Dear Parents and Children,

Welcome to St Cecilia’s School! I hope you already feel welcome in our school and will soon come to know the warmth and hospitality of our learning community. Our school is an integral part of the Catholic Community of North Harbour, and as such, part of the ministry of service to our local and wider communities.

St Cecilia’s is a community-orientated school where the school staff, parents and parish work towards supporting the spiritual, academic, social, physical and creative development of each child. As our mission statement so aptly says, “St Cecilia’s pursues individual excellence in a happy Christian learning environment.”

I hope your time at St Cecilia’s is rewarding and you will quickly come to value the history, culture and traditions of our school.

In Omnibus Glorificetur Deus,

Mrs Fran Taylor
Principal
St Cecilia’s Catholic School
Balgowlah

Mission Statement

St Cecilia’s Catholic School is a community of love and faith. As such, we are committed to working together within a positive, Christian, learning environment reflecting the Gospel values in the pursuit of excellence.

Our core Catholic values are:

- Respect
- Hope
- Justice
- Service
- Celebration
### School Rules, Rights and Responsibilities

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<th>CORE VALUE</th>
<th>SCHOOL RULE</th>
<th>BEHAVIOURAL EXPECTATIONS</th>
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| RESPECT    | Respect self, others and the environment | • Learn and let others learn  
• Speak and act with kindness  
• Safe and caring hands  
• Be a good listener  
• Care for property  
• All rubbish in bin  
• Care for your appearance |
| JUSTICE    | Treat others as you want to be treated | • Share and be fair  
• Inclusion, not exclusion |
| SERVICE    | Help others in our school, wider community and our world | • Help others to follow the rules  
• Be in the right place at the right time  
• Help others in need |
| HOPE       | Be positive and contribute | • Have a go and try to do your best  
• Be prepared |
| CELEBRATION| Celebrate our community | • Participate and be involved  
• Recognise and congratulate others  
• Share talents and ideas  
• Welcome others to our community |
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School History & Culture
St Cecilia’s has a history marked by the tradition of a rigorous academic curriculum, within a Catholic setting and permeated in a culture where love, care, kindness and community focus prevail. We are proud and privileged to be part of St Cecilia’s in the 3rd millennium and pleased to pass on the history, traditions and culture of our fine Catholic school.

The school and parish patroness is St Cecilia. St Cecilia spent her short life as a dedicated follower of Jesus and displayed qualities of leadership, courage, integrity and gentleness. At St Cecilia’s school today, these characteristics are encouraged through the way we speak to one another and through our actions. St Cecilia is also remembered as the patroness of Music.

St Cecilia’s school is part of the Parish of the Catholic Community of North Harbour and is ministered by the original order of St Augustine. St Cecilia’s Parish was founded in 1929 with Father Edmund Bond as the first priest and is now a twinned parish with St Kieran’s Manly Vale.

On Sunday, November 14, 1929, the St Cecilia’s School/Church building was opened by Archbishop Sheehan. This building is now the parish hall, canteen and a newly renovated classroom. The school was opened in 1930 by the Sisters of the Good Samaritan. They established a convent in Seaview Street and opened the school. From this time, the last duty on a Friday each week was to convert the school back to a church for Sunday Mass.

Our school crest, worn with pride on our hats and uniforms, is a present day reminder of the tremendous work done at St Cecilia’s by the Good Samaritan Sisters. The Open Book of the Scriptures with the Cross resting on it symbolises learning. The Olive branch above the book symbolises peace. The Latin inscription means ‘in all things may God be glorified’. We use this as our school motto today - a rich reminder of our sense of history and story.

Those of us and our families who are already part of the St Cecilia’s family are proud of our history and know that we are part of the on-going story for St Cecilia’s parish and school. We welcome those who are new to our Catholic community and invite you all to take forward the culture and traditions to be part of the school and parish community, to work and study hard, to be attentive to one another and to glorify God in all that you do.
The Religious Dimension of St Cecilia’s

St Cecilia’s is first and foremost a Catholic School and, as such, the religious dimension is of primary importance. Our Catholic faith, heritage and story is evident in our Religious Education teaching/learning programs, however, it doesn’t end there. The religious dimension of St Cecilia’s permeates all that we do, and as such there are five distinct aspects:

2.1 The Religious Education Curriculum
2.2 Integration of Catholic Values Across the Curriculum
2.3 The Liturgical, Prayer and Sacramental Life of the School
2.4 Opportunity for Reflection
2.5 Social justice Initiatives
2

The Religious Dimension

2.1 THE RELIGIOUS EDUCATION CURRICULUM
The religious education curriculum acknowledges and supports the parents in their role as the children’s first educators in faith. The curriculum is designed to sequentially develop the student’s growth in, and understanding of, the wonder of a faith relationship with God our Father, Jesus Christ and the Holy Spirit.
Through the curriculum the children are invited to participate in this faith relationship by learning about the history and traditions of the Catholic Church and the Scriptures. The curriculum content supports the family’s instruction in the children’s preparation for the Sacraments.

2.2 INTEGRATION OF CATHOLIC VALUES ACROSS THE CURRICULUM
Within each of the Key Learning Areas (see Educational Dimension Section), teaching/learning programs are developed to make explicit the Gospel values relevant to each area of study. In this way, the values of Catholic Education are taught not only in formal Religious Education (RE) lessons but also integrated within the other Key Learning Areas. At St Cecilia’s our core values have been identified as Respect, Hope, Justice, Service and Celebration.

2.3 THE LITURGICAL, PRAYER AND SACRAMENTAL LIFE OF THE SCHOOL

Whole School Masses
Masses are celebrated at regular times throughout the school year. Parents are always warmly welcome and encouraged to attend.

Liturgies
Whole School liturgies are held regularly throughout the year to celebrate special occasions and significant feasts relevant to our school from the liturgical calendar. They are held in the church or school hall, and parents are welcome to attend. Liturgies are also advertised in the weekly newsletter. Class liturgies are conducted to enhance Religious Education units of work. These are usually held in the classroom and parents are often invited to share in these very personal prayer services.

Prayer
- **Staff Prayer** - each Friday at 8.30am. The staff gather together in prayer prior to their weekly business meeting. Parents and children are asked to respect this time.
- **Class Prayer** - every class has a sacred space - a table with liturgical coloured cloths, class candle and prayers or symbols related to a whole school or class theme. Classes pray regularly using this sacred space as a focal point.
- **Prayer Assembly** – each fortnight, one class leads the school in prayer, scripture and song.
- **Whole School Prayer** – each morning we come together as a school to ask, thank or praise God in prayer.
- **Parent Faith Formation** - once a term parents are invited to attend a prayerful reflection session

Reconciliation
Reconciliation is organised once in terms 1, 2 and 4. Term1: years 4-6, Term 2: year 3, Term 4: years 3-6.

Sacraments
In the Diocese of Broken Bay, children are introduced and prepared for each Confirmation, Reconciliation and Eucharist through the Parish based program which is conducted in small
groups and led by parents. Parents are asked to make their own judgement on the readiness of their child to receive each sacrament, however as a guide the children generally receive the above three sacraments as follows:

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

Parents are informed of the parish meetings and timelines for each sacrament through both the Parish and School newsletters.

