



2022 PARENT HANDBOOK

Principal: Ms. Louise O'Brien

Parish Priest: Fr David

59 Seaview Street, BALGOWLAH NSW 2093

Phone: +61 9948 3069

Email: scb@dbb.catholic.edu.au

SCHOOL INFORMATION

Name of School	St Cecilia's Catholic Primary School
School Address:	59 Seaview Street, Balgowlah NSW 2093
Phone No:	9948 3069
Email:	scb@dbb.catholic.edu.au
Website:	https://www.scbdbb.catholic.edu.au
Office Hours:	8.30 am – 4.00 pm

PARISH INFORMATION

Parish Priest	Fr David Austin osa
Assistant Priest	Fr Paul Maloney osa & Fr Jepser Bermudez osa
Phone No:	9949 4455
Website:	http://www.nothharbourcatholic.org.au/
Mass Times:	9.00 am Sunday & 9.30 am Wednesday

STAFFING 2022





School Principal	Ms Louise O'Brien
Assistant Principal	Mrs Stephanie Harding
Religious Education Coordinator	Ms Tanya Fitzpatrick
Senior Administration Officer	Mrs Sue Walmsley
Administration Assistant	Mrs Simone Stephens
Kindergarten Blue	Mrs Fiona Moran
Kindergarten White	Ms Angela Pelling
Year 1 Blue	Miss Carly McDonald
Year 1 White	Ms Colette Ward
Year 2 Blue	Mrs Jenny Morris
Year 2 White	Ms Rebecca Stuart
Year 3 Blue	Mrs Louise Kelly
Year 3 White	Ms Tanya Fitzpatrick and Mrs Maida Salameh
Year 4 White	Mrs Terri Smith
Year 4 Blue	Mrs Kathryn Gray
Years 5/6	Mrs Terese Cunningham and Mrs Vanessa Murray
Library	Mrs Stephanie Harding
Learning Support	Mrs Terese Cunningham
LS Assistants	Mrs Sally Brandt, Ms Emma Vandenberg, Ms Kate Cashel
Physical Education	Mrs Martha Butler
Music	Mr Michael Warby
Bandmaster	Evergreen Music
Canteen Manager	Ms Sara McHugh

AFTER 7 YEARS OF SCHOOLING AT ST CECILIA'S, WE WOULD HOPE THAT STUDENTS:

- Have developed a relationship with God
- Have developed Catholic values on which to base their decisions
- Love learning and want to learn throughout their lives
- Can communicate effectively through talking, listening, reading, and writing
- Solve problems using mathematical and scientific techniques
- Can work co-operatively with others
- Have experienced the joys of friendship and know what it takes to be a good friend
- Are responsible for their actions
- Realise that we have a responsibility for others in our community and our world
- Embrace the values of respect, justice, service and hope

Our School Core Values
Respect, Hope, Justice, Service and Celebration

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.

<i>CELEBRATION</i>			
<i>Respect</i>	<i>Justice</i>	<i>Service</i>	<i>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.	Psalm 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.

St Cecilia's Catholic School

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Dear Parents and Children,

Welcome to St Cecilia's School! I hope you 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 contribute to the ministry of service in 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 emotional growth of each child. Through the development of creative, critical thinking and communication skills, each child will be equipped as lifelong learners. As our mission statement articulates, "St Cecilia's pursues individual excellence in a nurturing 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.

Louise O'Brien
Principal

A – Z at ST CECILIA’S

ABSENCE FROM SCHOOL / APPLICATION FOR LEAVE

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.

When a child is absent from school, parents are required to enter the absence on Compass. This is a legal requirement after any absence. Parents will be notified if their child has been marked absent and they have yet to enter it on Compass. Parents will be sent a reminder by the Assistant Principal, via Compass, within 7 days of the absence to enter it on Compass. It is a legal requirement that all absences are explained within 7 days of the date of absence.

If the child will be away for an extended period for reasons other than illness the parents should inform the Principal in writing before the period of leave. Family vacations where possible should not be taken in school time as this disrupts learning.

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 the school. 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.

LATE ARRIVAL	When a child is late, they must be brought to the school office by their parent/carer. The parent/caregiver will complete information electronically via the COMPASS Kiosk at the Office, explaining why they are late. If the parent is not present, a school office staff member will enter the late arrival – unexplained via COMPASS, or if the adult is not the parent, and permission has been given by the parent/caregiver, a school office staff member will enter the late arrival details via COMPASS. School office staff will send the student to their classroom with a late arrival card, which notifies teachers that they have been signed in late at the office. The office will process all partial absences.
EARLY DEPARTURES	When a child is required to be dismissed before 2.50pm, or a child is to be absent for a period of time between 8.45am & 2.50pm on a school day, the parent/caregiver will complete information electronically via the COMPASS Kiosk at the Office. If the parent is not present or the adult is not the parent, and permission has been given by the parent/caregiver, a school office staff member will enter the departure details via COMPASS. School office staff will phone the child’s classroom and your child will meet you at the office. The office will process all partial absences.
FULL DAY ABSENCE (1-9 days)	When a child is absent from school (1-9 days inclusive), a FULL DAY ABSENCE and given reason needs to be completed by parent/carer via the COMPASS app. Each parent will be notified of their child/ren absence at 9.20am that morning. If no electronic reason is given, the parent/carer of the student will receive an ‘Unexplained Absence’ reminder through Compass. This is the responsibility of the Assistant Principal. If no reason has been given after 7 days, the student will be marked absent- Unexplained on Compass. If parents/carers send in a reason after 7 days this can be entered as an attendance chronicle (5a).
FULL DAY ABSENCE (10+ days)	When a child is absent from school for 10+ days, a Form A1 Application for Extended Leave form is to be completed by parent/carer and submitted to the school office prior to the leave being taken.

Further information on the Attendance Policy are available on [DBB Noticeboard](#).

ACCIDENTS, INJURIES and SICKNESS

Children occasionally have minor injuries at school.

All staff are well prepared for first aid and emergency care. Should an emergency arise with your child/children, all efforts will be made to contact the parents, carer or emergency contact listed; and emergency measures will be undertaken by the Principal or Assistant Principal.

Any serious accident or injury is immediately treated, and parents/carers are contacted.

Parents are contacted if the injury is to the head - irrespective of the degree of severity

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.

Is it **IMPORTANT** that the emergency contact be someone OTHER than the parent e.g. a grandparent, neighbour or close friend of the family. Parents will always be the first point of contact should an emergency arise, however, if we are unable to contact parents, we will then use the nominated emergency contact provided.

The 'sickbay' is provided for temporary care. If a child is sick at school, the teacher will contact the School Office to inform the Admin Officer that the child is being brought to the Sick Bay.

If your child needs to be sent home, the Admin Officer will then contact a parent and make the necessary arrangements.

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, are:

Chicken Pox	Excluded for 5-7 days after spots appear
Conjunctivitis	Excluded until discharge from eyes has stopped
German Measles	Excluded for 4 days from appearance of rash
Headlice	May attend as long as head lice management is ongoing
Hepatitis	Re-admitted to school with a medical certificate
Impetigo	Re-admitted to school if the sores are completely covered by a clean dressing and antibiotic treatment has commenced
Measles	Excluded for 4 days from appearance of rash
Ringworm	Excluded until all evidence has disappeared or medical certificate is produced

More information is available on the NSW Department of Health website.

ANAPHYLAXIS POLICY

St Cecilia's is a "Nut Awareness Zone".

These foods are not to be brought to school. Easter eggs, Christmas and other party treats are not to be distributed to children by parents or other children. Some of our students are allergic to Nuts, Eggs, Dairy and Tics.

ANTI BULLYING POLICY

St Cecilia's Catholic Primary School Balgowlah is committed to providing a safe and caring environment, which fosters respect for others and does not tolerate bullying.

