

St Cecilia's Catholic School Balgowlah

# Parent Information Guide 2021



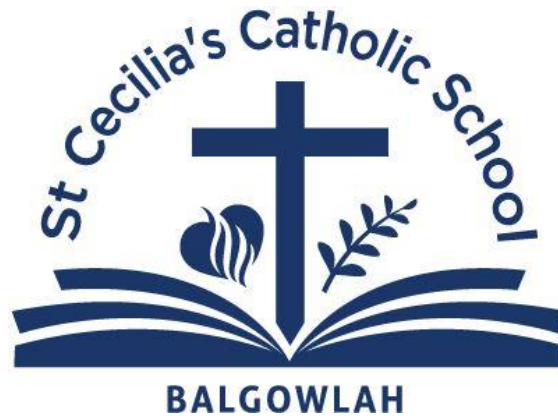
# St Cecilia's Catholic School

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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 Catholic 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.

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:

Celebration			
Respect	Justice	Service	Hope
Col 3:15 – Each one of you is part of the body of Christ and you were chosen to live together in peace.	Psalms 106:3 – Blessed are they who maintain justice who constantly do what is right.	Luke 12:35 – Be ready for service and keep your lamps burning	Matt 19:26 With God all things are possible.

# School Rules and Responsibilities

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## SCHOOL RULES

Care for people, place and property

Listen, Learn and Participate.

## BEHAVIOUR EXPECTATIONS

Be an active learner	Use safe and caring actions	Cooperate and contribute
Speak and listen with kindness	Respect yourself and others	Be inclusive
Make responsible choices	Care for property	Help people in our school, wider community and our world
Be in the right place at the right time	Respect God's Creation and the environment	

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## School History and Culture

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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 school hall. 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.

St Cecilia's Parish is twinned with St Kieran's Parish, Manly Vale, as the Catholic Community of North Harbour. Both parishes are ministered by the Augustinian Order. To celebrate 90 years of educating children, we launched our new school logo which retains symbolism from the Good Samaritan order as well as the Augustinian Priests, our pastoral leaders. We retain the open book of scripture, symbolising learning and a search for knowledge. The olive branch symbolising peace. We added the flaming heart symbolising our love of God and our fellow brothers and sisters. These symbols are a rich reminder of the school's history and of its '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

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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



## The Religious Dimension

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### 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.

Integration of Catholic Values Across the Curriculum:

Within each of the Key Learning Areas 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.

### 2.2 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 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 the Examen or other traditional prayers 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 and recite our School Prayer that reflects our school values.
- **Parent Faith Formation** - once a term parents are invited to attend a prayerful reflection session

## 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 3
- Reconciliation - Year 4
- Eucharist - Year 4

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. These are held on Good Sam day in honour of the Good Samaritan Sisters who founded our school.

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.

## The Educational Dimension of St Cecilia's

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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 Cyber Safety
- 3.7 History and Geography
- 3.8 Personal Development, Physical Education and Health
- 3.9 Creative Arts
- 3.10 Library
- 3.11 Information Communication Learning Technology
- 3.12 Reporting to Parents
- 3.13 Homework Guidelines
- 3.14 Professional Development for Staff
- 3.15 University of NSW Competitions
- 3.16 Senior Program
- 3.17 Gifted and Talented Program

## 3

# The Educational Dimension

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### 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.

**Students at St Cecilia's are on a learning journey, growing to become:**

- faith-filled, people of action who respond to the call to catholic discipleship and the call to action.
- well-adjusted in order to reason, have sound judgement and build resilience.
- courage in one's self, one's abilities and intuitions to set goals that stretch and challenge.
- independent thinkers who are creative, analytical and flexible when addressing problems from different perspectives.
- independent Learners able to plan for, reflect on, and evaluate the quality of their own thinking and learning.
- collaborative team players able to compromise, share and communicate in a range of ways
- leaders prepared for success in a future orientated world of change

### 3.2 RELIGIOUS EDUCATION

See Section 2.1

### 3.3 ENGLISH

English is the Key Learning Area (KLA) where students develop knowledge, skills and understanding about the English language and literature. At the core of the NSW K-6 English syllabus for the Australian Curriculum is an emphasis on language as a living phenomenon - a resource for making meaning in real-life situations.