2.4 OPPORTUNITY FOR REFLECTION

Year 6 Reflection Day: This day is held at the end of Year 6 to mark the transition from Primary to High school.

In School: Within the RE units time is provided for children to reflect on their spirituality in the form of quiet prayer, gathering or celebration.

2.5 SOCIAL JUSTICE INITIATIVES

The Student Representative Council (SRC) lead the school in a number of Social Justice initiatives throughout the year.

Students from each class are elected to the SRC for a period of six months. The students discuss, suggest, promote and lead ways that the student body can contribute to the social justice initiatives of school. Our Social Justice initiatives are not just fundraisers but all have an educational element.
At St Cecilia’s we are proud of our excellent academic achievements. As our Mission Statement articulates, individual excellence in learning is one of our primary goals. For this reason, we offer a balanced and diverse curriculum. However, within this context, we ensure that literacy and numeracy knowledge and skills are given particular importance.

3.1 A Statement of Learning
3.2 Religious Education
3.3 English
3.4 Mathematics
3.5 Science and Technology
3.6 Human Society and its Environment
3.7 Personal Development, Physical Education and Health
3.8 Creative Arts and Practical Arts
3.9 Library
3.10 Information Communication Learning Technology
3.11 Reporting to Parents
3.12 Homework Guidelines
3.13 Professional Development for Staff
3.14 University of NSW Competitions
3.15 Senior Program
3.16 Gifted and Talented Program
3 The Educational Dimension

3.1 A STATEMENT OF LEARNING
At St Cecilia’s we believe children learn best when:

- effective learning and teaching acknowledges the individuality and diversity of all learners
- effective learning and teaching requires learners to be actively engaged and challenged within their own learning range
- effective learning and teaching is a process that develops active construction of meaning
- effective learning and teaching happens when learners are immersed in a supportive and challenging environment where experiences develop independence, self-direction and confidence
- effective learning and teaching occurs as a result of the partnership between the teacher, the learner and the parents. These relationships are fundamental to the achievement of positive learning outcomes
- effective learning and teaching involves being critically aware of social and cultural influences. The core Catholic values provide a framework for the deconstruction of these, allowing the learner to personalise meaning.

3.2 RELIGIOUS EDUCATION
See Section 2.1

3.3 ENGLISH
Using the NSW K-10 English Syllabus for the Australian curriculum students will:

- be actively engaged in the development of skills through speaking, listening, reading, writing, viewing and representing
- engage with a variety of different types of texts for different purposes and different audiences
- develop the range of skills required to be literate through explicit teaching, a clear continuum of learning and using a variety of strategies

There will be an emphasis on the teaching of literature through clearly defined content and text requirements. The text requirements include experience of contexts, such as intercultural experiences, Aboriginal histories and cultures, Asian perspectives and environmental sustainability.

3.4 MATHEMATICS
Using the NSW K-10 mathematics Syllabus for the Australian curriculum students will:

- engage in learning that reflects a sequential and logical approach to learning in Mathematics with a level of challenge appropriate to their stage of learning
- develop an increasingly sophisticated understanding of the strands and sub strands detailed in the syllabus document.
- develop knowledge, skills and understanding in Working Mathematically across three strands of Mathematics.
Content is organised into three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

3.5 SCIENCE AND TECHNOLOGY

Using the NSW K-10 Science and Technology Syllabus for the Australian curriculum students will:

- develop a sense of wonder and expand their natural curiosity about the world around them through their understanding of, interest in and enthusiasm for science and technology
- develop competence and creativity in using the processes of Working Scientifically and Working Technologically in a range of hands-on scientific investigations and design projects
- use the skills and processes of Working Scientifically and Working Technologically to develop their knowledge and understanding about the Natural Environment and the Made Environment
- develop their science skills, knowledge and understanding through a range of contextualised learning experiences selected by teachers on the basis of relevance to students’ learning needs, interests and experience

3.5.1 CYBER SAFETY

Information for parents
- The Catholic Network Australia Digital Citizenship web portal
  http://cnadigitalcitizenship.weebly.com/

3.6 HUMAN SOCIETY AND ITS ENVIRONMENT

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

The four strands of the syllabus are:
- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

It is through study in these strands that children explore the content of history, geography, Aboriginal education, citizenship, environment and multicultural education. At St Cecilia’s HSIE is most commonly integrated with relevant RE and English topics, where particular emphasis is on Gospel values. In HSIE, students develop skills of identifying and gathering information, historical inquiry, critical thinking, mapping, presenting information and participating with others. Part of the HSIE program is our Italian language and culture curriculum. Children from Years 1-6 have weekly lessons. The overall purpose of the program is to introduce the children to a different culture as well as learn to speak some Italian.

3.7 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
The Personal Development, Health and Physical Education K-6 Syllabus is based on a broad notion of health. It encompasses all aspects of an individual’s wellbeing, inclusive of social, mental, physical and spiritual health. The PDH&PE K-6 Syllabus is concerned with developing in students the knowledge and understanding, skills, values and attitudes that will enable them to adopt and lead healthy and fulfilling lives. It is within this curriculum framework that the major health priorities of physical activity and fitness, child protection and drug education, are managed. At St Cecilia’s we treat sensitive and controversial issues in a manner reflective of our Catholic ethos.

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

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

We employ a specialist Physical Education teacher who works with each class for one lesson per week. In addition, Year 3-6 participate in a school sporting program which operates on Thursday. Organised sport throughout the year consists of:
- Soccer, Cross Country
- Netball, AFL, Rugby Eagle Tag
- Cricket, Tennis
- Swimming, Athletics

### 3.8 CREATIVE ARTS
The aim of the Creative Arts curriculum is to develop a commitment to participate in arts. The four strands of the Creative Arts syllabus are:
- Visual Arts
- Music
- Drama
- Dance

At St Cecilia’s we have a specialist Music teacher who works with each class for one lesson per week and manages the choir. In addition, there is a band program available for children in Years 3-6 as well as instrument lessons.

Drama is available through a private teacher and lessons are conducted before school.

Visual Art lessons are part of the classroom program, sometimes related to Unit topics and sometimes to develop a specific skill.

### 3.9 LIBRARY/MULTI MEDIA
The Library is an integral part of learning at St Cecilia’s and is under the leadership of the Teacher/Librarian. Children have access and are actively encouraged to borrow books, use technology and use library resources during the school day. The library has many laptops for student use. The library is open at lunchtime each Tuesday and Wednesday for the
children to use the facilities. Each class has a weekly library / multimedia lesson and teachers have access to the library during class time.

3.10 INFORMATION COMMUNICATION LEARNING TECHNOLOGY
The implementation of Information Communication Learning Technology throughout the school is ongoing. Classrooms have Electronic Interactive Whiteboards and a variety of mobile devices which are networked and have Internet access. Children have opportunities to participate in range of digital technologies including research, word processing, skill development, web design and on line learning with activities integrated into Key Learning Areas.

