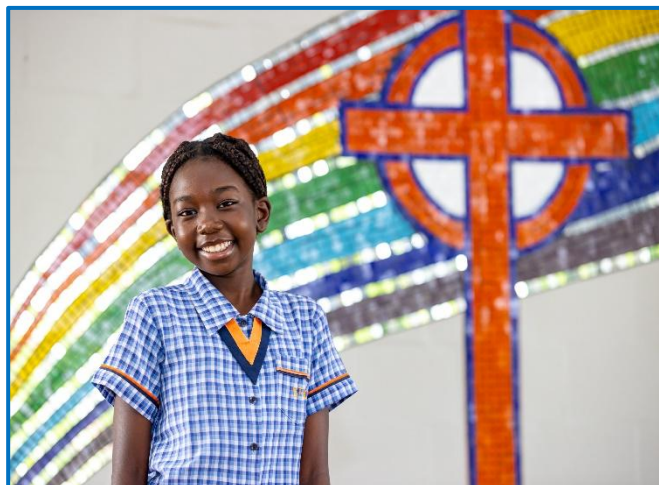


St Catherine's Primary School

2026 School Handbook



St Catherine's Catholic Primary School

388 Newnham Road, Wishart Q 4122

P | 07 3349 7188

E | pwishart@bne.catholic.edu.au

www.stcatherinescps.qld.edu.au



To Love and Serve



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2026 SCHOOL TERM DATES

Term 1	Wednesday 28 January – Thursday 2 April (10 weeks)
Term 2	Tuesday 20 April – Friday 26 June (10 weeks)
Term 3	Monday 13 July – Friday 18 September (10 weeks)
Term 4	Monday 6 October – Friday 4 December (9 weeks)

Pupil-free Day: Friday 4 September (to be confirmed)

SCHOOL CLASS TIMES

Prep - Yr 6 Commences at 8:35am; Concludes at 2:55pm

St Catherine's Catholic Primary School
388 Newnham Road Wishart 4122
T | 3349 7188
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Discover more about St Catherine's School at
www.stcatherinescps.qld.edu.au



WELCOME

The start of each school year brings great excitement for both children and parents. I hope that this time is one of great joy and that you know we will walk beside you on the journey ahead.

This school builds upon a deep sense of community that has been fostered through our Parish and complemented by the work of the Presentation Sisters and lay staff for almost fifty years. At St Catherine's we are inspired by our school Covenant and so I urge you to read this document (under Mission Statement/Covenant) and reflect on its meaning as you enter into this important phase of your child's learning journey.

At St Catherine's we strive to provide high quality, inclusive Catholic education. Our staff forms a professional team, committed to best practice, and encouraged to be innovative and creative. We offer a broad-based curriculum providing a range of opportunities and experiences that deliberately fosters growth in students as life-long learners. St Catherine's is also a part of the Brisbane Catholic Education system of schools which provides us with an extensive level of student and school support.

I encourage you and your child to enter fully into the life of our school. By providing a nurturing, communal, Christian environment we believe that learning is enhanced and that the Spirit of God flows from one to another as we journey together in the care of our students.

Take care

A handwritten signature in black ink that reads "Paul Mitchell".

Paul Mitchell

PRINCIPAL



THE HISTORY OF ST CATHERINE'S

The Seventies marked the beginning of the tradition of St Catherine's. The school was officially opened by Archbishop Rush in 1973 and was run by the Presentation Sisters. The initial enrolment consisted of children in Years One and Two situated in one small block of six classrooms. Over the ensuing years, St Catherine's quickly grew, and this necessitated the construction of another block of classrooms and the Administration block. With the closure of a neighbouring school, there was a significant increase in the school's enrolment in 1979. As the Year Seven classes had to be conducted in the Administration block, a third block of classrooms was needed. Also, during these years, the church had been extended and a convent built to accommodate the large community of Presentation Sisters who worked in St Catherine's Primary School, St Thomas More Secondary College and the Catholic Education Office.

The Eighties also witnessed some important events for St Catherine's. This decade saw the gradual withdrawal of Presentation Sisters, as they moved to other areas of pastoral need, with the last of their Order retiring in the late Eighties. The first lay Principal was appointed in 1986, thus beginning a new tradition for the school. With the construction of a new parish church, the old church building was refurbished to provide the present Parish Hall. Also, the school ovals and adventure playground were established during this time.

The Nineties, because of changing demographic patterns found a smaller school community but one that was no less vital. This technological decade saw the computerisation of the school office and the library as well as the establishment of computer centres in the various areas of the school.

A Preschool was established in 2000 and a Transition Class in 2003. From 2007, St Catherine's offered Prep to Year Seven until Year Seven moved to secondary in 2015. The school now offers Prep to Year Six. A pre-Prep year of Kindergarten, operated by the C&K Association, is provided on site at St Catherine's.

For fifty years, St Catherine's has maintained a commitment towards treating each student as a unique individual and it is this philosophy which has created the spirit that is evident within the school. St Catherine's is proud to continue this tradition into the future.



UPPER MT GRAVATT WISHART PARISH

In 2010, the communities of St Catherine's (388 Newnham Rd, Wishart), St Bernard's (4 Klumpp Rd, Upper Mt Gravatt) and St Martin's (Cnr Chester & Logan Rds, Eight Mile Plains) unified to become Upper Mt Gravatt Wishart Parish.

St Catherine's school is part of the overall ministry of Upper Mt Gravatt Wishart Parish. By being part of the School Community, families are also part of the Parish Community. Parents and children are always welcome at liturgies. Please feel free to contact pastoral team members or office professionals through the Parish Office listed below.

PASTORAL TEAM MEMBERS	CONTACT DETAILS
Parish Priest Fr Rony Chacko	UMGW Parish Office 4 Klumpp Road, Upper Mt Gravatt 4122
Pastoral Associate Ms Pauline Thomas	Parish Manager Mrs Debbie James
Coordinator of Volunteers Mrs Debbie James	Parish Secretaries Mrs Rani Ponomarenko Mrs Lorraine Neagle
	P: 3849 7158 E: umg@bne.catholic.net.au W: umgwcatholic.org.au
	Office Hours Monday - Friday 8.30am-4.30pm

Weekend Masses			Weekday Masses		
Saturday	5:00 pm	St Bernard's	Monday	9:15 am	St Catherine's
Saturday	6:15 pm	St Catherine's	Tuesday	9.15 am	St Bernard's
Sunday	6:30 am	St Bernard's	Wednesday	7.00 am	St Catherine's
Sunday	7:30 am	St Martin's	Thursday	7:00 am	St Bernard's
Sunday	8:30 am	St Catherine's	Friday	8:00 am	St Bernard's
Sunday	9:30 am	St Bernard's	Friday	9:30 am	St Martin's
Sunday	5:00 pm	St Bernard's			

RECONCILIATION

St Bernard's Saturdays 4:00pm
St Catherine's By appointment

Reconciliation is also available by appointment.
Please contact the Parish Office during office hours.

COMMUNITY OF FAITH & RELIGIOUS EDUCATION

St Catherine's School Community seeks to be authentic as a Catholic school through two endeavours.