Our definition of bullying	Bullying is defined as repeatedly hurting another person who is less powerful – either physically or psychologically.
Strategies we will use to deal with bullying	At St Cecilia's we will: <ul style="list-style-type: none">• Teach explicitly, annually, about bullying – what it is, how it affects us and what we can do about it• Teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the opportunity to practise these skills.• Teach our children the importance of the "by-stander" in breaking the cycle of bullying.• Regularly survey the students about their wellbeing.

We have a policy which clearly states what actions we will take to deal with bullying behaviour.

Catholic Schools Broken Bay expect high standards of student behaviour and appearance. St Cecilia's has policies and procedures relating to behaviour management and anti-bullying which are informed by the Catholic Schools Broken Bay's Pastoral Care and Student Wellbeing Policy.

This policy and associated programs are based firmly on Catholic values and focus on building quality relationships and fostering resilience. School expectations, standards and procedures are outlined within these policies, addressing matters such as school rules, responsibilities, reward systems, support structures, programs and services. Each school is committed to creating a safe and supportive learning community for its students, staff and families.

[St Cecilia's Anti-Bullying Policy](#)

Link to [ANTI-BULLYING POLICY Promoting Safety, positive behaviour and social inclusion FOR CATHOLIC SCHOOLS BROKEN BAY](#)

APPOINTMENTS WITH TEACHERS

We ask that general appointments with teachers are made outside of school hours so minimal disruption occurs in the learning environment.

ASSEMBLIES

Whole school assemblies take place each Friday afternoon at 2.45pm. Birthday cards for the coming week, Value awards and Merit awards are given out at these assemblies. The last assembly of each term is the Core Value Assembly. As always parents are welcome to attend all assemblies.

AWARDS

MERIT AWARDS - Two merit awards (only) for **individual students** are given by each class teacher at every Friday assembly. Students are recognised for academic improvement, progress or achievement. These are awarded at teachers, and Specialist teachers' discretion.

WEEKLY VALUE AWARDS - Two weekly value awards (only) for **individual students** are given by each class teacher at every Friday assembly. Students are recognised for efforts which corresponds to the behavioural expectation focus for the week.

These are awarded at teachers, and Specialist teachers' discretion.

	CORE VALUE	SCHOOL RULE
TERM 1	<i>RESPECT</i>	Respect yourself others and the environment
TERM 2	<i>JUSTICE</i>	Treat others as you want to be treated
TERM 3	<i>SERVICE</i>	Help others in our school, wider community and the world
TERM 4	<i>HOPE</i>	Be positive and contribute

CORE VALUE CLASS AWARD - One core value class award (only) per term is given by each class teacher. 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.

BEFORE AND AFTER SCHOOLCARE – CAMP AUSTRALIA

Before and After School Care is provided by Camp Australia (children attending St Cecilia's Before and After School Care meet in the playground outside the office with Catholic Care Staff).

Click [here](#) to find out more about Camp Australia's program at our school, including hours of operation and fees. To attend care, you must register your child. [Register now for free.](#)

BEHAVIOUR MANAGEMENT POLICY

When dealing with behaviour management, the dignity of the child is always preserved in line with Gospel Values. To develop self-discipline in children there must be a respect for the rights of others. All children have the right to learn, and all teachers have the right to teach. At St Cecilia's a high standard of conduct is expected.

OUR AIM: It is the responsibility of the school to provide a comfortable and secure environment where individuals feel safe, valued and respected.

At St Cecilia's we aim to develop the child in an atmosphere where Catholic attitudes and values are nurtured, the rights of all individuals are protected and respected, and children are encouraged to take responsibility for their own behaviour.

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).

Integral to our policy, is a commitment to consistent and fair practices that are positive, professional and ethical.

No form of Corporal Punishment is allowed at St Cecilia's. Corporal punishment by any school person or non-school person is not permitted. Corporal punishment is defined as the application of force in order to punish or correct a student.

THEREFORE, STUDENTS HAVE A RIGHT

- To be proud of their school
- To be respected and treated with dignity
- For their personal property to be respected
- To a pleasant and safe place in which to work and play

Link to [PASTORAL CARE & STUDENT WELLBEING POLICY Promoting Engagement in Learning and Wellbeing FOR CATHOLIC SCHOOLS BROKEN BAY](#)

BEHAVIOUR – Student Management Plan

The Student Management Plan ensures that we have consistency of practice when dealing with behaviour across all areas of the school. Every class has a positive rewards system and as a school we will focus on developing and maintaining positive behaviours. However, we all make mistakes and as part of developing our social and emotional behaviours, we need to understand that there are always consequences to the choices that we make. Furthermore, we need to ensure that every student feels safe and secure at school and therefore we are transparent in terms of how this is achieved. The Student Management Plan gives opportunity for our students to learn and to reflect on how have their choices impacted others, and how have we been true to our own personal values and our school values and how do we move on from here.

The Student Management Plan is displayed in every classroom.

Link to [BEHAVIOUR SUPPORT POLICY Promoting Safety and Positive Behaviour For Learning FOR CATHOLIC SCHOOLS BROKEN BAY](#)

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.

If families are celebrating birthdays, the **birthday Invitations** are not to sent to the teacher to be distributed at school. This is the responsibility of the parents.

BUDDY SYSTEM

Students starting Kindergarten are teamed with a Year 6 buddy. Each buddy takes special care of their Kindy student for the first year of school. There are opportunities for the buddies to work together during various activities including computer time, paired writing and reading.

BUS

Children who catch the bus are expected to abide by school rules whilst on the bus. Bus monitors assist in this process. Students must also follow the STA bus rules.

GOVERNMENT BUS - Students who are catching government buses home line up at the gate (Wanganella). They are escorted to their bus when it pulls up outside the school.

If your child intends to travel to school by bus, you must complete an online application for an Opal card. All children in Kindergarten to Year 2 inclusive may travel for free regardless of distance.

Children in Years 3 to 6 travel free if they live in a radius of 1.6km measured from the centre of the school or 2.3kms or more by the most direct practical walking route from the nearest school gate.

Information on bus numbers and routes can be found on the Sydney Buses website [here](#).

Opal Cards – School Student Transport Scheme (SSTS) Website [here](#)

CALENDAR

A CALENDAR of significant dates and events such as class masses, P&F functions, open class days and special events is located on the SCHOOL WEBSITE under [NEWS AND EVENTS IMPORTANT DATES 2022](#), and on Compass.

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 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.

It is necessary for parents to ensure enough food is provided for your child's daily needs. The Canteen is open each Monday, Wednesday and Friday from the first day of each term.

The CANTEEN MENU is located on the school website on the Canteen page [here](#).

Lunch orders must be ordered online via Qkr!

Link for information on Qkr! can be found on our website [here](#).

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.

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 has 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

Please refer to the Diocesan [Safeguarding](#) FOR CATHOLIC SCHOOLS BROKEN BAY.

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 CSBB'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.

CHILD SAFETY

We place significant emphasis upon the safety and care of our children. Staff are very aware of the need for safety and readily supervise all activities from 8.30am to 3.25pm.

Safety programmes are often presented to heighten the child's awareness.

CLASS PARENTS

Each class has one or two class parents. Their role is to act as a liaison between the school, the P&F and the students' parents.

Class parents are responsible for:

- Distributing class information as required
- Organising class social events
- Communicating regularly with the class teacher
- Attending P&F meetings once a term

Class Parents are required to attend an Information Session and must complete and return a Class Parent Confidentiality and Communication Agreement.

Class parents are volunteers at our school please refer to "Volunteer" guidelines in this handbook.

COMMUNICATION

Email is our preferred channel of communication. Staff members may be contacted by email however it is essential that parents understand that due to the nature of their work parents should not expect an immediate response. A response will be made within 72 hours.