3.11 REPORTING TO PARENTS
- At St Cecilia’s we are always striving to involve parents in the educational process. We believe that as a school we are in partnership with parents in helping children reach their full potential. For these reasons, we provide opportunities throughout the year to report on each child’s progress and to discuss on going plans.
- At the beginning of each year, teachers invite parents to come to a ‘Meet the Teacher’ evening (usually held within the first three weeks of Term 1) to discuss their education program for the year. They also outline expectations regarding homework, parental assistance and other issues relevant to the grade.
- Three way interviews (child, parent and teacher) are conducted in June and December to discuss the progress of each child. Negotiated, on-going learning goals are completed after June interviews.
- Informal Parent/Teacher contacts are strongly encouraged by our teachers. This is particularly the case if your child is experiencing difficulty in settling into routines or with any aspect of learning. Please make an appointment with the class teachers through the school office.
- Parents receive two written progress reports a year. The first at the end of Semester 1 and a final report in December.
- In the case of 2 classes within the same grade, the teachers will analyses student work samples to ensure consistency of grades across the year.

The school reports have been designed to reflect progress across a stage:
- Early Stage 1: Kindergarten
- Stage 1: Years 1 and 2
- Stage 2: Years 3 and 4
- Stage 3: Years 5 and 6

3.12 HOMEWORK GUIDELINES
At St Cecilia’s there are 3 types of homework. The overall priority for homework from K-6 is reading. All children are expected to read every night and parents are asked to initial the home reading register.

1 Time to be Spent by Children:
- Kinder 10 minutes
- Stage 1 15 minutes
- Stage 2 20 minutes
- Stage 3 30 minutes

2 Written Tasks
Written homework will be required of children from Years 1-6

Time to be spent on written tasks by children:
- Yr 1 10 minutes
- Yr 2 15 minutes
- Yr 3 & 4  20 minutes
- Yrs 5 & 6  30 minutes

3 Independent Research
All children from K-6 are given at least one independent task each term. This is set by the teacher and is usually linked to the units of work being studied in the classroom. These individual research assignments provide an opportunity for parents to work alongside their children and provide support if considered appropriate.

3.13 PROFESSIONAL DEVELOPMENT FOR STAFF
As professionals in the education field, teachers need to constantly attend to their own professional development. Much of this occurs out of school hours, during staff meetings, inservice courses, university courses and professional conferences.

However there are times when professional development is necessary during school time. When this occurs, a relief teacher is employed to follow the normal class program, prepared by the class teacher. In addition, there are five staff development days per year. These are pupil-free days and parents are given ample notification through the school newsletter.

3.14 UNIVERSITY OF NSW COMPETITIONS
Each year, we provide an opportunity for the children in Years 3-6 to participate in the NSW University ICAS competitions including Mathematics, English, Computer, Spelling and Writing. This is in keeping with a range of experiences we aim to provide.

It is NOT essential for all children to enter these competitions. To help you, as parents, choose most appropriately for your child, we have set out points below outlining the potential benefits and considerations of entering any of the NSW University competitions.

Potential Benefits
- For capable students, these competitions provide an opportunity to extend their thinking, knowledge and skills.
- To recognise and reward academic achievement of students.
- To provide students and parents with an analysis of student performance.
- To provide an opportunity for children to participate in an external assessment situation under strict ‘test’ conditions. Could be a good practise run for the national tests, NAPLAN, which all Years 3 and 5 children must sit.

Considerations
- These are competitions not tests. The content is not based on NSW syllabus requirements, but rather on higher order thinking and problem solving skills,
- Some children experience low self esteem from being unable to complete the competition and/or not achieving highly.
- These competitions are not a complete indicator of a child’s achievement at school. Speaking to your child’s teacher will provide you with much more detailed and relevant data.
- The costs involved are covered by individual students per competition.

3.15 TRANSITION PROGRAM
St Cecilia’s is a small Catholic school catering for boys and girls from Kindergarten through to Year 6. There are many benefits of a continual K-6 education for children who complete seven years of primary school at St Cecilia’s.

1 St Cecilia’s is a small school where each individual child is known both as a person and as a learner. Effort is taken to ensure that each child’s needs are catered for.
2 The curriculum is based on NSW Board of Studies Syllabuses and is designed to cover specific knowledge, skills and values in a developmental way. Children remaining at St Cecilia’s for seven years receive the full benefit of this spectrum.
We offer additional opportunities for our Year 5 and 6 students. This is called our Transition program and is detailed below.

Community Building and Personal Development
- Human Development and Sex Education
- Debating Program
- Year 6 / Kindergarten Buddies program
- Year 6 Reflection Day
- Year 5 Leadership Day
- Opportunities to organise and facilitate Liturgies
- Whole School Prayer – eg World Day of Prayer

Leadership Opportunities
- All Yr 6 Children hold leadership positions
- Visit Parliament House
- Young Leaders’ Conference
- Year 6 conduct assemblies
- Year 5 leadership training day

Specialist Opportunities
- Participation in Diocesan Public Speaking competition
- Robotics
- G&T program for Yrs 4-6
- Overnight excursion
- Da Vinci Decathlon
- Public Speaking
- Debating

3.16 Gifted and High Ability Support
St Cecilia’s is committed to the education of gifted/high ability students in an inclusive setting. We provide activities designed to broaden student interests, eg chess club, sports days, choir, dance, drama and music. We extend student opportunities to participate in school and regional events, eg leadership courses, Da Vinci Decathlon, Future Problem Solving and Maths challenges. Class programs involve challenges that promote the development of higher order thinking and feeling, eg using real problems that involve analysis, synthesis and evaluative skills. Finally individual or small groups are challenged to develop to their full potential in areas where children have advanced interest or passion.
Community Dimension of St Cecilia’s Catholic School

As a Catholic School we highly value and encourage our Community Dimension. At St Cecilia’s we pride ourselves on being a family-centred school and very much part of the Parish and wider community.

4.1 School Advisory Committee / School Board
4.2 Parents and Friends Association & Related Activities
4.3 Health
4.4 Safe & Supportive Environment – Complaint Management
4.5 Newsletter and Term Diary
4.6 Communication
4.7 Other Community Activities
4.8 Parish Involvement
4.9 Rights & Responsibilities of Students
4.10 Discipline
4.11 Student Leadership
4.12 Parents Helping in the Classroom
4.13 Assemblies
4.14 Core Value Awards
4.15 Star of the Week Awards
4.16 Merit Awards
4.17 Birthdays
4.18 Child Protection
Community Dimension

4.1 SCHOOL ADVISORY COMMITTEE / SCHOOL BOARD
The School Advisory Committee also known as the School Board operates under the Shared Wisdom Model which is a contemporary form of Catholic School Governance.

School governance is formed to assist the principal to provide the best possible learning possibilities for students. Membership of the School Board includes representatives from the parent body, the school leadership team, the parish and the parish priest.

4.2 PARENTS AND FRIENDS ASSOCIATION-Parent Network
The P&F Association represents all families and friends of the children of St Cecilia’s school, as well as the parishioners of St Cecilia’s Church. Traditionally the P&F Association at St Cecilia’s has been a very active and involved parent body aiming to strengthen ties within the school community as well as enhancing the profile of the school and raising funds for the benefit of our children.