Firstly, we seek to create a community of students, staff and families within our local Parish and Diocesan communities of faith in which our relationships are informed by our responses to the person and teachings of Jesus Christ. Prayer and worship, learning, reflection, service and strategic planning are touchstones for formation for all members of our community. The mission of Jesus impels us to grow as socially just citizens making positive contributions to our world, our 'Common Home'. Re-contextualizing our Catholic traditions and values for the good of our community today, we need our life together to be imbued with the light of faith and hope, and the Gospel values of justice and compassion.



Secondly, we seek to fulfil part of the teaching mission of our Parish and Diocesan communities through implementing both dimensions of Brisbane Catholic Education's Religious Education program in our context. The Religious Life of our school embraces our Prayer and Worship, our Religious Identity and Culture, Social Action and our concern for Justice, and Evangelisation and our Formation. The classroom Religion Curriculum seeks to educate our students through knowledge, understandings and skills for them to be literate in the Catholic and broader Christian traditions and to enhance their living the Gospel of Jesus. Both endeavours seek to enhance our students' critical and authentic participation in faith contexts and in the wider society.



PARISH SACRAMENTAL JOURNEY: CICCA

Christian Initiation of Children of Catechetical Age

Parents of children aged 7 years and older are invited to register for the sacramental program at any time of the year.

There are four steps:

1. Register
2. Participation in Liturgy
3. Invitation
4. Enrolment/Prepare/Celebrate

Step 1: Contact the parish office on 3849 7158 or email sec.umg@bne.catholic.net.au and register your child who will receive a Mass card.

Step 2: Regularly attend weekend Mass in the Parish to help your child become familiar with the liturgy of the Mass and participate as much as possible.

Step 3: As the Parish Priest gets to know you and your child, he will invite you to take the next step.

Step 4: Children are formally enrolled in the Sacramental Program and attend family centred activity sessions to prepare for the celebration of Penance, Confirmation and First Communion.

Registration to reception of the Sacraments is based on a child's readiness. It is tailored individually for families and children.

- *There are children from approximately 14 schools within our Parish who are involved in our Parish Sacramental Journey.*
- *All children and their parents/carers are welcome.*
- *If your child is not yet baptised, please contact the parish office to speak to the Parish Priest or Pastoral Associate. They are happy to chat to you about the process and assist you.*

May God's Spirit guide and direct us on this journey.

Phone 3849 7158 on weekdays (8:30am-4:30pm).

CURRICULUM

St Catherine's community believes in the inherent beauty of every child in our care formed in the image of God. The responsibility to provide a climate whereby each student has opportunities to grow in this image is shared by St Catherine's administration and staff who complement the parents. This responsibility is present whether the student begins at Prep, Year One or at any other point during their years of primary schooling.

The climate promoting the realisation of each student's potential is possible due to some basic beliefs shared by the Catholic community which give grounding to a curriculum in alignment with these.

These beliefs are:

- that all students are created equal and therefore have the same right to realise their potential;
- that all students are individuals and therefore they have different and various talents which must be catered for;
- that students develop at different stages and learn in various ways and therefore a holistic approach to learning must be adopted;
- that education is for life and the primary school is but a part of the process – albeit important;
- that the curriculum must be dynamic in order to reflect the real world of which we are a part because children learn better from meaningful activities; and
- that the children of the third millennium must be educated to grow into a real world worth living in.

St Catherine's Primary School aims to empower its students to become autonomous thinkers and self-confident learners so that they have the necessary attitudes, processes, skills and knowledge to meet their ever-widening, ever-changing personal and social needs. The curriculum is diverse to provide a range of learning opportunities for students to increase their knowledge and skills.

Learning Areas taught by Classroom Teachers:

Religion, English, Maths, Science, Humanities & Social Sciences (HASS), The Arts, Technologies, HPE, Languages

Learning Areas taught by Specialist Teachers:

Music	Prep – Year 6	40 minutes per week
Drama	Prep – Year 3	40 minutes per week
Health & Physical Education (HPE)	Prep – Year 6	40 minutes per week
Languages : Japanese	Year 4 – Year 6	40 minutes per week

At the Parent Information evenings at the commencement of each academic year, each class teacher outlines the curriculum nominated for that particular year level. St Catherine's is in the 'business' of continuing to strive for excellence in education.



Curriculum

St Catherine's implements the Australian Curriculum Version 9 which, as a national framework for schooling, sets the expectations for what all young students should be taught. It is guided by the Alice Springs (Mparntwe) Education Declaration and emphasises the importance of knowledge, understanding and skills of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning. Teaching and learning is also informed by our Christian Catholic traditions and the Brisbane Catholic Education Learning Framework (available on the school website).

Pedagogy

St Catherine's School incorporates the Brisbane Catholic Education Model of Pedagogy with Visible Learning Strategies in each classroom. Our approach to Focused Learning and Consistency is a key foundation to successful development in Literacy and Numeracy.

Reporting Procedures

Formal reporting to parents takes place twice per year. Informal reporting between parent and teacher should be regular and occur at all stages of the student's learning. The relaying of pertinent information which supports each student's learning is vital. This open communication, whether in writing or by interview, has proven a paramount factor in the creation of a positive learning environment for St Catherine's students.

Prep

Interviews are provided at the beginning of the year within the first week, and again at the end of Terms 1 and 3. Written reports are provided at the end of Semester One and Two.

Years One to Six

An interview between parent and teacher occurs at the end of Term One. The objective of this communication is to share information on the student's learning and to set goals for the remainder of the academic year.

A (more formal) written report is distributed at the end of Terms Two and Four and may be accompanied by a parent/teacher interview. This report aims to provide a detailed profile of student performance across the curriculum. These reports will be uploaded to the Parent Portal.

Homework

Homework is set in Years One to Six at the discretion of the class teacher and reflects the needs of the students and the learning currently taking place in class. Generally, students are expected to take the responsibility for attending to homework on a regular basis. Please see our Homework Policy under School Policies in this handbook.

Student Support

The student support team is led by the roles of Support Teacher (Inclusive Education) and the Guidance Counsellor.

Support is provided by:

- consulting with teachers, parents and school personnel to formulate action plans that best support children's learning;
- appropriate assessment of children's life-long learning skills, collaborative planning and implementation of programs that meet children's needs, individually, in groups or in classroom contexts;
- managing action plans and informing all stakeholders of current status;
- supporting children's learning in a variety of contexts through curriculum innovation, design and delivery.

Types of support include:

- referral to outside agencies e.g. Speech Language Therapist, Occupational Therapist, Education Psychologist and Guidance Consultants;
- providing resources;
- developing Individual Education Programs;
- monitoring progress of students with specific needs;
- assessment: observation, individual, diagnostic.

Labouré Library/Resource Centre

For students to develop as independent learners, they need access to a wide variety of resources and to develop the skills to evaluate relevant information. The St Catherine's school library supports, nourishes and encourages all students in their journey to higher learning. All students in the school use the library on a regular basis, using an automated borrowing system.