The outcomes and content of our English syllabus are arranged in three strands:

- Speaking and Listening
- Reading and Viewing
- Writing and Representing

Through our English program students will:

develop knowledge, skills and understandings about English language and literature  
learn how to interact productively

- speak confidently

- listen strategically
- read with comprehension
- write well-structured, coherent texts
- create and interpret a range of factual, literacy and media texts
- learn about grammar and spelling

### **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.

These strands are underpinned by Working Mathematically, an essential part of the learning process that provides students with the opportunity to engage in genuine mathematical activity and develop the skills to become flexible, creative users of mathematics.

At St Cecilia's we have a number of specially trained EMU (Extending Mathematical Understanding) teachers on staff. These teachers share their professional knowledge with fellow staff members and focus on accelerated mathematical growth across the school.

The aims of the mathematics program at St Cecilia's are:

- to develop student's engagement in lifelong learning
- to develop in students a sound understanding of mathematical concepts, processes and strategies and the capacity to use these in solving problems
- to develop in students the ability to recognise the mathematics in everyday situations
- to develop in students the ability to apply their mathematics to analyse situations and solve real life problems
- to develop in students appropriate language for the effective communication of mathematical ideas and experiences
- to develop in students an appreciation of the applications to mathematics of technology, including calculators and computers
- to encourage students to use mathematics creatively in expressing new ideas and discoveries and to recognise the mathematical elements in other creative pursuits
- to challenge students to achieve at a level of accuracy and excellence appropriate to their particular stage of development.
- to develop students' mathematical thinking, understanding, competence, and confidence in the application of mathematics

### **3.5 SCIENCE AND TECHNOLOGY**

Science and Technology in K to 6 enables students to explore scientific and technological concepts and develop knowledge and understanding of the world: enabling them to inquire, plan investigate and develop solutions to problems.



Using the NSW K-10 Science and Technology Syllabus for the Australian curriculum students develop and apply skills in:

- scientific inquiry through the process of working scientifically
- design and production processes in the development of solutions
- design and production of digital solutions.

Science and Technology is organised under five content strands:

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

The skills of Working Scientifically, and Design and Production, enable students to develop and consolidate their knowledge and understanding of science and technology.

### **3.6 CYBER SAFETY**

Information for parents

The Catholic Network Australia Digital Citizenship web portal <http://cnadigitalcitizenship.weebly.com/>

### **3.7 HUMAN SOCIETY AND ITS ENVIRONMENT: History and Geography**

Human Society and Its Environment (HSIE) is the Key Learning Area which includes both the History and Geography NSW syllabi for the Australian Curriculum. Children gain an enhanced sense of personal, community, national and global identity and students are enabled to participate effectively in maintaining and improving the quality of their society and environment.

It is through the study of History that students explore:

- Personal and Family Histories,
- The Past and the Present
- Australian History, Community and Remembrance, First Contacts
- Australian History, Colonial and National

It is through the study of Geography that children explore

- People
- People and Places,
- People, Places, Local Environments
- People, Places and Environments of the World.

At St Cecilia's HSIE is most commonly integrated with relevant English, Science, Mathematics and RE topics, where particular emphasis is on Gospel values.

Using an Inquiry Learning Framework students develop the skills of identifying and gathering information, historical inquiry, critical thinking, mapping, presenting information and collaborating with others.

Part of the HSIE program is our Italian language and culture curriculum. The overall purpose of the program is to introduce our children to a different culture as well as to learn an appreciation of another language.

### **3.8 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

The Personal Development, Health and Physical Education K-6 Syllabus for the Australian Curriculum 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**

- Self-Management
- Interpersonal
- Movement

#### **Organisation of Content**

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

We employ a specialist Physical Education teacher who works with each class for one lesson per week. In addition, Kindergarten – Yr 2 have class sport on Fridays and Year 3-6 participate in the school sporting program which operates on Thursday.