Funds raised by the P&F are used to assist the school in the purchase of resource materials. In the past funds have been used to purchase reading books, mathematics equipment, play and sporting equipment, computers, library resources and more. The P&F Association meet 4 times each year (once a term). All activities are recorded in the school newsletters or the regular P&F newsletters. The minutes of meetings are posted on the P&F notice board. There is an annual election of office bearers to the Executive Committee. The Executive Committee meets once a term and functions to facilitate coordinate and organise activities within the Association.

The Executive Committee for 2014 comprises:

- President: Ben Easter
- Vice Presidents: John Smyth
- Treasurer: Tania Taylor
- Secretary: Louise Mallon
- Diocesan Parent Council Reps: Georgia Lennon & Jude Hamer
- Class Parent Leader: Tracey O’Sullivan & Kellie Chapman

Some Activities of the P&F Association at St Cecilia’s:
Class Parents
Class parents act as a liaison between parents, teachers and the P&F Association and assist with a number of duties including:
- Assisting classroom teacher as requested
- Coordinating informal get-togethers
- Assisting the P&F with fundraising efforts and social events.

Broken Bay Diocese Catholic Council of School Parents
Parent representatives from all schools in the Broken Bay Diocese meet once a term. The body’s purpose is to provide a forum in which all parents of children educated in Catholic schools in the Diocese are represented. Matters for consideration generally relate to the development and involvement of parents in the education of their children eg family-parish-school relations, pastoral policies, analysis of Governmental directives or funding. Parent representatives attend these meetings on behalf of parents at our school and report information at Executive meetings.

Uniform Shop
Visit Pickles Schoolwear Retail Shop in Brookvale
Second hand clothing in good condition may be purchased at bargain prices from the Uniform Shop. Funds are donated on an honour system to the school secretary. Opening times and ‘sale’ times are advertised in the school newsletter.

_Canteen and the Canteen Committee_

The canteen at St Cecilia’s offers a wide range of healthy food and has been awarded the highest level of Accreditation (Diamond) by the NSW Canteen Association. The school canteen is known as the “Crunch Café”

A manager is employed 12 hours a weeks and with parent volunteers operate and staff the canteen and profits are donated to the school. It is open every Monday, Wednesday and Friday from the first day of each term. Orders may be placed online at [www.flexishools.com.au](http://www.flexishools.com.au) Orders placed by the students are delivered back to the classrooms.

The Canteen roster is drawn up by the Canteen manager each term. Parents normally work in pairs and are rostered on only once or twice per term. This is a great way to meet other parents at the school, and all mothers and fathers are encouraged to volunteer!

_Fundraising_

St Cecilia’s has one major fundraising event – Recently the fundraiser has been in the form of a Gala Dinner. The event consists of a dinner followed by an auction of items, which have been donated by individuals and businesses. The teachers and children prepare major art works from each class for auction. All families work hard to secure sponsorship from local business and to donate items for the silent auction. It is a wonderful opportunity to involve the local business community in supporting our school.

_Social Activities_

There are many and varied opportunities to meet socially with other parents from your class and from the school. Such occasions as the ‘Tea and Tissues’ morning tea, class masses, class morning teas and dinners, the family picnic, the disco night, the ‘Welcome Cocktail Party’ are there to enhance the spirit of community and make all feel very welcome and involved at our school.

4.3 **HEALTH**

A child who is not healthy cannot concentrate on school work. If your child is unwell, please keep him/her at home until completely well. Some common childhood diseases which will keep them at home:

- **Chicken Pox:** Excluded for 7 days after spots appear.
- **Conjunctivitis:** Excluded until discharge from eyes has stopped.
- **German Measles:** Excluded for 7 days from appearance of rash.
- **Head lice:** Removed from class. Re-admitted once treated.
- **Hepatitis:** Re-admitted to school with a medical certificate.
- **Impetigo:** Excluded if on exposed surface such as scalp, face, hands, legs. May return if sores completely covered by a clean dressing.
- **Measles:** Excluded for 5 days from appearance of rash.
- **Ringworm:** Excluded until all evidence has disappeared or medical certificate is produced.
- **Fever:** Exclude until fever has resolved
- **Gastroenteritis:** Exclude for 24 hours after the last episode of vomiting or diarrhoea.

School staff are not allowed to administer any form of medication unless arrangements have been made with the Principal. In accordance with Diocesan Policy no medication is given to children unless authorised by a medical practitioner including over the counter medication.
It is now a requirement that all children starting school must be fully immunised as protection against diphtheria, whooping cough, polio, tetanus. Please contact your family doctor should you have any concerns regarding immunisation.

4.4 SAFE AND SUPPORTIVE ENVIRONMENT

COMPLAINTS

St Cecilia’s Balgowlah is committed to providing a safe and supportive environment for both students and staff. We take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible:

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

Where a member of staff, a student, a parent or any other member of the wider school community is concerned about something happening at school, they have a right to make a complaint. The Diocesan Schools Complaints Handling Policy sets out procedures to resolve such concerns while upholding the dignity of each person involved.

Staff have a responsibility to be aware of school and system expectations as to appropriate practice, conduct and performance. Concerns regarding employee performance are managed in accordance with the Diocesan Schools Policy for Addressing Employee Performance and Disciplinary Matters. A copy of this policy is available from the Principal and is kept in the Principal’s office.

4.5 NEWSLETTER

On Wednesday the school newsletter is emailed to parents. The Newsletter is also available online on Wednesday of each week via the school website www.scbdbb.catholic.edu.au. It is important to read and keep newsletters, as it is the main means of communication between school and home. Other notices are usually sent home via the eldest child. If a child is absent the notice will be kept in the classroom and given to them on their return.

4.6 COMMUNICATION

Communication between teacher and parents is very important. Don’t hesitate to speak with the teacher, as you see the need, before confusion arises or problems develop. Please make an appointment rather than approaching the teachers when they have students in their care. It is helpful if you alert the teachers to the issue you wish to discuss so they can adequately prepare for the interview.

Any information or concern of importance, either to you or to the school, should be communicated formally and in many cases in writing. At a school level, this occurs through the weekly newsletter or in some cases through a special flyer or letter. This is co-ordinated through the school office and it is the Principal’s main way of ensuring the key information is disseminated. The second main way the Principal shares information about the school is via the education report at each term’s P&F meeting.
At a class level, communication occurs through parent letters, three-way interviews, extra interviews that are formally negotiated, progress reports and class meetings. These are the class teacher’s ways of communicating with parents about issues relating to the organisation of the class, curriculum and progress of children. It is the class teacher’s professional responsibility to deal with these issues.

Please see the following table for formal communication at St Cecilia’s.

Our school website also contains information for parents: http://www.scbdbb.catholic.edu.au.