Email address for teachers: firstname.surname@dbb.catholic.edu.au

Please do not email through change of going home plans or any matter that needs immediate attention regarding your child, these matters need to be sent to the office.

The school administration is open from 8.30 am - 3.30 pm during term time.

For urgent matters phone or visit the school office. Please note it is very difficult to ensure that students receive last minute change of home arrangements if phoned through after 2pm.

Teachers are interested in meeting with parents to discuss their child's progress or behaviour. Teachers are unavailable during class time.

Appointments are necessary so that teachers can give the necessary time to parents for discussion, please do not try speaking with teachers during class time or "on the run"

Appointments can be made directly with teachers via email or a message can be left with the office staff.

Alternatively, they may send an email to the office, and it will be forwarded to the teacher.

Appointments with the Principal or assistant Principal can be arranged via telephone with the school office.

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.

FORMAL REPORTING

Each year there will be two written reports. The first will be in Term 2 and the second in Term 4. Reports are emailed to parents. An interview will be offered at the end of each reporting period.

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

<p>Reporting to Parents</p>	<p>Reporting at St Cecilia's takes the form of:</p> <p>TERM 2 Semester 1 Report and Parent & Teacher Meeting</p> <p>TERM 4 Semester 2 Report and opportunity to meet with parents</p> <p>When writing reports, the teachers will compare student work samples to ensure consistency of grades across the year.</p>
<p>Involving Parents in the Educational Process at St Cecilia's</p>	<p>At St Cecilia's 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.</p> <ul style="list-style-type: none"> • 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 November. • Informal Parent/Teacher contacts are strongly encouraged by our teachers. This is particularly the case if your child is having trouble in settling into routines or with any aspect of learning. <p>Please make an appointment with the class teachers through the school office.</p>

FORMS OF COMMUNICATION

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	
School Newsletter and Notes	The Weekly News is sent home each week to parents via Compass. All other school letters/notes will be emailed to parents via Compass. Link to school newsletter Website: https://www.scbdbb.catholic.edu.au/
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: <ul style="list-style-type: none">○ 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 Permission and Information Notes will be sent via Compass.
School Email	Please check your email regularly for letters/notes etc that are sent home from the school office. From time-to-time we may send emails with 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.

<https://www.facebook.com/stceciliascatholicbalgowlah>

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

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, the assistant principal 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 also:

Appendix 1: CHILD PROTECTION INFORMATION

Appendix 2: MAINTAINING PROFESSIONALISM

Please refer to the Diocesan [Complaints Handling Policy](#) and also the [Complaints Brochure](#) FOR CATHOLIC SCHOOLS BROKEN BAY.

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.

COUNSELLING SERVICE

St Cecilia's has a student counselling service provided by the Catholic Schools Office based on referral by the Principal with parental consent. Families wanting to access the Counsellor for their child should contact the class teacher or Principal.

Please note, this service is not for cognitive assessments.

CURRICULUM

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.

We recognise that today's children will need to be life-long learners.

A STATEMENT OF LEARNING

At St Cecilia's we believe children learn best when:

- effective learning and teaching acknowledge the individuality and diversity of all learners
- effective learning and teaching require learners to be actively engaged and challenged within their own learning ranges
- effective learning and teaching is a process that develops active construction of meaning
- effective learning and teaching happen when learners are immersed in a supportive and challenging environment where experiences develop independence, self-direction and confidence
- effective learning and teaching occur 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 involve 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 to reason, have sound judgement and build resilience.
- courage in oneself, 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

CURRICULUM – 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.

Dance – a qualified dance teacher works with students to develop movement and rhythm skills.

CURRICULUM – 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

CURRICULUM – HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

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 also 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.

CURRICULUM – 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.

Each class participates in cyber safety lessons. St Cecilia's has a clear policy on cyber bullying. At the beginning of each year students and parents are asked to sign an internet responsible user agreement.

Technology is integrated into all Curriculum Areas. iPads and computers in their classrooms, in the Library Resource Area and a bank of laptops are available for student use. All classes have interactive whiteboards.

A secure filter is provided for internet access and students use a combination of programmes and internet sites to complement their learning. Many class teachers create a class blog that can be accessed in class or at home and can contain homework tasks, extra resources, forums and a variety of other learning resources.

CYBER SAFETY

Information for parents:

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

CURRICULUM – 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.

CURRICULUM – 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.

CURRICULUM – PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Two Sports Carnivals are held annually – Swimming in the first term and Athletics in the second term. Our children are eligible to be selected for state level sport competition for the Diocese of Broken Bay Sport Council.

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 – Year 2 have class sport on Fridays and Year 3-6 participate in the school sporting program which operates on Thursday.

ORGANISED SPORT

Organised sport throughout the year consists of:

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

All children are allocated to a Sport Colour House for their time at St Cecilia's.

BOND = Green

POLDING = Blue

SHEEHAN = Gold

MORRIS = Red

CURRICULUM – RELIGIOUS EDUCATION

The Religious Education curriculum acknowledges and supports the parents in their role as the children's first educators in faith. As Religious Education is the basis for our existence as a separate school system it is one of our Key Learning Areas. It is a subject which encompasses planned lessons, prayer and liturgical celebrations, community activities and is evident in the whole school atmosphere and interaction. 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 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.

Children receive the Sacrament of Reconciliation in Year 3 and First Holy Communion in Year 4. The Sacrament of Confirmation can be received by children from the age of 7 years. These Sacramental programmes are family based and supported by Parish and school co-ordinators.

CURRICULUM – 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.

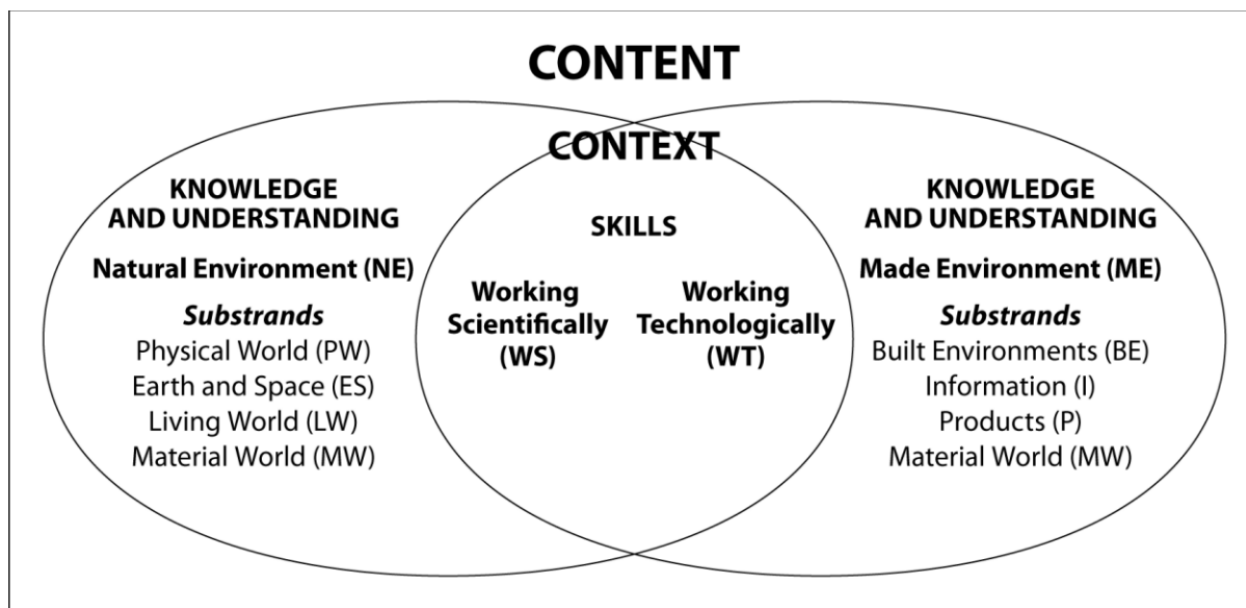
Using the NSW K-10 Science and Technology Syllabus for the Australian curriculum students develop and apply skills in:

- 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.