Information Technology

Digital technologies are an essential requirement of the Australian Curriculum and a valued aspect of teaching and learning at St Catherine's. Internet and school network access is provided wirelessly throughout the school. Laptops and iPads are used flexibly in a variety of learning contexts and across all curriculum areas.

We also provide robotics kits, digital microscopes and green screen resources for classes to borrow from our Resource Centre. eLearning opportunities are supported by the eLearning Support Teacher and the school's ICT Technician.

St Catherine's implements a 1 to 1 device program throughout Years 4 to 6. Each student has their own iPad, purchased by the school. All iPads remain the property of the school and the cost of the 1 to 1 Program is included in the yearly school fees. Students bring their iPad to school each day as a personal learning tool. This level of access greatly enhances learning opportunities and offers scope to personalise and differentiate learning experiences.

Literacy & Cultural Languages

Children learn language by using it to do things. Language is a medium to help understand other cultures and its use improves our understanding of the English language.

Japanese is studied by all students from Years Four to Six. By Year Six, students can understand, read, write and speak some Japanese and have developed some understanding of the culture.

Health & Physical Education

Health and Physical Education is an essential component of each student's overall development and as such, forms an integral part of St Catherine's curriculum.

Balanced consideration is given to developing all facets of a student's learning with an emphasis placed not solely on skill acquisition but also the achievement of personal success, team competition and cognitive understanding. St Catherine's provides a motor skills program for infants, specific skill development in tennis, swimming, dance and athletics. St Catherine's is also involved in interschool sports with the Mt Gravatt District and Catholic Zone Associations.

Instrumental Music

Students are able to learn a variety of brass, wind, woodwind, percussion and strings instruments as well as the piano. Lessons are conducted once per week during school time in a group lesson with the exception of piano which is provided on an individual basis.

Students in the Instrumental Program are also encouraged to be a part of the school band or strings ensemble performing at school functions, concerts and competitions.



Camp

Each year students in Years Five and Six take part in an extended away-from-school experience. Year Five attend a beach camp at Tallebudgera and Year Six experience the national capital.

Co-Curricular Activities and Programs

A range of activities is provided on-site outside of school time.

These activities are:

- Gymnastics
- Dance
- Speech & Drama
- Instrumental Ensembles
- Choir
- Chess

COMMUNITY INVOLVEMENT



St Catherine's Parish School Board

St Catherine's has adopted a Pastoral Model of Board based on the "shared wisdom" philosophy. The basis of this philosophy is that we, the people of the church, will share our faith and wisdom and provide guidance and support for the leadership and management of St Catherine's School. It allows parents and members of the parish community to work in collaborative partnership for the betterment of Catholic education in the school.

Parents & Friends Association

Parents are recognised as partners with professional teachers in the education of their children, with the parents being the first educators. The Parents & Friends Association exists for the benefit of the school and as part of its structure, not as something separate from it. It is not limited in its scope to fundraising but is involved in the total life of the school.

The Parents & Friends Association is an integral part of St Catherine's School and provides a formal structure for parents and others interested in the welfare of the students to plan and organise activities for the benefit of the school. The Parents & Friends Association is an important part of the school community representing all the parents of the school and sharing responsibility for the school with the principal and teachers.

The Parents & Friends Association of St Catherine's School provides opportunity for parents to meet, usually with principal and staff, in order to ensure that everything necessary is being done for the school and its community and in particular, the students. These general meetings are held on the second Tuesday of each month and all are welcome to attend.

The Parents & Friends Association of St Catherine's School works very much as a team and every social, fundraising or other school activity is fully supported by that team. The Parents & Friends Association endeavours to plan with the Principal and others to provide optimum resources and a well-resourced learning environment for the students of St Catherine's School.

Volunteering at school – Training, Registering & Signing In

Volunteers, be they parents, grandparents or friends of St Catherine's Primary School, are very welcome at the school and are a critical part of daily school life. Assistance, whether it is as a volunteer in the classroom, tuckshop, uniform shop, school board, excursions, working bees, P & F activities or sporting carnivals, enhances the quality of your child's teaching and learning experience.

1. Annual Student Protection & Code of Conduct Training

All volunteers must complete the **online Student Protection and Code of Conduct Training** each year. (Please complete AFTER 9/01/2026)

✦ Access it via the [BCE Policies tab](#) on the [St Catherine's School website](#) or this QR Code

☑ After completing the training, print the registration form and bring it to the school office.

⊖ You cannot volunteer without completing this training annually.



Blue Card Requirement for Non-Legal Guardians

If you are a **non-legal guardian volunteer** (e.g. step-parent, grandparent, community member), you must hold a **valid Blue Card**.

📎 Bring your card to the school office for copying.

📄 Apply via the **Queensland Government Blue Card Services** if needed.

2. Annual Volunteer Fire & Evacuation Training

All volunteers must complete the **Volunteer First Response Fire and Evacuation Training** before starting onsite.

🌐 Access it via the [Quick Links](#) on the school website homepage or this QR code

📄 No assessment is required.



3. Statement of Completion

All volunteers must submit the **Statement of Completion of Volunteer Training**.

📄 Find it under [Quick Links](#) on the school website or this QR code

☑ This confirms you've read and understood the Fire and Evacuation Training (no assessment required).



When volunteering at the school:

- Sign In/Out at the Volunteer Register (located at the front office) and wear a badge while onsite.
- Follow staff instructions during fire, emergency, or evacuation situations.
- Seek First Aid if injured onsite.
- Report hazards or incidents to the school office.
- Maintain appropriate boundaries with children.
- Respect and protect children's privacy.
- Adhere to the Volunteer and Other Personnel Code of Conduct and all standards of conduct.
- Review the Statement of Responsibilities for your selected role via BCE Connect or the Parent Portal (Document/Volunteer Information).
- **Note:** Names of Registered Volunteers may be shared with relevant parties at St Catherine's.

SCHOOL SERVICES AND INFORMATION

COMMUNICATION WITH PARENTS

This is the most important ingredient in the establishment of the home/school partnership. It is imperative that both school and home inform each other fully of the happenings that affect both elements of the partnership.

Updated Information

Please ensure all your contact details are always up to date and that phone numbers given for emergency contacts are immediately accessible and responded to, at all times. Parents will always be contacted in the first instance; however, another emergency contact (other than parents) is required for our records.

Contact for a whole school Emergency

Occasionally in flood, storm etc, we have had cause to contact the whole school at once. We do this via an automated SMS text messaging service. This message will be sent out to both parents.

Absences from School

Should your child be absent from school on any occasion, it is the school's policy that the parent/guardian notifies the school before or on the morning of the day in question. This notification is done through the BCE Connect App. Unexplained absences will be followed up until resolved.

Issues Regarding Your Child

Should parents have concerns related to their child's education, the first step is to **contact the teacher** to arrange a suitable time to meet to discuss the issue. Issues that need to be referred to the teacher first may include loss of family member or pet, moving home, changes to family structure, difficulty with friendships, behaviour issues for example.

If parents feel that it is an issue that requires the Leadership Team to be involved, then an appointment should be made to meet with the Principal or one of the Assistant Principals.