<table>
<thead>
<tr>
<th></th>
<th>School Executive</th>
<th>School Staff</th>
<th>Parents</th>
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<tbody>
<tr>
<td><strong>Weekly</strong></td>
<td></td>
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<tr>
<td></td>
<td>Leadership Team – Monday 3.30pm – 4.30pm</td>
<td>Business Meeting and staff prayer - Friday 8.30am-8.55am</td>
<td>School newsletter - Wednesday</td>
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<td>Staff meeting –</td>
<td>Student diaries - either written by the student or teacher and signed by parent and teacher</td>
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<td>Alternate Tuesday 3.30-5.30pm</td>
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<tr>
<td><strong>Termly</strong></td>
<td>Review and monitor school goals</td>
<td>Staff diary</td>
<td>P&amp;F Executive meeting includes reports from all committee members and the Principal’s update on current school events.</td>
</tr>
<tr>
<td></td>
<td>Draft staff meeting plan for the term</td>
<td>Review and monitor school goals</td>
<td>P&amp;F General Meeting - includes all of the above.</td>
</tr>
<tr>
<td></td>
<td>School term diary</td>
<td>Staff meeting plan for the term finalised and distributed</td>
<td>School Diary outlining key events eg excursions, carnivals, assemblies, teacher’s meetings</td>
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<tr>
<td></td>
<td></td>
<td>Programming meetings with the school executive. These provide an opportunity for professional reflections and goal setting.</td>
<td>Term overviews provided by the class teacher in the first two weeks of term. These outline in some detail expectations for the term as well as work that is planned for each class.</td>
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<td>CASL meetings</td>
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<tr>
<td><strong>Half-Yearly</strong></td>
<td>Review individual role descriptions and performance with the School Consultant in line with the annual goals – June and December</td>
<td>Meet with coordinators/ teams and review and monitor goals and roles – June and December</td>
<td>3-way interviews (parents, teacher and child). These provide an opportunity to discuss the progress of each child and on-going goal setting - June.</td>
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<td>Formal Progress report of individual child’s progress- June &amp; December.</td>
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<tr>
<td><strong>Yearly</strong></td>
<td>Review of School Improvement Plan and annual goal setting – December</td>
<td>Review of School Improvement Plan and annual goal setting- December</td>
<td>School Improvement Plan-February.</td>
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<td>Parents information distributed- February</td>
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<td>Parent information evenings for each class-February</td>
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<td>P&amp;F Annual General Meeting - Voting for executive positions</td>
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<td>3 Way interviews</td>
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<td></td>
<td></td>
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<td>Annual Report to community</td>
</tr>
</tbody>
</table>

4.7 OTHER COMMUNITY ACTIVITIES
The children at St Cecilia’s join with the local branch of the RSL in celebrating significant community occasions such as Anzac Day and Remembrance Day. School choir performs on the Manly Ferry and at the Northern Beaches Eisteddfod.

487 **PARISH INVOLVEMENT**
St Cecilia’s school is very much a part of the total parish of the Catholic Community of North Harbour. Some parish/school activities the children are involved in are: Mass, Working Bees, Parish Celebrations, Sacramental Programs and Family Masses, Social Justice initiatives, conferences.

4.9 **RIGHTS & RESPONSIBILITIES OF STUDENTS**
Education is the process of helping each individual discover their own uniqueness, awesome capacity and responsibility.

Behaviour management at St Cecilia’s is seen as guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Christian values. There are appropriate and inappropriate behaviours. We each have rights and responsibilities.

**Rights:**
- Everyone has the right to be happy
- Everyone has the right to be safe
- Everyone has the right to be treated as an individual with respect
- Everyone has the right to communicate and be listened to
- Everyone has the right to learn without interruption
- Everyone has the right to use and share resources and equipment

**Responsibilities:**
Responsibility is when we make informed choices about our behaviour and take control of our actions.

**At St Cecilia’s every person has a Responsibility:**
~ to care for each other ~ to encourage
~ to help each other ~ to listen
~ to do their best ~ to discuss
~ to be respectful ~ to be honest
~ to work and play safely ~ to share attention
~ to co-operate ~ to ask for help
~ to have a go
~ to share resources and equipment
What Happens When Inappropriate Behaviour Occurs:
Children are reminded of rule, redirected, retaught appropriate behaviours, given time out, complete think paper, meet with Principal and parents, suspended or expelled.

4.10 DISCIPLINE
Our policies relating to the discipline of students are based on procedural fairness and are outlined in the Pastoral Care Policy. Please note that implied in all policies related to the discipline of students at St Cecilia’s is the prohibited use of corporal punishment by school persons (staff and students) and non-school persons (parents and carers).

4.11 STUDENT LEADERSHIP
School Captains & other Captains: Positions of Student Leadership are elected from children in Year 6 by all children in the Senior School and school staff. We encourage the children to choose leaders with qualities such as honesty, positive behaviour, encouragement of others, etc. All Captains may be asked to assist the Principal and teachers in organising school events. Year 6 students take part in a leadership day to prepare them for the responsibility.

The Student Council at St Cecilia’s Catholic School is an elected student representative from each class, the school and vice captains. It is an opportunity for the students to voice their opinions and concerns in the daily running of the school. The student council meet on a regular basis and gathers viewpoints and concerns from students of St Cecilia’s. The Student Council nominates a particular charity to support and organises fundraising activities. SRC members serve for one semester (2 terms). A new SRC is elected for the second semester.

Buddy System: see 6.4

<table>
<thead>
<tr>
<th>CORE VALUE</th>
<th>SCHOOL RULE</th>
<th>BEHAVIOURAL EXPECTATIONS</th>
</tr>
</thead>
</table>
| RESPECT    | Respect yourself, others and the environment   | • learn and let others learn  
|            | Col 3:15 Each one of you is part of the body of Christ and you were chosen to live together in peace. | • speak and act with kindness  
|            |                                                        | • safe and caring hands  
|            |                                                        | • be a good listener  
|            |                                                        | • care for property  
|            |                                                        | • all rubbish in the bin  
|            |                                                        | • care for your appearance  
| JUSTICE    | Treat others as you want to be treated               | • share and be fair  
|            | Psalm 106:3 Blessed are they who maintain justice who constantly do what is right. | • inclusion, not exclusion  
| SERVICE    | Help others in our school, wider community and our world. | • help others to follow the rules  
|            | Luke 12:35 Be ready for service and keep your lamps burning | • be in the right place at the right time  
|            |                                                        | • help others in need  
| HOPE       | Be positive and contribute                           | • have a go and try to do your best  
|            | Matt 19:26 With God all things are possible. | • be prepared  
| CELEBRATION| Celebrate our community                              | • participate and be involved  
|            |                                                        | • recognise and congratulate others  
|            |                                                        | • share talents and ideas  
|            |                                                        | • welcome others to our community  

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Buddy System: see 6.4
4.12 PARENTS IN THE SCHOOL SETTING
As a school, we openly advocate the concept of parents supporting the classroom teacher in optimising the learning opportunities for the children. We place a high value on this partnership and feel privileged to share the important role of educating your child.

Both parents and teachers have crucial roles in modelling appropriate and acceptable standards of behaviour and work. This is particularly so in the social context of the school community.

It is important that each child’s individuality is valued and respected. In a class setting, both teachers and parents need to:

- appreciate diversity among children while modelling acceptable standards of work and behaviour
- demonstrate respect for all children, their sense of personal space and their belongings
- respect the classroom as a centre of learning and model and encourage children to do the same.

