge the creator or author of any material published.
- keep personal information including names, addresses, photographs, credit card details and telephone numbers, of themselves or others, private.
- ensure that school services are not used for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

2. When using the school services or personal mobile phones (or similar personal equipment) **students will not**

- disable settings for virus protection, spam and filtering that have been applied by the school and not attempt to evade them through use of proxy sites.
- allow others to use their personal accounts.
- deliberately use the electronic identity of another person to send messages to others or for any other purposes.
- enter 'chat' or 'social networking' internet sites without the permission of a teacher.
- use unauthorised programs or intentionally download unauthorised software, graphics or music that are not associated with the learning activity as directed by a staff member.
- damage or disable computers, computer systems or networks.
- disclose personal information about another person (including name, address, photos, phone numbers)
- distribute or use information which is copyrighted without proper permission.
- take photos or video of members of the school community without their consent.

3. When using school services **students will never knowingly** initiate or forward emails or other messages containing:

- a message that was sent to them in confidence.
- a computer virus or attachment that is capable of damaging recipients' computers.
- chain letters and hoax emails.
- spam, eg unsolicited advertising material.

4. When using school services or non school services **students will never** send or publish either through internet sites, e-mail or mobile phone messages:

- unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
- threatening, bullying or harassing material or make unreasonable demands.
- sexually explicit or sexually suggestive material or correspondence.
- false or defamatory information about a person or organisation.
- the school name or crest without the written permission of the Principal.

Students need to be aware that all use of internet and email services can be monitored and traced to the accounts of specific users.

The misuse of school services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

Policy Update

This policy will be updated as necessary. All attempts will be made to adhere to the above policy, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated policy.

AGREEMENT

I/we have discussed this policy with my/our child and we agree to uphold the expectations of the school in relation to the use of electronic devices and services both at school and, where relevant, outside of school. We understand that a breach of this policy will incur consequences according to the school's Pastoral Care Policy and that we will be responsible for replacing or repairing a school issued laptop computer that may be damaged, lost or stolen.

Signed _____ Date _____
(Parent/s or Caregiver/s)

I have read and discussed this policy with my parent/carer and I agree to be a cybersafe student and always uphold these rules both within and outside of school.

Signed _____ Date _____
(Student— not required for children under 10 years of age)

Use Of Student Photos And Video Images

Photos and video footage of students are used regularly by schools for a number of purposes and under current legislation this practice can continue, but with a few additional aspects to be considered when preparing to use the images, viz:

- a) **Situations covered by the Standard Collection Notice.** The Standard Collection Notice covers us for the use of photo images in school or system-based publications. In the following cases the school is NOT required to collect any permission from students/families for the use of students images :
- the school magazine
 - school newsletters
 - *About Catholic Schools*
 - school notice boards
 - photos taken by an authorised member of the press e.g. when a local politician visits the school and brings a press photographer along.

These situations are generally for the purpose of praising or promoting the efforts of the student or the school, are not for the purpose of direct marketing and pose negligible risk of complaint.

However, in these situations Principals are advised to:

- inform the school community of the impending use of photo or video via the newsletter
- afford families the right to inform you of any issue that would negate the use of their child's image in such a way.

- b) **Situations requiring specific permission.** Any use of photos or video for the **direct marketing** of the school or system or for use in the public domain, require the school to obtain specific permission from families. Some examples include:

- paid advertisements in local newspapers
- any images that could be accessed via the world wide web

These situations are, in most instances, for the purpose of directly marketing the school or for other secondary purposes that the student or family might not reasonably expect.

It should be noted that the **generic enrolment form**, for the use of all schools, covers appropriate privacy elements and obtains permission from families for the use of photos and video. **For situations where the generic enrolment form was not used, schools should issue their own permission forms for the identified circumstances.**

Further information may be obtained from Carolyn Hadley on 9568 8492 at CEO Leichhardt.

PRIVACY ACT

Enrolment Package

2010

Catholic Education Office, Sydney.