#### **Organised Sports**

Organised sport throughout the year consists of:

- Soccer, Cross Country
- Netball, AFL, Rugby Eagle Tag
- Cricket, Tennis
- Swimming, Athletics

### **3.9 CREATIVE ARTS**

The aim of the Creative Arts Syllabus is to develop a commitment to participate in arts. The four strands of the 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 an extra curricula music program available for children from Kindergarten – Year 6 providing the opportunity to learn a musical instrument.

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 are designed to develop a specific skill.

### **3.10 LIBRARY**

The Library is an integral part of learning at St Cecilia's. Children are actively encouraged to borrow books and use library resources. The library is open at lunchtime each Tuesday for the children to use

the facilities. Kindergarten and Year 1 have a weekly library lesson whilst years 2 to 6 have an opportunity to borrow books each week.

### **3.11 INFORMATION COMMUNICATION LEARNING TECHNOLOGY (ICLT)**

The implementation of Information Communication Learning Technology throughout the school is ongoing. Classrooms have 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, robotics, coding and online learning with activities integrated into Key Learning Areas.

### **3.12 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 May for all grades to discuss the progress of each child. Negotiated, on-going learning goals for the student are completed during the May 3 way interviews. Interviews are also offered in December.
- 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 compare 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

### **3.13 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 Reading:**

- Kinder 10 minutes
- Stage 1 15 minutes
- Stage 2 20 minutes
- Stage 3 30 minutes

#### **2 Written /Digital /Oral Tasks**

Written/digital/oral homework will be required of children from Years 1-6.

Time to be spent on written tasks by children:

- Kinder 10 minutes

- Stage 1 10 minutes
- Stage 2 20 minutes
- Stage 3 30 minutes

### 3 Inquiry Research

From time to time children from K-6 may be given an independent task. This is set by the teacher and is usually linked to the units of work being studied in the classroom. These tasks provide an opportunity for parents to work alongside their children and provide support if considered appropriate.

### 3.14 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, in-service 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.

### 3.15 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 the NSW syllabus for the Australian Curriculum, 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 an accurate 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 the individual student's family per competition.

### 3.16 TRANSITION PROGRAM

St Cecilia's is a small Catholic school catering for boys and girls from Kindergarten through to Year 6. Without doubt the best environment in which to receive a primary education is a Primary school. Not only are the classroom teachers specialists with experience in age and stage appropriate education,

the leadership of the school specialises in the social and emotional needs of primary students. The social and emotional needs of girls and boys in the final years of Primary School are significantly different from those of young men and women in secondary colleges.

There are many benefits of a continual K-6 education for children who complete seven years of primary school at St Cecilia's.

### **Years Five and Six at St Cecilia's Balgowlah**

Stage 3 at St Cecilia's introduces students to new ways of working and learning together and school leadership opportunities, which are foundational in developing and nurturing personal capabilities. Some of the reasons for this are:

- We have professional teachers who foster positive relationships with students whilst ensuring firm boundaries are set.
- Senior teachers ensure a strong focus on preparing students for high school.
- Boys and girls in Years 5 and 6 are combined for all learning and sports.
- We provide leadership opportunities across a number of areas, including Liturgy, Wellbeing, Sport, ICT, STEM, English and Environment, with teacher mentors who ensure active roles for our seniors, contributing to a sense of belonging and responsibility for role modelling.
- Our 'Buddy Program', where all senior students in Years 5 and 6 are assigned a buddy who is in Kindergarten, building a caring, empathetic culture of nurture and a 'sense of other'. These relations can last for many years after our seniors have left the school.
- Our Peer Support Program Leaders Yrs 5 & 6- role model expectations to younger students in friendships and relationships, creating a community feel across the school when all children know each other and foster their wellbeing
- There is an opportunity to celebrate Year 6 Graduation with the entire school community, which is a very big milestone that shouldn't be missed out on. Students should feel this sense of achievement before they embark on their 'next chapter'.