PARENT HELPERS / VOLUNTEERS

The participation, involvement and help of parents, close relative and other volunteers are welcome and appreciated for various activities both in school and on excursions. It is important that all volunteers are aware that they are subject to child protection legislation. This means all volunteers must:

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

Volunteer helpers
Volunteers assisting in schools or with school activities are required to complete a Volunteer/Student Worker Declaration which is retained at the school and entered onto a database. School staff should ensure that volunteers engaged to provide a service in the school environment have completed the declaration and receive appropriate induction regarding what is expected of them in their management of students.

In order for this partnership to work most effectively, it is worthwhile to spend some time clarifying the role of the teacher and the role of the parent helper.

The Role of the Teacher
Teachers, as professional educators, play a vital role in the learning outcomes for each child. Therefore, teachers are responsible for:

- Organising the classroom
- Grouping the children
- Planning the program
- Monitoring the learning
- Making informed, professional decisions about re-structuring programs to meet the needs of individual children.

Teachers communicate with children and parents about programs and individual progress. Teachers value parents support, but it is the teacher who is the professional in the areas of curriculum and learning. In order for parents working in the classroom to be effective, parent observations about an individual child, small groups of children, eg ability or behavioural, or the whole class must remain confidential.
The Role of the Parent Helper
Teachers value and appreciate the extra support provided by parents. In order for parents working in the school environment to be most effective and beneficial to the children, we at St Cecilia’s have the following expectations:

- Parent observations about an individual child, groups of children (ability or behavioural) and the whole class, must remain confidential.
- The time spent in the school environment allows parents to take a ‘snapshot’ of how the class operates therefore please do not make broad generalisations or judgements based on the short time spent with a class.

If you have a question or concerns, make an appointment with the principal, or talk to the class teacher. We look forward to a happy and productive working relationship between home and school.

4.13 ASSEMBLIES
Whole school assemblies take place each morning at 8.55am. On alternate weeks individual classes prepare a prayer assembly that is held in the hall at 2.45pm. Birthday cards for the coming week, Star of the Week awards and Merit awards are given out at these assemblies.

The last Monday afternoon assembly of each term is the Core Value Assembly. This assembly is held in the church.

As always parents are welcome to attend all assemblies.

4.14 CORE VALUE AWARDS
Core Value Awards are given at the end of each term. The aim of the program is to provide opportunities that will assist young people to develop an awareness and understanding of others in our school, parish and local community through the school core values:

celebration, respect, service, justice and hope

4.15 STAR OF THE WEEK AWARDS
Every week each teacher presents ‘Star of the Week’ Awards which correspond to the behavioural expectation focus for the week.

4.16 MERIT AWARDS
Every week teachers award ‘Merit Awards’ for academic improvement, progress or achievement.

4.17 BIRTHDAYS
At St Cecilia’s we encourage the celebration of the children’s birthdays. Some parents wish to send cakes or ice blocks. Pre-cut cakes or individual cup cakes are easier for the teacher to distribute. The children’s birthdays are recognised with a card presentation by the School Captains at assembly.

Please note: no nut products.

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

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

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**Maintaining Professionalism**

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

We understand that staff have a duty of care to:
- Ensure no child is exposed to foreseeable risk of harm
- Take action to minimise risk
- Supervise actively and
- If we see others acting inappropriately with children, report concerns to the Principal or seek further advice

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

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

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

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

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

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

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

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

Screening of those working in schools

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

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

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

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

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

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

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

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


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

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

**Responding to risk of harm**

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

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

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

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

If you have concerns about a child who you consider may be at risk, please discuss your concerns with the Principal as soon as possible and maintain confidentiality.
Administrative Dimension of St Cecilia’s Catholic School

5.1 Staff Responsibilities
5.2 General Information
5.3 School Hours
5.4 Messages and Telephone Calls
5.5 Accidents and Illness
5.6 Dropping Off and Picking Up
5.7 Taking of Medicine at School
5.8 Excursions
5.9 Extra Curricular Activities
5.10 School Photographs
5.12 School Holiday Dates
5.12 Playground Duty and School Hours
5.13 Sport
5.14 Staff Development Days
5.15 Supervision Before and After School
5.16 Absence from School
5.17 Bus Passes
5.18 Before and After School Care
5.19 School Uniforms
5.20 Map of the School
5

Administration Dimension of
St Cecilia’s Catholic School

5.1 **STAFF & RESPONSIBILITIES**

**The School Executive**
Principal        Mrs Fran Taylor
Assistant Principal Mrs Stephanie Harding
RE Coordinator   Mrs Monica Officer

**Class Teachers**
Kinder Blue      Miss Zoe Hulme
Kinder White     Mrs Jenny Morris
Year 1           Mr Damien O’Brien (Exec Release Terese Cunningham)
Year 2 Blue      Ms Colette Ward
Year 2 White     Ms Gabrielle Williams
Year 3           Mr Nick Dowler (Exec Release Terese Cunningham)
Year 4           Mrs Stephanie Harding (Exec Release Mrs T Smith)
Years 5/6        Mrs Monica Officer (Exec Release Mrs S Kernaghan)

**Specialist Teachers**
Multi Media      Ms Terri Smith
Learning Support Mrs Sue Grose
Physical Education Mrs Sarah Kernaghan
Music            Mrs Fi O’Shaughnassy
Bandmaster       Evergreen Music
Italian          Ms Laura Bergamin

**Administrative Staff**
School Administration Mrs Sue Walmsley
Administration Asst  Mrs Beverley Butler

**Extra Curricular – Private Providers**
Drama            Mrs Trish Collier
Taekwondo        Mr Greg Wyllie
OSHC             Camp Australia
Band             Evergreen Music
Chess            Sydney Academy of Chess

5.2 **GENERAL INFORMATION**

**School Office**
St. Cecilia’s School
59 Seaview Street
BALGOWLAH   NSW   2093

Telephone: 9948 3069  Fax: 9948 5370
Email: scb@dbb.catholic.edu.au
Website: http://www.scbdbb.catholic.edu.au
Office Hours: 8.30am - 4.00pm

Parish Office
Parish Priest: Fr Paul Moloney, St Kieran’s Catholic Church, Manly Vale
Phone: 9949 4455
Mass Times: 9.00am Sunday
Website: http://www.northharbourcatholic.org.au/

5.3 **SCHOOL HOURS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.55am - 3.15pm</td>
<td>Morning Tea</td>
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<tr>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>11.00am - 11.20am</td>
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<tr>
<td>1.05pm - 2.05pm</td>
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</tbody>
</table>

School grounds are supervised from 8.30am. If children arrive before 8.30 they should be enrolled in OSHC – see 5.18.

5.4 **MESSAGES AND TELEPHONE CALLS**

Your call is most welcome between 8.30am - 4.00pm. Teachers are unavailable during class time. Messages can be left with the office staff. Parents are asked to make an appointment with the class teacher to discuss aspects of their child’s school life rather than speaking with teachers during class time or “on the run”.

5.5 **ACCIDENTS AND ILLNESS**

Staff members are trained to administer first aid in the case of accidents and take appropriate action depending upon the severity of the accident or illness. Parents are contacted if the injury is to the head - irrespective of the degree of severity. Parents are also contacted if the injury is potentially serious e.g. greenstick fractures.