Late Arrivals and Early Departures

If children arrive late for class, the expectation is that the parent and child first report to the school office to register their arrival. Once this legal requirement is completed the child should move to their designated classroom.

For early departures parents should report to the school office and notify office staff who will in turn inform the teacher of the child's class. The child will then meet the parent at the school office.

Phone Calls

At times parents may wish to speak to the class teacher or want to give a message to their child. Our school secretaries will take messages when necessary. Your child's teacher will reply at an appropriate time.

Emails

Teacher email addresses will be shared at the beginning of the year with parents. General issues related to a child's learning should be directed to the teacher. Parents are asked to keep emails brief, clear, courteous and respectful. Parent emails will be responded to within 24hrs, in work hours only, while resolutions may take longer. The school office remains the first priority for contact in case of emergency.

School Newsletter

Our main vehicle of communication is the school's weekly newsletter which is distributed on Thursdays. Please make sure that you read, understand and attend to relevant articles in this document.

School Website: www.stcatherinescps.qld.edu.au

Most school information can be found on the school website along with the weekly newsletter. The website is constantly being updated with current news and events. Please check regularly.

Parent Teacher Night

Parent Teacher Night will be presented in Week 2 of Term 1 each year. Teachers will cover the Curriculum and Behaviour expectations for the year with a special focus on class specific processes.

Term Parent Curriculum Letters

Teachers will send an overview of the Term's curriculum by Friday of Week 2 each term. These overviews will help inform parents about the curriculum and learning the children will be engaging in during the term.

Parent Teacher Interviews – Twice a year

Teachers will provide two opportunities for interviews each year. The first meeting is at the end of Term 1 and the second is at the end of Term 3. Commendations

and Recommendations around learning, behaviour and social skills will be discussed. Students are welcome to participate in the interview.

Parent Teacher meetings during the rest of the year may be required at different times. These meetings must be arranged prior through email or phone. Meetings with teachers 'on the run' before/after school with limited notice are difficult to apply the appropriate consideration and reflection that is generally required for such meetings and are therefore not recommended.

BCE Connect App

Our parents can log in to BCE Connect, our Mobile app. The app makes it easy to get information anytime and anywhere.

The BCE Connect App is an essential tool as it enables parents to set their own password for the Parent Portal from mid-January 2025.

You can submit an absence, view 'private' announcements, calendars, forms, documents and newsletters, add Parent Portal Calendar dates to your personal device calendar by tapping, view the school contact directory and send emails. The school will also use the app to send emergency announcements (Push notifications).

BCE Connect contains some general information available for public download and use. The majority of information requires a login to gain access. Your Parent Portal account login is required to access the secure school information available only to Parents.

The app is free to use and download and is free of all advertising. BCE Connect has been designed to work on both Apple and Android devices.

Parent Portal

The Parent Portal is a platform for parents to access information about the school including: the school calendar, announcements, forms, newsletters, policy & guidelines, P&F information and more. Parents can view and update their contact details and personal information, view attendance records, submit absentee information, and access their child's Academic Reports and NAPLAN results.

Access to the Parent Portal is restricted to Legal Guardians of students at our school and a logon is required. It is essential that each parent supplies a valid and unique email address to the school to generate a Parent Portal account per individual. Student Reports will be uploaded to the Parent Portal at the end of each semester.

Newsletter

Our fortnightly "Contact" newsletter is published each Thursday via Microsoft Sway. Parents/Guardians may access the newsletter via BCE Connect, email, Parent Portal or Facebook. Each alternate week, our Principal issues an email to keep our community up to date with school events and information.

Facebook

St Catherine's has a Facebook page! The page can be found by searching for 'St Catherine's Catholic Primary School, Wishart' in your Facebook App. Once located, please 'Like and Follow' the page for regular updates.

The Parent Portal, newsletter, emails and school website are still the main avenues of communication for the school.

Sharing Information

Sharing Information about what is happening in your child's life is an important way for us to work with you, as your child grows. Any changes in routine, family environment or family structure may have an impact on how your child relates and behaves at school. It is vitally important that our records are kept up to date. Please ensure the school office knows all current contact details.

Media and Student Materials Consent

We collect digital, photographic and multimedia images of students and student materials for a wide range of reasons, including to show parents/carers activities undertaken by students, and to promote the school and Brisbane Catholic Education.

Our new Media and Student Materials Consent policy allows parents to either **opt in** or **opt out**. It now also covers materials created by students during the course of their enrolment. However, school photos and yearbooks are now excluded from the Consent procedure and there will be a separate consent for this process.

Examples of areas where media consent is applied are below:

- online media;
- social media;
- print media;
- newspapers;
- videos;
- public displays and presentations;
- television;
- school newsletters;
- radio;
- internal communications;

- electronic communications; and
- in any edited form.

This means that only students who have opted for the 'public' or **opt in** consent option will be used in any school communications. This includes public facing school publications, newsletters and social media platforms.

Students in Strings, Band and Choir, School Musical or competing in Representative sport participate in activities that culminate in public performances and events outside of school.

Regardless of the type of consent provided, parents/legal guardians should inform the student of their decision in an age-appropriate manner.

Outside School Hours/Vacation Care

St Catherine's OSHC aims to provide care in a way that will best meet the social, intellectual, physical, emotional and other developmental needs for the children by:

- providing care and recreation for children in a safe, supervised environment;
- providing a variety of activities which meet the needs and interests of children;
- responding to family needs through the provision of permanent or casual care;

The OSHC is administered by a Management Committee under the umbrella of the Parish Council. It provides support to the staff, sets policies, monitors the finances and decides on future directions.

Opening Times

BEFORE school Care	Prep – Yr 6: 6:45am – 8:20am
AFTER school Care	Prep – Yr 6: 2:55pm – 6:15pm
VACATION Care	7:00am – 6:00pm

Tuckshop

The Tuckshop is staffed by parents on a voluntary basis under the guidance of a convenor. It operates Tuesday, Wednesday, Thursday and Friday. Menus are updated each term and can be downloaded from the Parent Portal/Forms & Documents/school Shops/Tuckshop Menu. Lunch orders must be placed online through the website www.flexischools.com.au and can be made in advance or up until 8:00am on the day. Students may bring a small amount of money to spend on small snacks over the counter. **Please note that Tuckshop is not available to Prep students in Term 1.**

School Uniforms

St Catherine's values and promotes the school spirit and pride generated by students wearing the correct school uniform and following appropriate grooming standards. Wearing the correct uniform unites the students and contributes to creating a strong sense of community. The uniform reinforces the school Covenant and promotes consistency and inclusion.