CUSTODY AND ACCESS ARRANGEMENTS

In order to protect the rights of the child and the custodial parent in the event of a marriage separation or divorce, it is vital that the school has on file a copy of the custody and access award made by the court.

EARLY PICK UP

If it is necessary for you or a nominated adult to pick up your child during school hours, you must report to the school office. The child will be contacted via the intercom and will meet you in the office area. The child is to be signed out through the Compass Kiosk, located at the front desk, giving the reason for the early departure so that the necessary information may be recorded in the class roll.

EARLY DEPARTURE PARTIAL ABSENCE: Partial absences must be processed via the admin compass portal.

ELECTRONIC GAMES

Electronic games are not allowed at school.
Bringing electronic games to school also increases the risk of breakage and loss.

ENROLMENT – SECONDARY SCHOOL

Enrolment in Catholic secondary schools following completion of Year 6 is not automatic. Parents are advised to make application to the school of their choice well in advance, for some schools this is two or three years prior to enrolment.

EXCURSIONS

These are planned as integral parts of the children's learning. Children are expected to attend. The cost for excursions is generally included in the School Based Administrative Fee.

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.

TEACHERS

- Understand the ethos of Catholic Schooling.
- Believe in each child and the importance of developing the whole child.
- Recognise the different rates of learning, different abilities, uniqueness and gifts.
- Know their children.
- Plan programs which follow current syllabuses in Key Learning Areas and meet students' needs.
- Assess pupil progress and evaluate teaching practices in light of pupil progress.
- Plan for further learning.
- Provide opportunities for ALL children to be motivated, enthusiastic, independent learners through structural and organisational strategies that clarify meaning and purpose for their students and by providing a range of open-ended activities and optional tasks for fast finishers.
- Use resources well – within and outside the classroom.
- Carry out open dialogue with parents/caregiver

STUDENTS

- Attend regularly and always give of their best.
- Participate fully in the life of the school.
- Provide support to their peers and to the younger students.
- Adhere to school policies e.g. discipline/homework/internet use.
- Care for the resources of the school within and outside the classroom.
- Show respect for all school staff.
- Always wear the full school uniform.
- Uphold our school rules to the best of their ability.

PARENTS

- Demonstrate a high level of trust.
- Stay informed by reading the weekly newsletter and responding as appropriate.
- Make appropriate contact with class teachers regarding any concerns they have.
- Support their child with Positive Behaviours for Learning and support the PBL policy.
- Assist in class when requested by teachers, after any necessary training.
- Assist extra curricula activities e.g. excursions, sports carnivals.
- Financial support – firstly by paying fees when due and secondly through P&F fundraisers.

EXTRA CURRICULAR ACTIVITIES

St Cecilia's offers the following Extra Curricular activities for interested students.

Band (External Provider)	<p>Our School Band Program runs with the help of Evergreen Music. Music is a personal and emotional experience that gives children valuable social skills as integral members of our music ensembles.</p> <p>From Year 3, students are welcome to join our Junior and Senior Music Ensembles. Ensembles are run for a variety of instruments including Flute, Drums, Trumpet and Guitar.</p> <p>Ensemble members will develop musical ability, performance techniques and confidence performing in public events like school events.</p> <p>It is an expectation that all ensemble members receive private tuition for their instrument. No music experience is necessary to join our Ensembles.</p> <p>Beginner Group Music Lessons are offered for Acoustic Guitar, Keyboard and Percussion Drums.</p> <p>Payment for participation in the ensembles is not included in the school fees and is an extra cost.</p>
Choir	The School Choir performs on numerous occasions throughout the school year at a variety of events at the school and in the community. The choir practices on Thursday at lunchtime. Children from Kindergarten to Year 6 are able to join the choir.
Debating	Each year the school enters a Year 5 and 6 debating team in the Northern Beaches Catholic Primary Schools Debating Competition.
Drama	Stageworks Drama runs drama classes at St Cecilia's before school on Wednesdays and Thursday. This is available for children from Year 1 – 6.
Chess	St Cecilia's has an enthusiastic group of children who attend chess sessions each Tuesday before school run by Sydney Academy of Chess.
Gardening Club	Parents and a group of enthusiastic parents organise weekly activities for gardening club enthusiasts.
Positive Wellbeing & Mindfulness Sessions	Shining Little Souls run sessions before school for our St Cecilia's students.
Public Speaking	<p>Each year the senior students enter in public speaking competitions such as Northern Beaches Catholic Primary Schools Public Speaking Competition.</p> <p>All students Kindergarten to Year 6 also enter the St Cecilia's Public Speaking Competition.</p>
Science Club	<p>Eye Heart Science has designed the Young Investigators Science club to make science more accessible, engaging, and relatable.</p> <p>Running before and after school, the program has been designed specifically for children aged 5 to 12 to provide them with hands-on opportunities to explore, develop, and experiment with critical thinking and problem-solving.</p>
Tennis Club	Crabb Tennis teaches Hot Shot Tennis lessons at St Cecilia's four mornings a week Mondays, Wednesdays, Thursdays & Fridays.

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. The religious dimension of St Cecilia's permeates all that we do, and as such there are five distinct aspects:

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. 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.

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 Thursday 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** – during the term opportunities are provided for classes to lead the school in prayer, scripture and song.
- **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.

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.

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.

FEES

Accounts are emailed to families by the Catholic Schools Office at the beginning of Term 1 followed by monthly statements from the school office.

Our preferred method of payment is by BPAY. Fees can also be paid by Qkr, Cash, EFTPOS, Credit Card (Visa & MasterCard).

RECEIPTS WILL NOT BE GIVEN UNLESS PAYMENT IS MADE BY CASH.

Payment of fees is a condition of enrolment of your child/children in the school.

If more than one account is to be issued per family, ie split billing, written approval of all parties involved must be obtained – please contact the school office for details.

The Fees Liaison Team has been established at the Catholic Schools Office and follows up all families with overdue accounts. These families are contacted by a team member to discuss payment arrangements.

Families who wish to discuss their situation can contact the team as below.

Fees Liaison Team: 02 9847 0728

Email: schoolfees@dbb.org.au

GIFTED AND TALENTED

St Cecilia's is committed to the education of high ability and gifted students in an inclusive setting. All teachers are provided with professional learning opportunities and complete the Geric Certificate of Gifted Education with UNSW.

Differentiated curriculum strategies are school-wide and meet the diverse learning needs of gifted and talented students.

As a result of the identification process, appropriate differentiated educational programs are put in place for identified students. Teachers pre-assess, design and implement differentiated programs and evaluate their effectiveness in relation to meeting the needs of gifted and talented students including those who are twice exceptional, Aboriginal & Torres Strait islander, underachieving and EAL/D.

Teachers use a range of evidence-based instructional strategies appropriate for gifted and talented students. A broad range of authentic learning opportunities, linked to other educational networks, are used when appropriate to extend gifted and talented students.

Class programs involve challenges that promote the development of higher order thinking skills and include emotional and social intelligences, e.g. using real problems that involve analysis, synthesis and evaluative skills. Individual or small group activities challenge students to develop their skills in areas where children have advanced interest or passion.

Extra curricular activities designed to broaden student interests are provided, e.g. chess club, sports days, choir, dance, drama and music. Students have the opportunity to participate in school and regional events, e.g., sporting events, leadership courses, Da Vinci Decathlon, Future Problem Solving and Maths challenges.

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.

HISTORY OF ST CECILIA'S

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.