*It is imperative for the safety of your child, that the school is informed of any changes in relation to your child’s health, or to home, work and mobile telephone numbers or emergency contacts.*

The ‘sickbay’ is provided for temporary care. School staff are unable to provide prolonged care for sick children and thus parents are contacted and asked to collect sick children from the school.

5.6 **DROPPING CHILDREN OFF AND PICKING UP BEFORE AND AFTER SCHOOL**

There is a ‘kiss & ride’ zone in White St. Limited parking is available in Wanganella Street and Seaview Street. Please do not park in the bus zone outside the Church in Wanganella Street. There is a 15 minute drop-off, pick-up zone, adjacent to the church steps. Parking restrictions apply in White Street to facilitate pick up and drop off of children 8.30-9.30am & 2.30-3.30pm.

The school has a 40 kph speed limit along White Street, Seaview Street and Wanganella Street. A Wombat Crossing is installed in Wanganella Street.

School gates are open 8.00 am to 9.30 am and 2.30pm to 4.00pm. Outside of these times access is from 59 Seaview St gate and all visitors must report to the School Office.

5.7 **TAKING OF MEDICINE AT SCHOOL**

All schools within the Diocese of Broken Bay must follow set guidelines for the administering of medication in school. Parents are required to complete set forms with advice as to name of child, name and phone number of prescribing Doctor, medicine to be taken, dosage and frequency and deliver medication and letter to the school. Without such written permission and clear instructions, no medication will be given to any student. Under no circumstances is medication to be sent to the school in the child’s bag.
5.8 **EXCURSIONS**
Should 'out-of-school' excursions occur during school hours, teachers will notify parents by sending a 'permission note' to be signed before the event. These form an essential part of our school curriculum to enable children to have “real life” experiences of learning.

5.9 **EXTRA CURRICULAR ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drama:</strong></td>
<td>Mrs Trish Collier teaches Drama on weekday mornings before school. This is</td>
</tr>
<tr>
<td></td>
<td>available for children from K-6.</td>
</tr>
<tr>
<td><strong>Evergreen Music:</strong></td>
<td>Mr Ben Marshall takes children for group and or individual instrument lessons on Friday.</td>
</tr>
<tr>
<td><strong>Taekwondo:</strong></td>
<td>Mr Greg Wyllie teaches Taekwondo on Tuesday mornings at 8.00am in the hall. These lessons are appropriate for children from K-6.</td>
</tr>
<tr>
<td><strong>Chess:</strong></td>
<td>St Cecilia’s has an enthusiastic group of children who attend chess lunchtime sessions in the library before school on Tuesday mornings.</td>
</tr>
<tr>
<td><strong>Gardening Club:</strong></td>
<td>Parents and a group of enthusiastic parents organise weekly activities for gardening club enthusiasts.</td>
</tr>
</tbody>
</table>

5.10 **SCHOOL PHOTOGRAPHS**
Each year we arrange for a school photographer to take individual, family, class, sporting, music and other group photographs. These are available for purchase on a pre-paid basis.

5.11 **SCHOOL HOLIDAY DATES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1 Return</th>
<th>Term 1 Conclude</th>
<th>Term 2 Return</th>
<th>Term 2 Conclude</th>
<th>Term 3 Return</th>
<th>Term 3 Conclude</th>
<th>Term 4 Return</th>
<th>Term 4 Conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>28 January</td>
<td>2 April (Good Friday)</td>
<td>20 April</td>
<td>26 June</td>
<td>13 July</td>
<td>18 September</td>
<td>6 October</td>
<td>18 December</td>
</tr>
<tr>
<td>2016</td>
<td>28 January</td>
<td>8 April</td>
<td>26 April</td>
<td>1 July</td>
<td>18 July</td>
<td>23 September</td>
<td>10 October</td>
<td>20 December</td>
</tr>
</tbody>
</table>

5.12 **PLAYGROUND DUTY AND SCHOOL HOURS:**
A teacher is on playground duty from 8.30am. School commences at 8.55am.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Tea</td>
<td>11.00am - 11.20am</td>
</tr>
<tr>
<td>Lunch:</td>
<td>1.05pm - 2.05pm</td>
</tr>
<tr>
<td>School concludes:</td>
<td>3.15pm</td>
</tr>
</tbody>
</table>

Recess and lunch time may vary slightly when other arrangements make it necessary.

5.13 **SPORT**
Children in years 3 to 6 participate in the school sporting program which operates on Thursday afternoons. Organised sport may include Team Games eg; tennis, rugby, netball, eagle tag, soccer & AFL. Children travel by bus to and from some venues for sporting events.
Children in K-2 participate in gross motor programs as well as soccer and dancing.
5.14 **STAFF DEVELOPMENT DAYS**

Each year the Catholic Schools Office encourage individual parish primary schools to hold five Staff Development Days which are for staff inservice and are pupil free. The first SDD of each year is the first day of the school year. The other four are chosen by the school and are usually attached to a long weekend or at convenient times for parents. The children do not come to school on these days. OSHC is available on these days. Ample warning of SDD dates is given to the school community.

5.15 **SUPERVISION - BEFORE AND AFTER SCHOOL**

Supervision commences at 8.30am. No child should arrive at school before that time. At the conclusion of school, supervision is provided for children catching buses home and until 3.30pm. Prompt collection is requested of children being picked up or they should be attending OSHC.

5.16 **ABSENCE FROM SCHOOL**

Regular attendance at school is essential to assist students maximise their potential. All students enrolled at school are expected to attend whenever instruction is provided. Parents are responsible for explaining the absences of their children from school promptly and within seven days to the school. A phone call to the school office on the day of a child’s absence is encouraged.

5.17 **BUS PASSES**

Applications for bus passes are available from the office. Children from K to Year 2 are entitled to a bus pass. Children from Years 3 to 6 are entitled to a bus pass if they live outside a certain area (approximately 1km from the school). Routes 732 (Bantry Bay); 731 (The Bluff); and 737 (Manly Wharf) currently service St Cecilia’s School. For further information, please ring Brookvale Bus Depot (9907 5816).

5.18 **BEFORE AND AFTER SCHOOL CARE**

Provided by Camp Australia at St Cecilia’s Catholic Primary School. Morning care commences at 7.00am and afternoon care until 6.15 pm. Permanent full time, part time and casual booking are available. Register online at [www.campaustralia.com.au](http://www.campaustralia.com.au).