### **Year 6 Student Leadership**

The process involves several steps to support the students in understanding the roles and teaching them the different attributes they will need. These include a Leadership Day in year 5 when students learn the importance of serving others using the Service Leadership model. Students are then required to write their leadership speech based on these values. Stage 3 Camp activities reinforce the need to accept others where they are, teach children empathy for others and the importance of emotional IQ. Year 5 and 6 work as a Stage 3 group preparing the students to work with a different cohort of students which, they will do in high school. Our Open classroom layout ensures responsibility and organisation are a focus.

Our Leadership Program has a strong focus on developing awareness in every student that their personal capabilities and growth as 'good people' is vital in society. Personal capabilities such as honesty, compassion, respect, communication, collaboration, teamwork, problem-solving, creativity, service, courage, hope, etc. These are the skills/values that enable students to thrive in high school, in future employment, in relationships and in life.

Leadership roles include Mission, Environment, Wellbeing/Pastoral Care, School, Sports, IT Library. There are many students, who remained until Yr 6, who have held senior school leadership positions in their high schools.

Our academic/social program helps our students:

- Understand that people are diverse and complex- accepting others with caring attitudes
- Develop strong social skills with an emphasis on effective communication



- Learn to cope with change and be flexible- building resilience and self-confidence
- Feel part of our community and contribute as part of a team
- Learn a range of strategies to solve problems and think creatively

### **Senior Student Curriculum- opportunities for engagement**

Senior Students are engaged in:

- Public speaking competitions at school and interschool levels.
- Debating competitions inside/outside school with mentoring and coaching from Stella Maris students. They compete in the Independent Schools Debating Competition as the Stella Maris Junior school.
- Maths Challenge and Maths Olympiad competitions, as well as ICAS NSW University competitions in English, Maths, Science, Computing.
- Opportunities to link with Environmental specialist and Education Officers in the Science- STEM subjects.
- Northern Beaches STEM Challenge, involving all schools,
- Lead roles in the school musical or Christmas concert
- Extension programs include Da Vinci Decathlon, Future Problem Solving and Night of the Notables.

### **3.17 GIFTED AND HIGH ABILITY SUPPORT**

St Cecilia's is committed to the education of gifted/high ability students in an inclusive setting. During the 2021 school year, all teachers will complete the Geric Certificate of Gifted Education with UNSW. 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

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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 Yearly Calendar
- 4.6 Communication
- 4.7 Other Community Activities
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- 4.14 Core Value Awards
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- 4.16 Birthdays
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- 4.18 Child Protection Appendices 1, 2 & 3

## 4

### Community Dimension

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#### 4.1 SCHOOL ADVISORY COMMITTEE

The School Advisory Committee 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 Advisory Committee includes representatives from the parent body, the school leadership team and the parish priest

#### 4.2 PARENTS AND FRIENDS ASSOCIATION - Parent Network

The Parent Network 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 Parent Network 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 Parent Network 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 Parent Network Association meet 4 times each year (once a term). All activities are recorded in the school 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.

#### **Some Activities of the Parent Network Association at St Cecilia's:**

##### Class Parents

Class parents exist to build community between parents, teachers and the Parent Network Association and assist with a number of duties including:

- coordinating informal get-togethers amongst the parents
- assisting the Parent network with fundraising efforts and social events.

##### Broken Bay Catholic 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

Order online [www.youruniformshop.com.au](http://www.youruniformshop.com.au)

phone: (02) 9905 2711

Second-hand clothing in good condition may be purchased at bargain prices from the Uniform Shop. Proceeds are donated to various catholic charities. Opening times and 'sale' times are advertised in the school newsletter.

### Canteen

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. Our canteen has also been recognised as "Ocean Friendly".

A manager is employed 15 hours a week by the school. She is supported by parent volunteers. The canteen operates each Monday, Wednesday and Friday from the first day of each term. Orders may be placed online via the QKR app. 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 and 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 schoolwork. 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: Treat immediately and monitor
- 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.