Uniform Requirements

Uniform Item	Uniform Requirements
Formal Uniform	Check Blouse and Tie Check shirt Navy Culottes Navy Shorts
Formal Shoes	Black school shoes (laces/velcro) including closed low-cut shoe with a strap across the instep can be worn with Formal Uniform. Shoes, including branding, laces etc. to be black. i.e. black without coloured brands or trims. Soft leather accepted to enable shoes to be worn with both Formal and Sports Uniform No canvas/volleys/high tops
Socks	Plain white "crew" length socks
Sports Uniform	Sports polo shirt Navy Short with STC printed
Sports Shoes	Predominantly white with limited colour sports shoes and white laces Or black Formal Shoes as above
Sports Socks	Plain white "crew" length socks
Hat	Regulation Navy Blue wide-brimmed school hat with logo Preps wear Orange bucket hat
Bag	school Bag with Logo
Winter / Tracksuit	school zip-up microfiber jacket with logo school zip-up fleece jacket with logo Navy Blue tracksuit pants Navy Blue Leggings/stockings (Not available at school Uniform Shop)

Representative Sport	The school may provide a student with a competition singlet. It is requested that the singlet be laundered and returned to school following the event.
Seniors	Yr 6 students may be provided with a Seniors Shirt that may substitute for the school sports polo shirt.
Jewellery	Earrings - one plain, small stud or small sleeper in each ear. Choices should be restricted to silver, gold or birth stones Religious and cultural jewellery may be worn. Watches are permitted. Please see the Personal Mobile Device Policy. All other jewellery should remain at home.
Hair	Hair must be clean, neat and tidy. It is a WHS requirement for collar length or long hair to be tied back off the face completely, at all times. Hair accessories must be school colours. Extreme hairstyles which draw undue attention to the student are not accepted and will not be permitted in any form (e.g. mullet, undercut, rat's tail, tracks, mohawk, buzz cut, dreadlocks, or hairstyles with significant contrasting sections and lengths) Blade 2 is the shortest blade acceptable for all over cuts Colour: unnatural hair colouring which distracts from the natural look of an individual's hair is not permitted in any form. Inappropriate hair colour or hair styles will need to be changed within 24 hours. Exemptions from the above may be granted on medical, religious or cultural grounds.
Nails/Make-Up	Nails are to be kept short for general safety and participation in sport. Nail polish, artificial nails and make-up are not permitted.
Other	Chewing gum/bubble gum is not permitted.
Purchase Options	All new uniform items are available for purchase from our school uniform shop. Uniform lists and prices are available from the office or can be downloaded from the Parent Portal/Forms & Documents/school Shops/Uniform Price List. Trading hours are Wednesday 1:30pm – 3:30pm. Uniforms may also be ordered online. Go to www.flexischools.com.au to register and place an order. Second-hand uniforms are available from the uniform shop. In a spirit of generosity and compassion parents are asked to donate uniform items that are no longer required.

School Hours

Prep to Year 6

School begins at 8:35am and concludes at 2:55pm.

Break Times

Lunch is from 11:00am to 11:30am and Afternoon Tea is from 1:30pm to 2:00pm
Prep classes also have a "Munch and Crunch" of fresh fruit and/or vegetables at approximately 10:00am.

Supervision

Before School (Prep):

Supervision begins at 8:20am. Students arriving at school before 8:20am wait with their parents in the Prep Eating Area. When the first bell rings at 8:20am, students will go to the Junior Playground for a play. There will be a teacher on duty to supervise. Students arriving before 8:00am are to go to Before school Care.

Before School (Year 1 - 6):

Supervision begins at 8:20am. Students arriving at school from 8:00am onwards are to sit in the Courtyard until 8:20am when they are collected by the supervising teacher and walked to Cove Lane (Concrete Oval). Students arriving before 8:00am are to go to Before School Care.

During School:

Teachers and School Officers supervise playgrounds during Lunch time and Afternoon Tea.

After School:

- Children catching buses are collected and then walked down to the front gate. Supervision by the teacher continues until all children have boarded buses.
- Children who are waiting for parents to pick them up **must wait at the Bellot Street Pick-up Zone, the Church Pick-up Zone or the B Block Pick-Up Zone** (outside the Year 1 classrooms). Children not collected by 3:20pm will be taken to the school office and collected from there. It is strongly suggested that parents register their children at OSHC at the beginning of each year. Then, if parents are unable to collect their children on time, they can phone the school (3349 7188) and OSHC (3349 3938) to arrange immediate care.
- Parents are to remain in their vehicles when using the pick-up zones. Students will be directed by supervising staff. This keeps the pick-up zones flowing and assists in keeping the students safe.
- Parents are asked not to use the C&K parking area near the Nano Nagle Centre. The C&K car park is designated for parents collecting their children from the C&K only.

Excursions

Brisbane Catholic Education uses an online permission system called Edsmart for the majority of permission forms issued by the school. Emails containing excursion, camp and incursion information are issued to Legal Guardians from St Catherine's via the Edsmart system when permission is required for students to attend an event. Legal Guardians select a response which automatically forwards the reply to St Catherine's. No child will be permitted to attend excursions without permission. Students are expected to abide by school rules in regard to behaviour and uniforms on all excursions.

Medication

Medication can only be administered at school if accompanied by a completed consent form which is available on the *Parent Portal/Forms & Documents/Medical Information* or from the Office. The medication must be in a container labelled by a chemist including the child's name, name of practitioner, dosage, use-by-date and frequency of administration.

Nuts in Food

For the safety of children who have allergies to nuts, we ask that parents avoid sending food to school that contains nuts. We recognise the extent to which traces of nuts are contained in foods and, as such, do not claim our school to be nut free.

SCHOOL POLICIES

MISSION STATEMENT / COVENANT

St Catherine's School's Mission is articulated through our School Covenant.

St Catherine's Covenant

Our School Covenant expresses our Vision and Mission for St Catherine's, guided by the Charism of the Presentation Sisters. It is a commitment to do all we can to be faithful to the Covenant, personally and professionally, in all our relationships and responsibilities.



VALUES

As a Christ-centred community, we value:

- Evolving faith
- Life-long learning
- Compassion and justice
- Loving and purposeful relationships
- The uniqueness of the individual
- Collective diversity
- Courage
- Our natural environment

COMMITMENT

We will strive to achieve our vision through:

- Effective teaching and learning
- Productive partnerships
- Shared responsibility
- Humble and respectful service
- Collaborative wisdom



A Brisbane Catholic Education School

STUDENT BEHAVIOUR SUPPORT PLAN

The Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, assisting St Catherine's Primary School to create and maintain a safe and orderly learning and teaching environment.

The full Plan is available on the Parent Portal/Forms & Documents/Policies/Wishart Behaviour Support Plan. The Plan includes information on:

- Profile of the school
- Consultation and data review

- Beliefs about learning and behaviour
- Roles, rights, and responsibilities of school community members
- Education and promotion
- Targeted Behaviour Support
- Concerns
- Process for appeals
- Bullying and cyberbullying

PARENT AND CARER CODE OF CONDUCT POLICY

St Catherine's Primary School values collaborative partnerships with families to build and sustain a quality Catholic learning community. We strive for positive communication to foster strong relationships between school and home. We believe this Code of Conduct Policy will help to make the St Catherine's expectations clear to all and ensure parents and guardians are fully aware of their rights and responsibilities and as an outcome, make your time here one of growth, faith, hope and love.

Everyone has the right to feel safe and everyone has the responsibility for the safety of others. Through our community modelling of these expectations, students will learn how to build and maintain positive relationships.