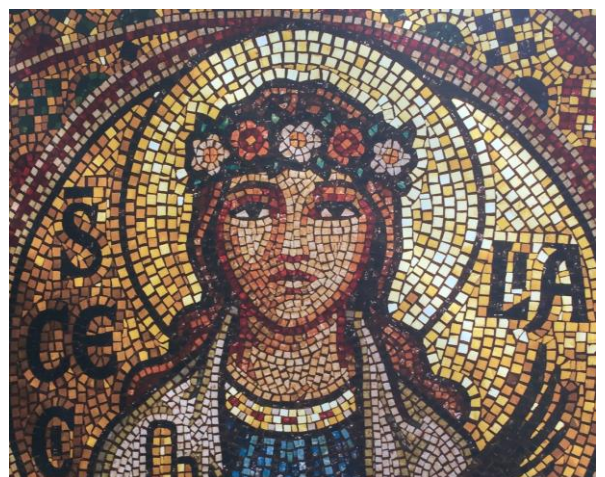
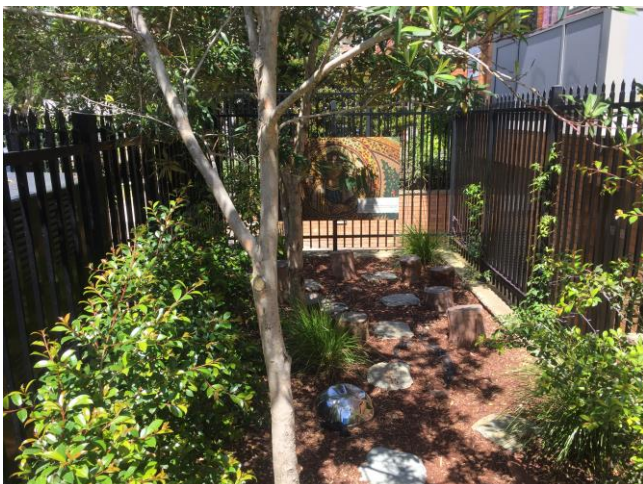
The school and parish patroness is St Cecilia. St Cecilia spent her short life as a dedicated follower of Jesus and displayed qualities of leadership, courage, integrity and gentleness. At St Cecilia's school today, these characteristics are encouraged through the way we speak to one another and through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



HOMEWORK

Homework tasks provide students the opportunity to consolidate what they have learnt at school at school. All children are expected to read every night and parents are asked to initial the home reading register.

TIME FOR READING:

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

Other tasks to be completed over the course of the week include spelling, Mathematics, Religious Education activities.

At various times during the term, children from K-6 may be given an independent task related to classroom learning. 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.

St Cecilia's homework guidelines(time)

- Kinder 30 minutes
- Stage 1 40 minutes
- Stage 2 60 minutes
- Stage 3 60 minutes

HOURS - OUR SCHOOL DAY

School Hours	8.55am – 3.10pm Playground supervision from 8.15am
Morning bell	8.55am
Fruit Break	10.00am
Recess	10.55am – 11.25am
Lunch	1.25pm – 2.10pm
Dismissal	3.10pm (Afternoon supervision officially finishes at 3.25pm)

ICAS COMPETITIONS

Each year, we provide information for the children in Years 3 to Year 6 to participate in the ICAS Mathematics, English, Writing, Spelling, Science and Digital Technologies Competitions. These are not basic skill tests, but competitions set by the University of New South Wales. Children also have the opportunity to enter writing, poetry, art and various other competitions.

IMMUNISATION

It is now a requirement that all children starting school must be fully immunised. The school is required, on entry of children into kindergarten, to ensure children have received Triple Antigen (Measles, Mumps, Rubella), Polio and Tetanus immunisation. The Certificate of Immunisation is required at the time of enrolment. Please contact your family doctor should you have any concerns regarding immunisation.

If there is an exemption from Immunisation, a **Conscientious Objector Certificate** is to be provided to the school.

KISS & DROP - DROPPING OFF AND PICKING UP CHILDREN

There is no parking in the school grounds. Parents are encouraged to use our surrounding streets for parking.

School gates are opened, and a teacher is on duty from 8.30 am in the morning and closes at 8.55 am when the school bell rings to commence the school day.

BEFORE SCHOOL - children should make their way to their classrooms, place their bags outside the classroom and play in the supervised areas. Parents may accompany their children and stay in the grounds until the bell rings. Any child arriving after 8.55am must be signed in by a parent/carer via the Compass Kiosk at the office (partial absences cannot be entered via the parent portal).

AFTER SCHOOL - parents who are picking up children are asked to wait for children in the playground. KISS & DROP and KISS & RIDE drivers are not permitted to get out of the car.

Morning Kiss & Drop: The 'Kiss and Drop' zone is outside the school on White Street. Drivers can park for 2 minutes in this zone and not move more than 3 metres from the car. Parents may walk the students to the gate and return to their car

Afternoon Kiss & Ride: Operates from 3.10 pm to 3.25 pm. In the afternoon, the 'Kiss and Ride' zone operates as a drive-through pick-up only. Drivers can park for 2 minutes in this zone.

A sign with your child's surname should be displayed on the dashboard of your car. The teachers on duty call your child's name and the children move to the car.

All children must enter the car from the curb, and all bags must be placed in the cars (not in the boot). Teachers on duty are not permitted to place school bags in the boot of the car. (WH&S requirement).

All signs around the Kiss and Ride area must be obeyed, e.g. "No Stopping" and "Bus Stop". Penalty and demerit offenses apply. The rangers patrol this area in the morning and afternoon.

Parents are encouraged to use our surrounding streets for parking. The parking zones around the school are strictly enforced by Northern Beaches Council Rangers. Please abide by the signage as the fines are very expensive.

A 40 km School Zone operates outside the school before and after school and an RTA Crossing Supervisor 'mans' the crossing on Wanganella Street.

School gates are open 8.30am to 9.55am and 2.45pm to 3.25pm. Outside of these times access is from 59 Seaview St gate and all visitors must report to the School Office.

LEARNING SUPPORT

Children with Learning Support Needs are well catered for at St Cecilia's through specialised programmes provided for children experiencing learning difficulties.

We have a dedicated Learning Support teacher as well as learning support assistants.

LIBRARY

The children are encouraged to borrow books from the school library. They must have a library bag. A library bag is available to purchase from the Uniform Supplier, Pickles.

LOGO



LOST PROPERTY

Your child's name should be sewn or marked on ALL PROPERTY. Raincoats can be labelled with a permanent marker. Drink bottles, lunch boxes, school bags, even shoes and joggers, should be labelled to prevent loss.

All named items will be returned to students and other items will be cleared at the end of each month with any unmarked uniform items taken to the second-hand uniform shop for re-sale.

A lost property basket is located to the left of double glass doors as you enter school playground near front office. Parents and children are most welcome to look for lost articles there.

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 CSBB's Child Protection Team.