### **COVID Guidelines**

- In accordance with advice from NSW Health External link, parents and carers are reminded NOT to send children to school if they are unwell, even if they have the mildest flu-like symptoms.
- NSW Health has requested that schools encourage anyone who is unwell or has even mild flu-like symptoms, to arrange to be tested through their local medical practitioner or one of the COVID clinics.

- Students who have seasonal allergic rhinitis or another condition that presents similarly to flu-like symptoms are still required to get tested for COVID-19 and return a negative test result. Where their symptoms continue beyond 10 days, students should provide documentation from their GP confirming their symptoms are typical for their condition. If the student develops new or changed symptoms, they should get tested for COVID-19.

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 before being escalated to 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](http://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 emailed home. The yearly calendar is published on the school website.

#### **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 email to parents. 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 Parent Network meeting.

At a class level, communication containing learning reflections and photos occurs weekly through Seesaw for Kindergarten – Year 2 and Google Classroom for Years 3-6. Parent letters, three-way interviews, extra interviews that are formally negotiated, progress reports and class meetings are also important means of communication. Communicating with parents about issues relating to the organisation of the class, curriculum and progress of children are the class teacher's professional responsibility.

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

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

### Communications

**It is important that YOU are receiving the information YOU need to know, when YOU need it.** Using this strategy, we have divided our communications into two categories – **Whole School** and **Year Specific**.

#### Whole School

- **Newsletter:** The newsletter is the first place to see communications, so please make sure to take a good read of it.
- **Compass.** The Compass Parent Portal is an integrated, online portal that allows you to access up-to-date and meaningful information about our school and your child's progress. Compass includes many different features, including the ability to:
  - View information on your child/ren's attendance
  - Enter explanations for absences
  - Receive communications
  - Update your contact details
  - Download and view your child/s Semester Reports and Progress Reports
  - Excursion information and permission
- **School Email:** From time to time Sue may send emails with reiterated information as reminders from the newsletter or short notice changes such as changes to sports day.

#### Year Specific

- **Weekly Emails:** Class Parents will be sending out invitations for class events.

**The School Website** – shares information for the existing community and is also suited for future students and their families.

#### Facebook

The St Cecilia's School Facebook page provides glimpses into the daily life at St Cecilia's. It contains photos and information of events, student learning and celebrations.

**The SCB HUB**, our Facebook page, is meant to serve our community via sponsor information, which raises necessary funds for our school.

#### **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 at Warringah Mall, Stockland and at the Northern Beaches Eisteddfod.

#### **4.8 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 Come Gather Masses and Social Justice Initiatives such as GIFT.

#### **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.

In line with our school values 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 the rule they have broken, redirected, retaught appropriate behaviours, given time out, complete think paper, meet with Principal and parents.

# School Rules and Expectations

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## SCHOOL CORE VALUES:

Celebration			
Respect	Justice	Service	Hope
<i>Col 3:15 – Each one of you is part of the body of Christ and you were chosen to live together in peace.</i>	<i>Psalm 106:3 – Blessed are they who maintain justice who constantly do what is right.</i>	<i>Luke 12:35 – Be ready for service and keep your lamps burning</i>	<i>Matt 19:26 With God all things are possible.</i>

## SCHOOL RULES

Care for people, place and property

Listen, Learn and Participate.

## BEHAVIOUR EXPECTATIONS

Be an active learner	Use safe and caring actions	Cooperate and contribute
Speak and listen with kindness	Respect yourself and others	Be inclusive
Make responsible choices	Care for property	Help people in our school, wider community and our world
Be in the right place at the right time	Respect God's Creation and the environment	

### 4.10 DISCIPLINE

Our policies relating to the discipline of students are based on procedural fairness and are outlined in the Behaviour Support 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 and Leaders:** Positions of Student Leadership are elected from children in Year 6 by all children in year 3, 4, 5 and school staff. We encourage the children to choose leaders with qualities that reflect our School Values. 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 Representative Council** at St Cecilia's Catholic School is made up of 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 gather viewpoints and concerns from students of St Cecilia's. The Student Council nominates a particular charity to support and organises fundraising activities for God Sam Day. SRC members serve for one semester (2 terms). A new SRC is elected for the second semester.