The successful journey from childhood to adulthood is rarely made well without the guidance of adults. (Wilson McCaskill, Play Is the Way)

Purpose:

- To provide school community members with guidelines for effective conduct at school
- To develop positive relationships where all members of the school community treat each other with respect and courtesy
- To develop a community where children are safe to grow and learn in the **Power of Hope**

Principles:

- **Excellence** – reach the full **Potential of the Individual**
- **Respect** – for all members of the community i.e., staff, students, parents
- **Courtesy** – towards everyone we interact with
- **Pride** – in the way we represent our school
- **Personal responsibility** – for our actions
- **Integrity** – act with honesty, candour and openness
- **Sensitivity** – avoid causing offence
- **Tolerance** – for others regardless of their age, gender, sexuality, religion, race
- **Inclusion** – of all members of the school community

Responsibility of Parents:

- Understand and accept the policies and procedures as published on the school Website, in the Parent Portal or in the school Handbook, including the enrolment agreement entered into with the school.
- Support the school ethos and religious culture of St Catherine's.
 - Support the **Living Faith** culture of St Catherine's
 - Support and allow their child to participate in religious liturgies, celebrations and events which are part of the school's culture and traditions
 - Support the Religious Education Program in the school
 - Display respect and reverence for the Faith Life of the school
- Develop **Quality Relationships** where we treat others with respect, courtesy and kindness in a way that shows we are blessed by our diversity, uniqueness and differences.
 - Use respectful, culturally sensitive, non-discriminatory language in all interactions - in person, in writing or on social media
 - In the event of student conflict, inform appropriate school personnel and allow them to manage and deal with issues between students (Under no circumstances are parents to reprimand another parent's child)
 - Maintain appropriate levels of confidentiality to protect the rights, privacy and dignity of all individuals, especially through not discussing outcomes and resolutions to school issues
 - Be a positive role model for their child
 - Maintain a 'smoke free' zone at school
 - Do not enter school grounds while under the influence of alcohol or drugs
 - Report any suspicious, illegal or inappropriate activity to the school immediately
 - Use the correct forums to voice any concerns or complaints you may have with a teacher, staff member, policy or procedure. i.e., Student Parent and Guardian Complaints Management Policy. This policy is available on the school website under BCE Policies.
- Develop and foster **Quality Relationships** with their child's teachers through a spirit of partnership.
 - Take an active role in their child's academic and social development by attending school activities, parent evenings, information nights and interviews
 - Work together with teachers to resolve issues related to their children's education

- Be respectful of their child's teacher's knowledge, judgements and professionalism
- Keep teachers up to date with issues which may have a positive or negative impact on their child's behaviour or performance at school
- Work with the school to support their child to follow the school rules and behaviour expectations as outlined in the St Catherine's Student Behaviour Support Plan which is available on the school website.
 - Support the authority and discipline of the school
 - Enable their child to achieve their full potential by accepting consequences for inappropriate behaviour
 - Follow the school uniform and grooming expectations

As members of the St Catherine's School community we commit to hold each other to these expectations and values. The school Principal will deal with any breaches of the Parent Code of Conduct in the first instance, which may include contacting the appropriate authorities if necessary. Should you have any questions with regards to any of the above you should contact the school Principal. All school staff are to comply with the Brisbane Catholic Education Staff Code of Conduct.

STUDENT, PARENT AND GUARDIAN COMPLAINTS MANAGEMENT

This policy can be found on the school website under the BCE Policies tab.

STUDENT DIVERSITY POLICY

Policy

As a Catholic faith community, St Catherine's is committed to providing a high quality, supportive and inclusive learning environment that empowers the diverse range of students in our community.

Introduction

We recognise that every person is created in the image and likeness of God, and is in some respect like all others, like some others and like no other. We are challenged by the Church to reach out to all our brothers and sisters in love, acknowledging their diversity, immediate needs and specific situations (Deus Caritas Est, On Christian Love).

Student diversity develops through a range of physical, intellectual, social and emotional factors affecting the child and their family including:

- differences in learning ability and learning styles
- physical disability and medical illness
- learning difficulties and disabilities
- students of higher ability
- previous schooling experience
- religious, cultural and language differences
- financial disadvantage
- psychological disorders and mental illness
- physical, emotional and sexual abuse
- dysfunctional home environment

The Queensland Catholic Education Commission policy on inclusive practices informs us of our responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum, offering maximum learning opportunities, and working towards meeting the educational and social needs of all students.

Guided by St Catherine's School Covenant, our community aspires to provide successful outcomes in spiritual, intellectual, social and emotional growth for all students as life-long learners across all years of primary schooling. This policy provides a framework to review existing practices and plan for improvements in response to the needs and aspirations of the community.

Rationale

St Catherine's School strives to be a Supportive School Community with a collective responsibility to develop and nurture the unique qualities and abilities of the individual. A supportive school community emerges from the interaction of a shared set of beliefs, attitudes and actions. It is a place of learning for all in which everything that happens contributes to the intellectual, social and emotional growth of all its learners.

Values and beliefs that align with a Supportive School Community include:

- connectedness, including developing a sense of community
- resilience, including recognising strengths and weaknesses and maximising potential
- achievement, including attaining personal success and pursuing individual excellence
- creativity, including valuing original ideas
- integrity, including being honest and ethical
- responsibility, including accepting individual and collective responsibility and contributing to community development

- equity, including developing tolerance and a commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness

Implications/consequences

In catering for student diversity the following considerations are relevant:

- welcome and acceptance by the community in recognising and responding to diversity
- parental support
- supportive physical environment
- planning and maintenance of class programme adjustments
- consideration of complexity of classes
- adherence to legislative requirements, Brisbane Catholic Education and school processes and procedures
- communication between stakeholders
- provision of appropriate staff and resources
- ongoing professional development of staff



Elements of a Supportive School Community

Closely aligned with these values and beliefs is a number of elements integral to the development and maintenance of a supportive, inclusive and equitable community.

St Catherine's School commits to implementing the following elements:

- a school culture that reflects care, concern and respect for diversity
- leadership that has a clear vision based on a set of shared values, beliefs, and collaborative relationships
- school organisation which is flexible, allows for variable student groupings, and provides time and space for teachers to work and plan together and support one another
- a comprehensive curriculum that engages all students at a level appropriate to their knowledge, skill and ability, across a full range of learning experiences, that facilitates the development of individual social and communication skills and that builds student resilience
- learning and teaching that caters to differences in student needs, learning styles, performance levels, and individual capacities, while maintaining high expectations for all students
- assessment, monitoring and reporting that are integrated into learning and teaching and are inclusive of all students and their families
- relationships within the school community which foster access and participation, reciprocal support and shared directions and purposes
- positive partnerships that build on wider community services and resources and develop strong interagency links

- professional development that enhances staff competency in the teaching practices central to supportive schooling

MEDICATION TO STUDENTS POLICY

Prescription medication can only be administered at school by a staff member if accompanied by a completed authority form, which is available on the school Parent Portal or from the school office. The medication must be in its original packaging labelled by a chemist including the child's name, name of practitioner, dosage, use-by-date and frequency of administration.