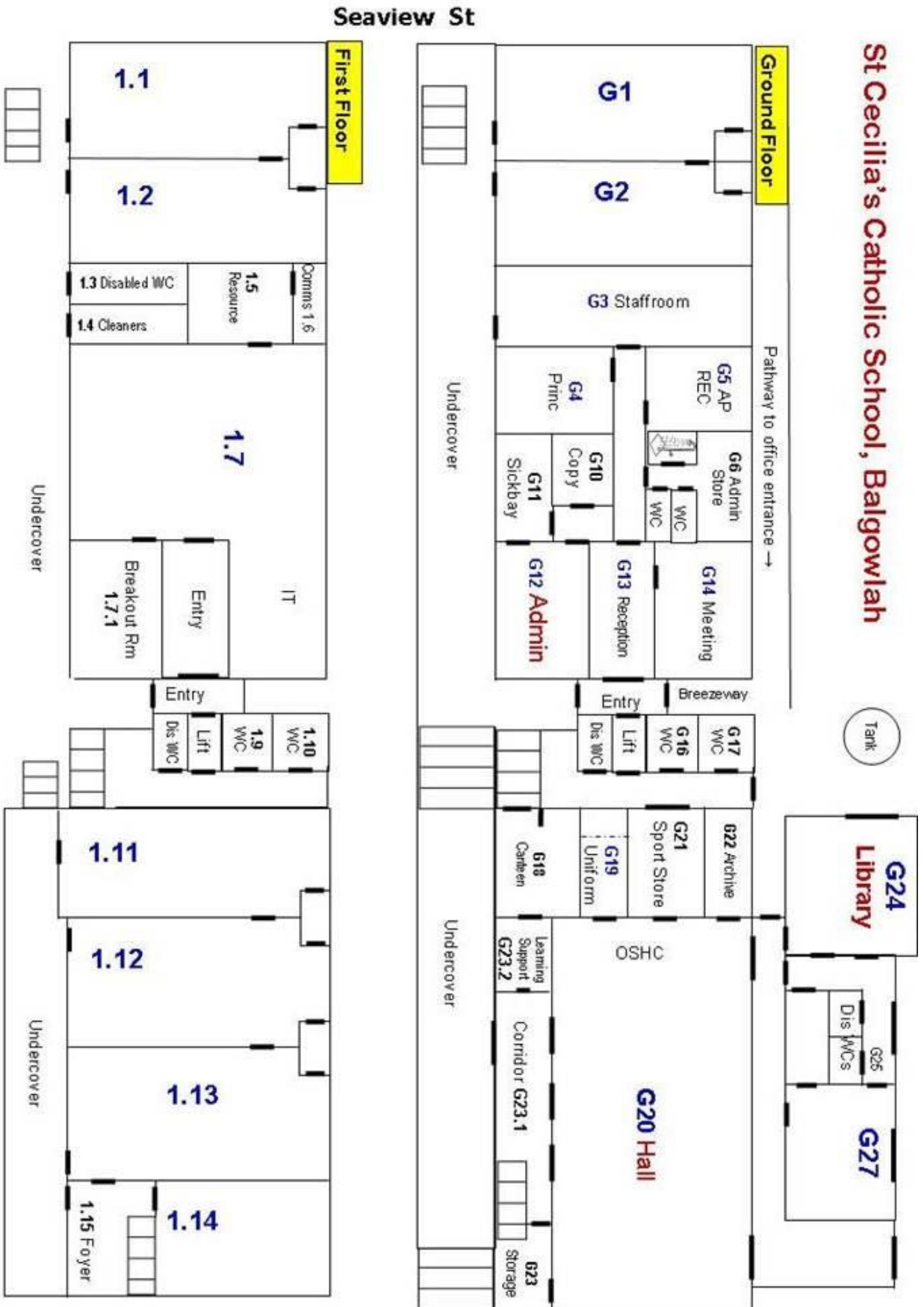
All complaints are investigated and resolved through a fair and confidential process which involves listening to 'both sides of the story' and giving all involved an opportunity to be heard. If the concerns involve alleged criminal behaviour they will be reported to the Police and the CSO will wait for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

Please refer to the Diocesan [Safeguarding](#) FOR CATHOLIC SCHOOLS BROKEN BAY.

St Cecilia's Catholic School, Balgowlah



MEDICAL REPORTS

Parents are asked to inform and supply the school of any relevant medical reports on their child. A copy of reports such as, audiograms, speech therapy, occupational therapy, educational and psychological assessments should be given to the class teacher. These reports provide valuable information which teachers implement to enhance student learning.

MEDICATION ADMINISTERED 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.

MISSION STATEMENT – CATHOLIC SCHOOLS BROKEN BAY

The infographic features a yellow and blue color scheme with a geometric pattern on the left. At the top center is the Catholic Diocese of Broken Bay logo, which includes a cross and a shield. Below the logo, the text 'CATHOLIC SCHOOLS TOWARDS 2025' is displayed in large, bold, blue letters. The main content is organized into two primary sections: 'STRATEGIC THEMES & PRIORITIES' and 'STRATEGIC ENABLERS & PRIORITIES'. The first section contains two columns of bullet points. The second section contains four columns of bullet points. At the bottom, a yellow banner with the word 'VALUES' in white is followed by five circular icons representing Faith, Joy, Witness, Compassion, and Courage, each with its corresponding word written below it.

CATHOLIC SCHOOLS TOWARDS 2025

STRATEGIC THEMES & PRIORITIES

1. EVANGELISATION & CATECHESIS <ul style="list-style-type: none">· Mission Formation· Quality Religious Education· Communication and Engagement with Parish School Communities· Assessment of effectiveness/opportunity for improvement	2. STUDENT ACHIEVEMENT <ul style="list-style-type: none">· Academic growth and achievement· Success for our students in all aspects of learning· Innovative and evidence-informed practice to improve outcomes for all.
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STRATEGIC ENABLERS & PRIORITIES

3. GOVERNANCE <ul style="list-style-type: none">· An aligned and balanced business model will inform policy and practice· Our decision-making processes will support our strategic priorities· Our staff will be supported to know, understand and practise good governance	4. CAPABILITY & ENABLEMENT OF OUR PEOPLE <ul style="list-style-type: none">· Capable, faith filled leaders· Student centred leadership· Attract, develop and retain high performing personnel· Performance growth and coaching culture· Enablement of others-unleashing potential (staff, students, parents)	5. FINANCIAL VIABILITY <ul style="list-style-type: none">· Fees/Pricing· Budgets and Resourcing· Short and Long Term Financial Planning· Grow Enrolments	6. INFRASTRUCTURE & FACILITIES <ul style="list-style-type: none">· ICT Infrastructure to support learning· Capital Works - Major and Minor· Repairs and Maintenance· Whole of System Budgeting
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VALUES

FAITH JOY WITNESS COMPASSION COURAGE

MISSION STATEMENT – ST CECILIA’S

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 school motto is “**In all things love**”.

Our core Catholic values are:

- Respect
- Hope
- Justice
- Service
- Celebration

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.

MOBILE PHONE POLICY

- At St Cecilia’s if you deem it absolutely necessary for your child to have a mobile phone it must be SWITCHED OFF during school hours, including recess and lunchtime.
- They must not be used to make calls, send text messages, surf the internet, take photos or for any other application at school.
- Mobile Phones must be kept in the children’s bags at all times during the day.
- Mobile phones must be clearly labelled with the child’s name.
- The school accepts no responsibility for the loss, theft or damage of any mobile phone whilst on the school premises.
- If parents need to contact students urgently, they are asked to contact the School Office so that the important message can be passed on by a member of staff in an appropriate manner. Similarly, if a student needs to make an urgent phone call during the day, the student should request to do so at the school office.
- If a student uses a mobile phone during school hours, the phone will be confiscated and kept in the school office.
- The school will issue the student with a receipt when a phone is confiscated. The student must sign a receipt acknowledging return of the phone by school personnel.

MORNING TEA, FRUIT BREAK AND LUNCH

Please supply a nutritious morning tea/lunch each day. Children also have “fruit break” at 10.00am each day.

Suggestions: One sandwich for lunch, fruit or cheese or biscuits for morning tea should be sufficient.

No glass bottles or cans are permitted. Poppers or plastic drink bottles only.

Please mark all containers that your child brings to school, with full name – not just initials.

Children unable to eat their lunch, are encouraged to take it home to show parents or carers.

Rubbish reduction is the aim of the school.

OFFICE HOURS

The school office is open 8.10am - 3.30 pm Monday to Friday.

OPEN DAYS

Open Day is for all prospective parents who are considering St Cecilia's Catholic School Balgowlah for their child. It is an opportunity for prospective parents to meet the Principal, walk through the classrooms, speak to staff and students. Open Day is usually held in Term 1 or 2 and will be advertised on our school website. Alternatively, phone the school office in February each year for the Open Day date.