#### **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 In 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 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. On the occasion that parents work in the classroom on special projects 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 or observing 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 church at 2.30pm. Birthday cards for the coming week, Value awards and Merit awards are given out at these assemblies.

The last Monday afternoon assembly of each term is the Core Value Assembly.

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 award is to acknowledge young people who have a developed awareness and understanding of others in our school and live out our school core values: celebration, respect, service, justice and hope

### **4.15 WEEKLY VALUE AWARD**

Every week each teacher presents two "Value Awards" which corresponds to the behavioural expectation focus for the week.

### **4.16 BIRTHDAYS**

At St Cecilia's we encourage the celebration of the children's birthdays. Some parents wish to send cakes or ice blocks. Individual cupcakes or ice blocks 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.

### **4.17 MERIT AWARDS**

Every week teachers award two 'Merit Awards' for academic improvement, progress or achievement.

### **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.

See also Appendix 1: CHILD PROTECTION INFORMATION

### **Complaints**

We take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible:

If you or your child has a complaint about a student other than your own child you should raise it with your child's class teacher.

If you or your child has a complaint about a staff member relating to teaching and learning, the issue should first be discussed with the relevant teacher or the principal.

If you or your child has a complaint about the inappropriate behaviour of a staff member towards any child or young person, your concern should be directed to the Principal and confidentiality must be maintained (see Child Protection).

See also Appendix 2: MAINTAINING PROFESSIONALISM

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

See also Appendix 3: WORKING WITH CHILDREN CHECKS

## **APPENDIX 1: CHILD PROTECTION INFORMATION**

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

In particular the school will:

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

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

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

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

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

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

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

## **APPENDIX 2: MAINTAINING PROFESSIONALISM**

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

We understand that staff have a duty of care to:

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

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

Staff strive to:

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

### **Addressing complaints of inappropriate behaviour by staff**

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

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

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

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

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

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

## **APPENDIX 3: WORKING WITH CHILDREN CHECKS**

### **Screening of those working in schools**

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

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

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

- sign on at the front office, be inducted and get a visitor's 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, stepchild, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, aunt, uncle, niece or nephew. In the case of Aboriginal and Torres Strait Islander, a close relative includes people who are part of the extended family or kin of the child according to the indigenous kinship system.

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

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

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

If you would like further information regarding any of the above, please speak to your Principal first or feel free to contact the CSBB Child Protection Team on:  
Phone: 9847 0618

## **Administrative Dimension of St Cecilia's Catholic School**

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- 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

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### 5.1 STAFF & RESPONSIBILITIES

#### The School Executive

Principal	Mrs Fran Taylor
Assistant Principal	Mrs Stephanie Harding
RE Coordinator	Ms Tanya Fitzpatrick

#### Class Teachers

Kinder Blue	Mrs Alana McLaren
Kinder White	Ms Angela Pelling
Year 1 Blue	Miss Carly McDonald
Year 1 White	Ms Colette Ward
Year 2 Blue	Mrs Jenny Morris (MTW) and Mrs Kayle Dyer (TF)
Year 2 White	Ms Tanya Fitzpatrick (M, T,Th,F) Mrs Kayle Dyer (W)
Year 3 Blue	Mrs Rebecca Stuart
Year 3 White	Mrs Terri Smith
Year 4 White	Mrs Terese Cunningham
Year 4 Blue	Mrs Kathryn Gray
Years 5/6	Mrs Fiona Moran and Mrs Vanessa Murray

#### Specialist Teachers

Library	Mrs Stephanie Harding
Learning Support	Mrs Sue Grose
LS Assistant	Mrs Sally Brandt, Ms Emma Vandenberg and Ms Margie Parsons
Physical Education	Mrs Martha Butler (M, W)
Music	Mr Michael Warby (M, W)
Bandmaster	Evergreen Music
Italian	Ms Fabiola Pellegrino