5.19 **SCHOOL UNIFORMS**

<table>
<thead>
<tr>
<th><strong>Girls’ Summer Uniform</strong></th>
<th><strong>Girls’ Sport Uniform</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue pleated uniform with white collar</td>
<td>White T shirt with house colour on collar</td>
</tr>
<tr>
<td>White ankle turn down socks</td>
<td>Blue unisex shorts or skort</td>
</tr>
<tr>
<td>Black leather shoes</td>
<td>White ankle socks</td>
</tr>
<tr>
<td>Royal blue hair ribbons</td>
<td>Predominantly white joggers</td>
</tr>
<tr>
<td>School hat - cap or wide brimmed</td>
<td>School hat - cap or wide brimmed</td>
</tr>
<tr>
<td></td>
<td>Unisex gala polo shirt yrs 3-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Boys’ Summer Uniform</strong></th>
<th><strong>Boys’ Sport Uniform</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy shorts</td>
<td>Winter options:</td>
</tr>
<tr>
<td>Blue summer short sleeve shirt</td>
<td>Unisex navy trackpant</td>
</tr>
<tr>
<td>Navy ankle turn down socks</td>
<td>Unisex polar fleece vest</td>
</tr>
<tr>
<td>Black leather shoes</td>
<td>Unisex zip jacket</td>
</tr>
<tr>
<td>School hat - cap or wide brimmed</td>
<td><strong>Boys’ Sport Uniform</strong></td>
</tr>
<tr>
<td></td>
<td>White T shirt with house colour on collar</td>
</tr>
</tbody>
</table>

Winter options:
- Unisex navy trackpant
- Unisex polar fleece vest
- Unisex zip jacket

Boys’ Sport Uniform
- White T shirt with house colour on collar
<table>
<thead>
<tr>
<th>Girls' Winter Uniform</th>
<th>Boys' Winter Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy Tunic</td>
<td>Blue unisex shorts</td>
</tr>
<tr>
<td>White long sleeve shirt</td>
<td>White ankle socks</td>
</tr>
<tr>
<td>Navy tights or long navy socks</td>
<td>Predominantly white joggers</td>
</tr>
<tr>
<td>School tie</td>
<td>School hat - cap or wide brimmed</td>
</tr>
<tr>
<td>Navy unisex woollen school jumper</td>
<td>Unisex gala polo shirt yrs 3-6</td>
</tr>
<tr>
<td>Navy unisex woollen vest</td>
<td>Winter options:</td>
</tr>
<tr>
<td>Black leather shoes</td>
<td>White T long sleeve shirt with house colour on collar</td>
</tr>
<tr>
<td>Navy hair ribbons</td>
<td>Unisex navy trackpant</td>
</tr>
<tr>
<td>School hat - cap or wide brimmed</td>
<td>Unisex polar fleece vest</td>
</tr>
<tr>
<td></td>
<td>Unisex zip jacket</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Boys' Winter Uniform</strong></th>
<th><strong>All uniform requirements are available at:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy long pants or</td>
<td><strong>“Pickles”</strong></td>
</tr>
<tr>
<td>Shorts – with long navy socks</td>
<td>Your Uniform Shop</td>
</tr>
<tr>
<td>Navy socks</td>
<td>(02) 99052815</td>
</tr>
<tr>
<td>School tie</td>
<td></td>
</tr>
<tr>
<td>Navy unisex woollen school jumper</td>
<td></td>
</tr>
<tr>
<td>Navy unisex woollen vest</td>
<td></td>
</tr>
<tr>
<td>Black leather shoes</td>
<td></td>
</tr>
<tr>
<td>School hat - cap or wide brimmed</td>
<td></td>
</tr>
</tbody>
</table>
Starting school is a very important event in a child’s life and also a time of change for parents.

Together, parents and teachers support the child’s learning process and make the experience of school stimulating and enjoyable.

You can best help your child prepare for school by encouraging independence. Attending pre-school and visits to grandparents and friends, are valuable experiences of time spent away from parents.

6.1 Readiness
6.2 Morning Tea and Lunch
6.3 Lunch
6.4 Buddy System
6.5 Communication
6.6 Birthdays
6.7 Enrolment Process
6.8 Kindergarten Pre-requisites
6.9 Orientation Program
Starting School

6.1 READINESS
Encourage children to put on their own clothes, shoes and socks and to begin to learn to tie their shoelaces.

Children should be trained to take responsibility for their own possessions. It is very important to mark school bags, lunch boxes and clothes. Hats should be marked and worn to school each day. Our school policy is “no hat – in shade play”.

Children learn so much by parents talking to them and answering their questions. Outings are learning experiences and provide a great stimulus for talking, listening, reading and writing.

Children learn much through their imaginative and constructive play. Encourage children to make their own discoveries. Outdoor activities, such as climbing on equipment and playing with balls, encourage gross-motor development. Drawing, writing, painting and cutting are just a few of the activities which encourage fine motor development. It is an asset if children can recognise and write their own name by the time they come to school.

Every child should have a basic understanding of road signs and road crossing procedures. Encourage your child to learn his or her own name, address and telephone number.

6.2 MORNING TEA AND LUNCH
To avoid confusion for your child in the first weeks of school, explain which is his/her Morning Tea and which is Lunch.

The children need their Morning Tea and Lunch to be easily differentiated. It is best for children when parents provide food they can easily cope with themselves. Check they can open packets or lids easily and are able, for example, to peel bananas. Morning Tea time is 20 minutes, so something children can eat quickly and easily is good, otherwise they may miss out on most of their play time.

Fruit break is at 10.00am each day. We request that pre-peeled and cut fruit or vegetables are stored in a separate small container.

6.3 LUNCH
At lunch time the children take their whole lunch box into the eating area and sit down to eat for 15 minutes. This time is supervised by the teacher on first half lunch duty. When the children have finished eating, they put their rubbish in the bin or back into their lunchbox and their lunch and drink bottles go into their class basket. They are then free to play. It is often best to wait a couple of weeks before introducing the canteen to your child.

6.4 BUDDY SYSTEM
St Cecilia’s operates a buddy system between the Kindergarten children and the Year 5/6 children. Each Kinder child is allocated at least one buddy (this depends on numbers in both grades) for the year. The buddy takes special care of the younger child as they settle into school life and is a friendly face on the playground. Your child can go to their buddy if they are worried or confused about anything.

Sometimes the Year 5/6 children go to Kindergarten to help their buddies with reading or writing. This helps to build a strong relationship between the buddies.
6.5 **COMMUNICATION**
This is very important between teacher and parents. Don’t hesitate to speak with the teacher, as you see the need, before confusion arises or problems develop. Kindergarten is a most important year in your child’s life, as attitudes to learning are formed and developed. It is the beginning of new friendships for both the child and parents. It is a time of enjoying positive experiences which promote growth and learning. It is the beginning of many happy years at St Cecilia’s School.

6.6 **BIRTHDAYS**
We are happy for the children to celebrate their birthday at school, however please make this stress free and mess free for the class teacher by suppling cupcakes, *individual* cakes/slices, *pre-cut* cakes or ice – blocks.

6.7 **ENROLMENT PROCESS**

Term 1: Open Day

Term 2: Applications Close
New Family Interviews
Sibling Family Interviews

Term 3: First round offers
Second round offers

6.8 **KINDERGARTEN PRE-REQUISITES**
Your child is required to bring:
- School bag labelled on the outside of the bag with a familiar sticker for quick recognition.
- Drink bottle, lunch box.
- Raincoat when wet or threatening.
- Painting smock
- Library bag.

6.9 **ORIENTATION PROGRAM**
- Under 6 Celebration Day/ Play to Learn
- Orientation Day Visit
- Parent Information Session
- Kinder Picnic