OUTCOMES

The NSW Board of Studies designs a syllabus for each KLA based on 'Outcomes'. Syllabus Outcome Statements define the specific intended results expected from the teaching of each subject. They provide clear pictures of the knowledge, skills, values and attitudes expected to be attained by most students at the end of a stage.

An example of an outcome taken from the English Syllabus which pertains to Early Stage One Writing (Kindergarten) is: "Begins to use letters to represent known words when spelling."

PARENTS

PARENTS DURING SCHOOL HOURS: Parents who are at the school after the morning bell must report to the office. If you assist in the classroom or canteen, Visitors are required to sign in on arrival and out on departure via the Compass Kiosk located at the school office and a VISITOR BADGE must be worn.

PARENTS ARE NOT TO GO TO THE CLASSROOM DURING SCHOOL HOURS: If a child has forgotten an item or lunch etc. it is to be left at the office and staff will ensure it is given to the child.

PARENT EDUCATION: At St Cecilia's we believe Parent Education is essential in a strong home/school partnership. Several times throughout the year Parent Education sessions are conducted in key learning areas and areas of interest to parents. All parents are encouraged to attend.

DIOCESAN PARENT COUNCIL OF BROKEN BAY DIOCESE: The Diocesan Parent Council (DCP) is the official parent body recognised by the Bishop and the Catholic Schools Office to represent the parents of all children attending Catholic schools in the three regions of the Diocese. The Diocesan Parent Council has significant access to and involvement in mainstream education issues as well as input into policy and financial decisions. Membership of the Executive Committee of the Broken Bay Parent Council comes from representatives of the Parents and Friends Associations of the Catholic Schools in the Broken Bay Diocese.

The main aim of the Diocesan Parent Council is to:

- Strengthen the participation of all parents in our Catholic schools by providing input into the diocesan level committees.
- Actively encourage the flow of information from parents and to provide a voice for parent issues.
- Promote the parent/parish/school's partnership via projects that embrace parents, children, the school church and the community.
- Promote the Catholic school parents' views to the Bishop, the schools board, the Catholic Schools Office and the school administrators.
- Promote Catholic education in Catholic schools, by taking an active role in partnership with others to secure appropriate funding for Catholic Schools Council Funding.

For further information, please contact the Parent Liaison Officer at the Catholic Schools Office either via phone on 9847 0000 or via the Diocese [website](#).

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.

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.

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

PARENT HELPERS / VOLUNTEERS

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 vitally important to the life of our school. We view it as building a partnership between parents, students and teachers in supporting faith and academic development of all students. Parents may support the school and class programs through assisting with excursions, learning support, computers, reading groups, canteen, being a class parent coordinator or through P&F activities.

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

- Complete a Working with Children VOLUNTEER/STUDENT DECLARATION. Please bring the completed form along with ID to the school office to sight.
- Sign in at the front office, be inducted and get a VISITOR BADGE from the office as per school procedure
- 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.

People with no relationship to the children enrolled at the school are required to obtain a Working with Children check from Service NSW. This will then be forwarded to the Catholic Schools Office for verification.

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.

See also Appendix 1: CHILD PROTECTION & Appendix 3: WORKING WITH CHILDREN CHECKS

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.

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.

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.

PEDESTRIAN CROSSING

The Wanganella Street pedestrian crossing is supervised before and after school by Service NSW School Crossing Supervisor. Parents and students must follow the crossing supervisor's direction.

PETS

No animals are permitted on the school grounds without prior permission of the School Principal.

PHOTOGRAPHS

School photographs are taken annually. Students are photographed in individual, family, class, sporting, music and other group photographs. These are available for purchase on a pre-paid basis.

During the year there will be a number of times when your child's photograph may be taken for inclusion in class displays, on the school's website page, in the Newsletter or in local papers such as the Manly Daily. You will be asked to sign a permission note which is given out at the beginning of each year to students.

PRAYER

At St Cecilia's Catholic School
we are committed to learning together
within an environment that reflects the Gospel values.
God of Love, Bless our school.
Teach us to respect others and your Creation.
Encourage us to be our best.
Inspire us to treat others the way we want to be treated.
Lead us to help people in need.
Be with us as we celebrate the many gifts you have given us.
St Cecilia, pray for us

PRIVACY POLICY

The school abides by the Privacy Act 1988. Information collected by the school is used only for school purposes, and stored in a secure location.

PERSONAL INFORMATION SCHOOL COLLECT

Schools will generally collect personal information held about an individual by way of forms filled out by parents or pupils, face-to-face meetings and interviews and telephone calls.

PERSONAL INFORMATION PROVIDED BY OTHER PEOPLE

In some circumstances a school may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

USE OF PERSONAL INFORMATION

A school will use personal information it collects for the primary purpose of education, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected or which have been consented to.

PUPILS AND PARENTS

A school's primary purpose for the collection of information is to enable it to provide schooling for the pupil. This includes satisfying both the needs of parents and the needs of the pupil throughout the whole period the pupil is enrolled at the school.

The purposes for which a school uses personal information of pupils and parents include:

- To keep parents informed about matters related to their child's schooling, through correspondence, newsletter and magazines.
- Day to day administration.
- Looking after pupil's educational, social, spiritual and medical wellbeing.
- Seeing donations and marketing for the school.
- To satisfy the Diocese's and the school's legal obligations to allow the school to discharge its duty of care.

In some cases where a school requests personal information about a pupil or parent, if the information requested is not obtained, the school may not be able to enrol or continue the enrolment of a pupil. (Extract Diocese of Broken Bay Privacy Policy for Diocesan System Schools, February 2002)

PROFESSIONAL DEVELOPMENT FOR STAFF

As professionals in the education field, teachers need to constantly update their professional learning. 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 casual teacher is employed to follow the normal class program left by the class teacher.

PUNCTUALITY

Punctuality is important for the children to settle at school and be welcomed. All children need to be at school for the beginning of the school day at 8.55am. Late arrivals must report to the school office to be signed in accompanied with their parent/guardian. A slip is then to be handed to the classroom teacher and is recorded as late attendance.

PUPIL FREE DAYS

There are 6 Staff Development Days per year and 1 Assessment Day. The first day of Term 1 is a Staff Development Day, and the others will occur during the year. These are pupil-free days and parents are given advance notification through the school newsletter and school website.

SACRAMENTAL PROGRAMS

All sacramental programs are parish based at the request of the Bishop of Broken Bay. The doctrine of the sacrament is taught as part of the whole school Religious Education program. Children are prepared for the Sacrament by their parents, with the assistance of the Parish Sacramental Team.

Children are eligible to make the following Sacraments in these grades:

- Confirmation Year 3
- Reconciliation Year 4
- First Eucharist Year 4

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

SCHOOL FEES

The Catholic Schools Office reviews and determines school fees annually. Accounts are sent in Terms 1, 2 and 3. These accounts should be finalised by the end of each of those terms. Current school fee schedules can be obtained from the school office.

In case of financial difficulty, parents are asked to speak with the Principal to work out an arrangement. When fees are outstanding for no apparent reason, they are automatically sent to the Catholic Schools Office for debt collection.

SCHOOL HOLIDAY DATES

2022

<u>Start</u>	<u>End</u>
Term 1 28 January	8 April
Term 2 26 April	1 July
Term 3 18 July	23 September
Term 4 10 October	20 December

SCHOOL RULES & EXPECTATIONS

Rules and Expectations are taught explicitly throughout the year.

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	

SPECIALIST TEACHERS

LIBRARY - Each class will have a weekly library lesson with our qualified Teacher Librarian and have the opportunity to borrow from a wide selection of fiction and non-fiction books. The Teacher Librarian also co-ordinates the Premier's Reading Challenge.

PE - There is a specialist Physical Education Teacher who teaches every class for 40 minutes each week. In addition to this the classroom teacher takes the students for physical education activities to ensure that the students receive the mandatory 2 hours physical activity per week.