#### Administrative Staff

School Administration	Mrs Sue Walmsley
Administration Asst	Mrs Beverley Butler
Media	Mrs Susanne Foale

#### Canteen Manager

Ms Sara McHugh

#### Extra Curricular – Private Providers

Drama	Mrs Trish Collier
OSHC	Camp Australia
Band	Evergreen Music
Chess	Sydney Academy of Chess
Tennis	Jaymon and Bryanne Crab
Science	Alana Wylie

### 5.2 GENERAL INFORMATION

#### School Office

St. Cecilia's School

59 Seaview St Street  
BALGOWLAH NSW 2093  
Telephone: 9948 3069  
Email: [scb@dbb.edu.au](mailto:scb@dbb.edu.au)  
Website: [www.scbdbb.catholic.edu.au](http://www.scbdbb.catholic.edu.au)  
Office Hours: 8.30am - 4.00pm

### Parish Office

Parish Priest: Fr David Austin St Kieran's Catholic Church, Manly Vale  
Phone: 9949 4455 Website: <http://www.northharbourcatholic.org.au/>  
Mass Times: 9.00am Sunday  
9.30 am Wednesday

### 5.3 SCHOOL HOURS

8.55am - 3.15pm | Morning Tea: 10.55am - 11.25am | Lunch: 1.05pm - 1.55pm

School grounds are supervised from 8.30am. If children arrive before 8.30am 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". Alternatively, they may send an email to the office and it will be forwarded to the teacher

### 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.

Parents are also asked not to park in neighbours driveways.

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 8.00am to 9.30am 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 through Compass. These Compass notifications will provide all excursion information and permission authorisation before the event.

### 5.9 EXTRA CURRICULAR ACTIVITIES

- **Drama:** Mrs Trish Collier teaches Drama on weekday mornings before school. This is available for children from Yr 1 – 6
- **Evergreen Music:** Mr Ben Marshall takes children for group and or individual instrument lessons on Friday.
- **Chess:** St Cecilia's has an enthusiastic group of children who attend chess lunchtime sessions in the library before school on Tuesday mornings.
- **Gardening Club:** Parents and a group of enthusiastic parents organise weekly activities for gardening club enthusiasts.
- **Tennis Club:** Jaymon and Bryanne Crabb conduct tennis lessons in the school playground 3 morning per week.
- **Science Club:** Held on a Monday afternoon. These classes are conducted by Alana Wylie

### 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

#### 2021

<u>Start</u>	<u>End</u>
Term 1 27 January	1 April
Term 2 19 April	25 June
Term 3 12 July	17 September
Term 4 5 October	17 December

### 5.12 PLAYGROUND DUTY AND SCHOOL HOURS:

A teacher is on playground duty from 8.30am. School commences at 8.55am.

Morning Tea: 10.55am - 11.25am

Lunch: 1.05pm - 1.55pm

Dismissal: 3.15pm

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 throughout the week. 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 cricket 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 in-service 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. 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.

Absences may be recorded remotely via the Compass Parent Portal. Late arrivals or early departures are recorded via the Kiosk that sits in the front office.

Where possible it is important to make doctor's appointments, plan holidays etc outside of school time. On occasion these appointments are unavoidable. Please feel free to discuss such occasions with me. It is also important to remember record your child's arrival/departure on the Kiosk if your child is late to school, or is picked up early, giving a valid reason. Without a valid reason the leave has to be recorded as unjustified. Finally, please be aware we cannot approve time away from school to attend outside tutoring during school time. This falls under Diocesan directives and an accumulation of unjustified leave must be reported.

### **5.17 BUS PASSES**

Applications for school bus passes are available online from Transport NSW. To apply go to [transportnsw.info/school-students](https://transportnsw.info/school-students) and complete the application form, print and submit the form to the school for endorsement. The school will then forward the application to Transport NSW for processing. Transport NSW will send the School Opal card to the home address given in the application. 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).