PRIVACY ACT

What is the Commonwealth Privacy Act?

The purpose of the Commonwealth Privacy Act is to establish a nationally consistent approach to the handling of personal and sensitive information by organisations. This legislation identifies ten key areas known as National Privacy Principles (NPPs). These principles are listed on the back of this brochure for your information.

What is considered 'personal information'?

'Personal information' is defined as information or an opinion about an individual whose identity is clearly indicated, or can be worked out from that information. This includes names, addresses, phone numbers, age, school reports, notes to parents, and photographs.

What is 'sensitive information'?

'Sensitive information' is defined as information similar to the above but which requires a higher level of protection, because it gives more detail about the beliefs or health of an individual. This includes information about racial or ethnic origin, marital issues and custody, donation history, religious beliefs, and health.

Why do schools collect this information?

The primary function of schools is to provide a comprehensive and high-quality education for all students enrolled. To carry out this function, schools must collect information about students and families in order to meet their duty of care and other legal responsibilities, and to take account of students' and families' individual circumstances.

What is a 'Standard Collection Notice'?

A Standard Collection Notice is a statement provided by the school that specifically itemises the reasons for collecting information about students and their families and the way in which that information will be used by the school system. A Standard Collection Notice will be attached to all documents issued to students and families that require them to give personal or sensitive information to the school. If the school needs to use the information for a purpose that is not listed on the Standard Collection Notice, it will issue a separate consent form indicating the specific circumstance.

What are my rights under this legislation?

Students and families have the right to:

- expect that information will only be collected to enable schooling to be provided to enrolled students.
- expect that the information will be held securely.
- access the information that is kept on record at the school
- request that inaccurate or out-of-date information be amended.

- contact the school to discuss any difficulties that they may have regarding the use of their information as stated in the Standard Collection Notice.

How is the CEO, Sydney responding to this legislation?

It has always been the policy of the CEO, Sydney to maintain the highest level of privacy in handling the personal and sensitive information of students and families.

The publication of this brochure for parents is one way in which the CEO is maintaining its existing approach to privacy matters. Necessary changes to administrative procedures and the ongoing development of specific policy will continue as part of our compliance with the legislation. The National Privacy Principles (NPPs) underpinning this legislation are:

NPP 1 COLLECTION

Collection of personal information must be fair, lawful and non-intrusive. A person must be told the name of the organisation, the purpose of the collection, the rights of the person to access their information, and what will happen if the person does not give the information.

NPP 2 USE AND DISCLOSURE

An organisation should only use or disclose information about a person for the purpose for which it was collected, unless the person has consented otherwise.

In certain circumstances schools can be required to disclose information to another party about a person for purposes such as law enforcement and public or individual health and safety.

NPP 3 DATA QUALITY

An organisation must take reasonable steps to make sure that the personal information it collects, uses or discloses is accurate, complete and up-to-date.

NPP 4 DATA PROTECTION

An organisation must take reasonable steps to protect the personal information it holds from misuse, loss, and unauthorised access, modification or disclosure.

NPP 5 OPENNESS

An organisation must have a policy document outlining its information handling practices, and make this available to anyone who asks for it.

NPP 6 ACCESS AND CORRECTION

An organisation must give an individual access to personal information it holds about the individual on request.

NPP 7 IDENTIFIERS

An organisation must not adopt, use or disclose an identifier that has been assigned by a Commonwealth government agency.

NPP 8 ANONYMITY

Organisations must give people the option to interact anonymously wherever it is lawful and practicable to do so.

NPP 9 DATA TRANSFER

An organisation can only transfer personal information to a recipient in a foreign country in circumstances where the information will have appropriate protection.

NPP 10 SENSITIVE INFORMATION

An organisation must not collect sensitive information unless the individual has consented, it is required by law, or in other specified circumstances such as the provision of health services or the interest of individual or public health or safety.

For further information, please contact your Principal.

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