All medication must be signed in and out of the school office, not taken to the classroom.

Food Allergies and other Medical Conditions

St Catherine's is a caring community and committed to promoting and protecting the rights of everyone in the school. As such, the school aims to do our best to ensure the safety of children who experience food allergies, taking special care in cases where the reaction is anaphylactic. There are currently children in the school with severe allergies to a range of foods including nuts, eggs, seeds, and shellfish.

Rather than an outright ban on these products, the school takes a risk minimisation approach in line with the recommendations of the [Australasian Society of Clinical Immunology and Allergy](#). The school will do this by adopting the following strategies:

1. Parents of children with severe food allergies will need to provide a current Anaphylaxis Action Plan to the school each year, signed by a medical practitioner.
2. Students with severe and life-threatening medical conditions are required to **wear a yellow 'medical alert' wristband** (supplied by the school) at all times including free-dress days. This assists staff to more easily locate and identify the student in a group or in the playground.
3. Students with food allergies are encouraged to only consume food provided by their parents/guardians.
4. Drinks and lunch boxes provided by parents for their children with food allergies should be clearly labelled with the child's name.
5. If food is to be purchased from the Tuckshop for children with a food allergy, parents will need to check the appropriateness of their choices with the Tuckshop Convenor.

6. All children will be discouraged from trading or sharing food or food containers.
7. Staff will consider the requirements of children with food allergies early in the planning of outside activities like excursions and camps, in particular relevant catering requirements and emergency plans.
8. Sharing and giving food treats for special occasions is discouraged, including items such as Easter eggs and candy canes.

HOMEWORK POLICY

Policy

As a Catholic Christian community, we educate all to live The Gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world. To enact this, St Catherine's School Primary School recognises that homework is an integral part of teaching and learning. The Homework Policy affirms the School's commitment to ensuring that a consistent approach is taken to the use of homework as a learning tool.

Rationale

Homework complements and reinforces classroom learning, while developing sound study habits and time management skills. Homework needs to be meaningful and relevant, catering to all intelligences and individual learning styles. Homework activities provide important opportunities for parents to share in their child's education strengthening communication between home and school.

Aims

At St Catherine's School, homework may be set by a student's individual teacher, specialist teacher, or collaboratively by the teachers for a given year level.

Homework may be given to:

- Encourage independent learning
- Assist students form effective study habits
- Assist students to develop time management skills and the meeting of deadlines
- Teach students that learning can occur anywhere, not just in the classroom
- Provide students with an opportunity to review and reinforce learning from within the classroom
- Encourage extension activities that build upon classroom learning

- Assist with preparation for upcoming classroom learning
- Allow parents and caregivers the opportunity to participate in the learning process by being directly involved with their child's education and to demonstrate positive attitudes to learning
- Establish homework that is balanced and allows time for family, recreation, and community and cultural activities

Procedures

The School believes that reading should be a regular part of homework, as independent daily reading has been shown to greatly improve students' learning outcomes.

The School acknowledges the need for the positive benefits of homework to be balanced with a student's extracurricular, home and family life.

Homework may be given to be completed overnight, within a week, fortnight or other timeframe that will be communicated to the student.

The following table provides a guide as to the potential nature of a student's homework and the time it may take.

Year Level	Suggested Timeframes	Examples of homework content	Reading
Prep Year 1 Year 2	5 - 10 minutes per night plus reading 5+ mins (Reading for Enjoyment has no limit)	• Practice of Literacy skills • Activities that reinforce Numeracy e.g. games, and real life Maths, such as shopping and cooking • Maths activities that reinforce classroom learning • Gathering pictures or resources • Outdoor activities and games such as playing with a ball, skipping etc.	• Reading may include reading to, with and by parents/carers • Bedtime stories • Quality Literature and/or School Home Readers and/or Infographic Texts and/or Audio Books

		• <i>Preparing for the next day e.g. readers, lunchbox, notes, library bag to encourage organisation skills</i> • <i>Religious Education activities</i> • <i>Multimodal Responses – students are able to communicate through oral, drawing, building, models, video, writing, recording, performing</i> • <i>Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way e.g. board games, library visit, sport and recreation</i>	
Years 3 Year 4	<i>10 – 15minutes per night +Reading 10+ minutes (Reading for Enjoyment has no limit)</i>	• <i>Practice of Literacy skills</i> • <i>Reinforcement of Numeracy learning e.g. games, Maths puzzles, real life maths such as shopping and cooking</i> • <i>Gathering data by various methods e.g. interviews, surveys</i> • <i>Open ended activities that involve choice and cater for individual learning styles</i> • <i>Religious Education activities</i>	• <i>Reading may include reading to, with and by parents/carers</i> • <i>Bedtime stories</i> • <i>Quality Literature and/or School Home Readers and/or Infographic Texts and/or Audio Books</i>

		• <i>Multimodal Responses</i> – students are able to communicate through oral, drawing, building, models, video, writing, recording, performing • <i>Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way e.g. board games, library visit, sport and recreation.</i>	
Year 5 Year 6	15 - 25 minutes per night +Reading 15+ minutes (Reading for Enjoyment has no limit)	• <i>Practice of Literacy skills</i> • <i>Reinforcement of Numeracy learning e.g. games, maths puzzles, real life Maths problems</i> • <i>Gathering resources, researching and collecting project material/information across all subject areas</i> • <i>Gathering data by various methods e.g. interviews, surveys</i> • <i>Open ended activities that involve choice and cater for individual learning styles</i> • <i>Religious Education activities</i> • <i>Multimodal Responses</i> – students are able to communicate	• <i>Reading may include reading to, with and by parents/carers</i> • <i>Bedtime stories</i> • <i>Quality Literature and/or School Home Readers and/or Infographic Texts and/or Audio Books</i>

		<i>through oral, drawing, building, models, video, writing, recording, performing</i> • <i>Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way e.g. board games, library visit, sport and recreation</i> <i>Year 6 Students will be required to record homework tasks in a student diary. Students will be encouraged to plan and manage their homework using the diary so that time management is practised and homework is submitted by the due date.</i> <i>Year 4 – 6 Students are responsible for charging their iPad and stylus ready to take to school each day.</i>	
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Roles and responsibilities

The School asks that different stakeholders fulfil particular roles and responsibilities so that positive benefits from homework may accrue.