CREATIVE ARTS - As part of the Creative Arts program all classes have Visual Arts lessons once a week with a specialist teacher 4 terms per year.

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 e.g.; 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, tennis, basketball, soccer and dancing.

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.

STAGES

The stages in Primary School are:

EARLY-STAGE ONE	Kindergarten	(ES 1)
STAGE ONE	Year 1 and Year 2	(S 2)
STAGE TWO	Year 3 and Year 4	(S 3)
STAGE THREE	Year 5 and Year 6	(S 4)

STUDENT LEADERSHIP

We believe that our school has a responsibility to develop the leadership skills of all our students.

At St Cecilia's, students are expected to lead by example and model the values of our school.

Many opportunities are provided to encourage student leadership. The Student Representative Council are an active committee of students from Years Kindergarten to Year 6.

Leaders are commissioned from the senior classes and leadership roles include School Captains and Vice Captains, Colour House Captains and Liturgy Team. Year 6 are involved in the Buddy Program for Kindergarten, library monitoring, technology and SRC.

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.

SUN SMART POLICY

Our school has a "Sun Smart" Policy which endorses the use of hats and sunscreen. Children are to wear their hat every day of the year. Parents are encouraged to put sunscreen on their children. Children without hats are required to play in the shade.

SUPERVISION

Children are supervised closely during the school day.

Morning supervision commences at 8.15am and we encourage you to send your child after this time. Children who arrive early to school need to sit on the seats located on basketball court. A teacher is on duty from 8.30am in the morning.

In the afternoon, official supervision finishes at 3.25 pm. If a child is not collected by 3.25 pm, children will be returned to the school office and parents are then contacted.

Prompt collection is requested of children being picked up or they should be attending OSHC.

TECHNOLOGY

A strong emphasis will be increasingly placed on technology at St Cecilia's and its value, as a learning tool will be utilised. Technology is used to enhance the learning process in all Key Learning Areas and to facilitate integration across the KLA spectrum. Students engage in learning using Interactive Whiteboards, iPads, iPod, laptops and tablets.

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, ICLT, 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, ICT 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

Opportunities for students to engage in include:

- 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, 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.

TRAVEL ARRANGEMENTS

We ask that families avoid changes in travel routines as much as possible. This minimises disruptions in lessons, class routine and in general enhances the child's sense of security. Children need to have a clear understanding of all travel arrangements. Make sure you child knows their routine each day.

Emergencies are always the exception. When catching the bus for the first time, notify the class teacher who will assist the child with the procedure.

UNIFORMS

St Cecilia's school uniforms are supplied by Pickles and can be purchased online [here](#), or in person at their store in Brookvale (02) 9905 2815.

SCHOOL UNIFORM POLICY - All children at St Cecilia's are expected to be dressed in the correct school uniform. Summer uniforms are worn in Term 1 and Term 4. Winter uniforms are worn in Term 2 and Term 3. Parents will be advised in extreme out of season weather which uniform may be worn.

DRESS EXPECTATIONS - Always tidy, shoes cleaned at least once weekly and winter ties on properly. Black school shoes for our everyday uniform and white sandshoes for Sports Day.

HAIR - Girls: long hair should be tied back. Scrunchies or hair ribbons must be in the school colours (royal blue).

Boys: neat, not too long, no chemical colouring or extreme hairstyles e.g. Mohawk, rats' tail.

JEWELLERY - Girls only are permitted to wear sleepers or stud earrings to school. No nail polish, bracelets, rings, necklaces etc.

HATS - All children must wear the school hat for outdoor play.

BAGS – Royal blue backpack with school logo is compulsory and is available in one size only.

SECOND-HAND UNIFORMS - The Millie Smith Shop supplies second-hand uniforms. Notifications via Compass if running. Wednesday/Thursday 2.30 pm – 3.30 pm.

GIRLS – Summer Term 1 and Term 4	BOYS – Summer Term 1 and Term 4
Blue pleated uniform with white collar White ankle turn down socks Black leather shoes Royal blue hair ribbons School hat - cap or wide brimmed	Navy shorts Blue summer short sleeve shirt Navy ankle turn down socks Black leather shoes School hat - cap or wide brimmed
GIRLS – Winter Term 2 and Term 3	BOYS - Winter Term 2 and Term 3
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	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
GIRLS – Sport Uniform	BOYS – Sport Uniform
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 years 3-6 Winter options: Unisex navy trackpants Unisex polar fleece vest Unisex zip jacket	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 years 3-6 Winter options: White T long sleeve shirt with house colour on collar Unisex navy trackpants Unisex polar fleece vest Unisex zip jacket

Each year, we provide an information for the children in Years 3-6 to participate in the NSW University ICAS competitions including Mathematics, English, Computer, Spelling and Writing.

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.

WEBSITE

Please visit our website for additional information about our school: <https://www.scdbb.catholic.edu.au/>

WHS - WORK HEALTH AND SAFETY

The school implements the CSBB Work Health management systems.

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.

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

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:

- Always maintain professionalism in our interactions with children 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.

Please refer to the Diocesan [Safeguarding](#) FOR CATHOLIC SCHOOLS BROKEN BAY.

APPENDIX 2: MAINTAINING PROFESSIONALISM

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

We understand that staff have a duty of care to:

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

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

Staff strive to:

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

Addressing complaints of inappropriate behaviour by staff

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

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

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

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

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

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

APPENDIX 3: WORKING WITH CHILDREN CHECKS

Screening of those working in schools

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

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

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

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

any child or young person must be investigated.

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

- A 'parent of a child' includes a carer or person who has legal responsibility for a child.
- A 'close relative' includes a spouse or de facto partner, child, stepchild, parent, stepparent, sibling, stepsibling, 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 <https://ocg.nsw.gov.au/>

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

Phone: 9847 0618

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.

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.

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 playtime.

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.

LUNCH

At lunchtime 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.

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.

COMMUNICATION

This is very important between teachers 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.

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.

ENROLMENT PROCESS

Simply phone the office and request a school tour with the principal, Louise O'Brien.
Complete our online enrolment form.

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.

TRANSITION PROGRAM

Learning Together Playgroup Program

3 transition Day Visits

Parent Information Session

Kinder Picnic

TRANSITION TO SCHOOL

Starting school is a huge milestone in a young child's life. At St Cecilia's we strive to provide many opportunities for children and families to be welcomed into our community and to familiarise themselves with the people and places in our school.

LEAP: Learning Exploring Active Play Sessions:

LEAP sessions are optional playgroups aimed for families to make connections with the school and other families. Each session has a different theme designed to engage children in activities and games to develop skills in:

Literacy

- Numeracy
- Fine motor
- Fundamental movement/gross motor
- Social interaction
- Science
- Creative expression
-

There are two LEAP sessions in Terms 1-3 and one session in Term 4. Sessions are one hour, usually in the morning and a parent or carer attends with the child.

STEP: School Transition Experience Program Sessions:

- This is a more structured series of transition sessions in Term 4. Children enrolled to commence school the following year attend these sessions. Parents attend the sessions and receive all the information needed before school starts.
- Children engage in a range of activities with teachers and Stage 3 Buddies to get a taste of what to expect when Kindergarten starts. Teachers read stories, play games and set up play-based learning activities to introduce the types of tasks we do in Kindergarten.
- Research shows that a successful transition to school program leads to increased well-being, social and academic development in children. Our transition program follows the Early Years Learning Framework to ensure continuity of learning for children as they move into their first year of school. The transition practices provide multiple opportunities for children and families to feel a sense of belonging to the school community.
- **Forming Foundations:**
Forming Foundations is a CSBB initiative where teachers design a play-based learning environment for the first weeks of school. This too ensures a continuity of learning as the new school year begins. Children engage in their choice of play experiences to develop academic and social skills as they settle into the classroom environment, before moving into explicit teaching and learning.