Bus routes are: 610 - NBSC Mackellar Girls Campus to Seaforth; 683 - Seaforth Infants Benelong St to Manly

### **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 6.00pm. Permanent full time, part time and casual booking are

available. Please remember to book your child/ren in the day before care is needed. Register online at [www.campaustralia.com.au](http://www.campaustralia.com.au).

## 5.19 SCHOOL UNIFORMS

<p><b>Girls' Summer Uniform</b>  Blue pleated uniform with white collar  White ankle turn down socks  Black leather shoes  Royal blue hair ribbons  School hat - cap or wide brimmed</p> <p><b>Boys' Summer Uniform</b>  Navy shorts  Blue summer short sleeve shirt  Navy ankle turn down socks  Black leather shoes  School hat - cap or wide brimmed</p> <p><b>Girls' Winter Uniform</b>  Navy Tunic  White long sleeve shirt  Navy tights or long navy socks  School tie  Navy unisex woollen school jumper  Navy unisex woollen vest  Black leather shoes  Navy hair ribbons  School hat - cap or wide brimmed</p> <p><b>Boys' Winter Uniform</b>  Navy long pants or  Shorts – with long navy socks  Blue long sleeve shirt  Navy socks  School tie  Navy unisex woollen school jumper  Navy unisex woollen vest  Black leather shoes  School hat - cap or wide brimmed</p>	<p><b>Girls' Sport Uniform</b>  White T shirt with house colour on collar  Blue unisex shorts or skort  White ankle socks  Predominantly white joggers  School hat - cap or wide brimmed  Unisex gala polo shirt yrs 3-6</p> <p><b>Winter options:</b>  Unisex navy trackpants  Unisex polar fleece vest  Unisex zip jacket</p> <p><b>Boys' Sport Uniform</b>  White T shirt with house colour on collar  Blue unisex shorts  White ankle socks  Predominantly white joggers  School hat - cap or wide brimmed  Unisex gala polo shirt yrs 3-6</p> <p><b>Winter options:</b>  White T long sleeve shirt with house colour on collar  Unisex navy trackpants  Unisex polar fleece vest  Unisex zip jacket</p> <p>All uniform requirements are available at:  "Pickles"  Your Uniform Shop  <a href="http://www.youruniformshop.com.au">www.youruniformshop.com.au</a>  (02) 99052815</p>
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St Cecilia's Catholic School, Balgowlah

Tank

G24  
Library

G27

G25  
Dis WCs

Ground Floor

Pathway to office entrance →

G1

G2

G3 Staffroom

G5 AP  
REC

G6 Admin  
Store

WC

WC

G14 Meeting

G4  
Princ

G10  
Copy

G11  
Sickbay

G12 Admin

G13 Reception

Entry

G17  
WC

G16  
WC

Lift

Dis WC

Breezeway

Entry

G17  
WC

G16  
WC

Lift

Dis WC

G22 Archive

G21  
Sport Store

G19  
Uniform

OSHC

G20 Hall

Undercover

Undercover

G18  
Canteen

G23  
Storage

Corridor G23.1

Learning  
Support  
G23.2

Seaview St

First Floor

1.1

1.2

1.3 Disabled WC

1.4 Cleaners

1.5  
Resource

1.6  
Commis

1.7

IT

Entry

Breakout Rm  
1.7.1

Entry

1.10  
WC

1.9  
WC

Lift

Dis WC

1.11

1.12

1.13

1.14

1.15 Foyer

Undercover

Undercover

White St

## 6

### Starting School at St Cecilia's

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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 Transition Program

## 6

# Starting School

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### 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 30 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 supplying cupcakes, individual cakes/slices, pre-cut cakes or ice – blocks.

### **6.7 ENROLMENT PROCESS**

Simply phone the office and request a school tour with the principal, Fran Taylor. Complete our online enrolment form.

### **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 TRANSITION PROGRAM**

- Learning Together Playgroup Program
- 3 transition Day Visits
- Parent Information Session
- Kinder Picnic