Responsibilities of Students

- To take pride in and submit their best work
- To try to be fully engaged with the homework task
- To use technology responsibly
- To bring completed work to school by the due date
- To ask their teacher or parents if they are having difficulty understanding a task or need assistance
- Ensure that everything that is needed to complete homework activities is taken home from school
- Practise developing study behaviour skills to complete homework by the due date e.g. self-direct, self-motivate, be independent, effective time management.
- Year 4 – 6 Students are responsible for charging their iPad and stylus ready to take to school each day

Responsibilities of Teachers

- To ensure that homework expectations are consistent with the school's homework guidelines
- To communicate homework tasks and expectations (e.g. due date) clearly to students and parents if required
- To affirm positive attitudes to homework
- Set relevant and meaningful tasks that are related to classroom learning; taking into consideration the student's ability (differentiate tasks), home circumstances and family commitments
- Model tasks and provide examples in class before sending work home (video demonstrations may be provided to support parents)
- Monitor student completion of their homework activities and if necessary discuss with parents/carers concerns around incomplete homework or homework that requires completion.
- Mark and provide feedback to students and parents when required. Completed homework handed in on the Due Date will be marked by the teacher
- Ensure that assessment tasks are not included as part of homework.
- Consider a holistic range of activities to increase creativity in homework tasks e.g. sing, draw, play games, open ended and linked to real-life activities that are relevant and engaging for the students
- There will be no homework set on holidays

Responsibilities of Parents and Caregivers

- To affirm positive attitudes towards homework in the home learning environment
- Support homework activities and to create an environment and routine at home appropriate for their child's homework needs
- To read with or to their children and provide frequent opportunities for independent reading
- To encourage their children to manage their time and meet homework due dates
- To celebrate their children's learning successes
- To provide access to technology to support student learning
- To provide feedback to teachers around incomplete homework or home circumstances and commitments that limit engagement and completion of homework

Home Learning Environment – HLE

HLE Looks Like	HLE Sounds Like	HLE Feels Like
Parent Supervision – considering your child's age, needs and personality, determine what level of parent support and engagement will be required to complete tasks. Family Friendly – make the space work for you and your family in the context homework is completed in. Clutter Free – organised, clear, and tidy. Avoid having too many materials available as they can become distracting.	Parent Dialogue – conversation when learning is a key contributor and sometimes discussing key concepts is greater than writing them down. Parent Questions – clarifying information and investigating further, supports your child to take their learning from surface level to deep. Independent Quiet Working – some focussed moments of independent working.	Calm and Confident – Be brave and have a go. The more a child participates the more they will learn and progress. Everything required is in reach – pencils, paper and sharpeners are all essential. Open and relaxed – set in a less-frequented space of the home, without feeling cramped or stressed about taking up space. Accessible – the tasks should be reflective of the child's ability as

Natural Lighting – a properly lit space, and even consider a desk lamp in darker spaces. This is easier on the eyes and beneficial especially if your child is spending time on a device.	Limited Background Noise – external factors such as talking, radio, tv, cooking etc can be added distractions.	well as concepts already explored in class, rather than new content. Movement and Flexibility – homework stations don't always have to be desks that children sit at. They may stand, sit, lay, build or be mobile.
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SCHOOL FEE POLICY

Introduction

At St Catherine's Primary School, we are committed to providing a Catholic education to all enrolled children. The St Catherine's community accepts that fees are a critical form of revenue for the school and that prompt payment of all fees is the responsibility of all parents/carers of St Catherine's students.

The fees and levies collected at St Catherine's are essential in providing a high quality of education for students, and are used for the following purposes:

- provide resources, materials, facilities and equipment
- provide teaching, administrative and ground staff
- maintain buildings, grounds and other facilities

This school fee policy aims to:

- outline to families the expectations, responsibilities and arrangements for the collection of school fees
- support families experiencing changed and difficult financial circumstances to maintain their child's/children's enrolment at the school

Information about our school fees is provided in the following ways:

- on the school website (www.stcatherinescps.qld.edu.au)
- at enrolment interviews
- during Term 4, the following year's fees are advised in writing to all enrolled families
- on request

Payment of Fees

The acceptance by parents/carers of a position at St Catherine's assumes the ability to pay fees in full by the due date.

Various payment options are available, with the school's preference being BPay, Direct Debit or automatic monthly credit/debit card payments.

School Fee Billing Procedure

1. An account of full fees and levies will be issued by the school in Week 2/3 of each semester (2 times/year). The account will be payable within 14 days of the date of issue.
2. Reminder notices will be sent to parents/carers with an outstanding account past the due date of the relevant semester account. Outstanding accounts are those that are not fully paid, or where Direct Debit or credit card arrangements do not fully cover the fees.
3. Any arrangements to vary the conditions for payment must be made through the Principal and may involve discussions with the Parish Priest or his representative.
4. Parents/carers with accounts outstanding at the end of the semester will be contacted by the Finance Secretary, Principal or their representatives.
5. Should the account remain outstanding, the school will contact the parent/carer to organise a meeting with the Principal, at a mutually agreeable time. The meeting will include a discussion of the issues surrounding fee payment and to reach an agreement on payment conditions. The outcome of the meeting will be confirmed in writing to the parent/carer.
6. If the parent/carer does not communicate with the Principal about the outstanding account, the Principal will decide the necessary action, which may include referral to the Parish Finance Committee or referral to a debt recovery agency.

Fee Concessions

We are aware that, from time to time, some families find themselves in financial difficulty. Our intent is that no student will be excluded from our school due to a genuine inability to pay full or even part fees.

Fee concessions may be considered in cases where a family's financial circumstances have subsequently changed in such a way as to make fee adjustments necessary. An application for fee concession should be made as early as possible in the billing cycle.

An application for fee concession is valid only for the current school year. If concessions are required beyond the current year, a new application must be

submitted at the commencement of the school year to enable a current assessment of the family's financial situation.

Fee concessions are means tested in line with Federal Government Poverty Guidelines. The assessment process takes into consideration all income (including wages, Youth Allowance, all other Centrelink and Child Support payments), as well as housing costs (including rent or mortgage/rates).

SUNSMART POLICY

Rationale

Queensland has the highest rate of skin cancer in the world. Skin cancers account for 80 per cent of all new cancers diagnosed each year in Australia, making it the most common type of cancer. Skin damage, including skin cancer, is typically the result of over-exposure to the sun. Ultraviolet (UV) damage accumulates over time, resulting in an increased risk of skin cancer later in life. UV exposure causes over 95% of skin cancers including melanoma and non-melanoma skin cancer. Ultraviolet (UV) damage accumulated during childhood and adolescence is associated with an increased risk of skin cancer later in life.

As children and employees are typically at learning facilities during peak UV times, schools and early childhood services play a major role in providing an environment where policies and procedures can positively influence long term SunSmart behaviour. By teaching effective sun protection practices from an early age and implementing best-practice sun protection measures, schools and early childhood services can play a significant role in reducing the lifetime risk of skin cancer.

With this in mind, St Catherine's School realises the need to protect children's skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from exposure to the sun.

Aims

The policy aims to:

- improve health and wellbeing of students and staff.
- provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection through increased knowledge and awareness.
- provide a safe environment that provides shade and other sun protective measures to support SunSmart practices.
- create an awareness of the need to reschedule work commitments and outdoor activities to support SunSmart practices.

Procedures, Practices and Processes

St Catherine's School will:

- inform parents of the SunSmart policy when they enrol their child.
- include the SunSmart policy statement in the school Handbook and on the school website.
- provide adequate shade in the school grounds, appropriate for the activities undertaken.
- ensure play breaks are limited to 20 mins to reduce sun exposure between the hours of 10am and 3pm.
- incorporate education programs that focus on skin cancer prevention into the school curriculum.
- encourage all teachers and staff to act as positive role models for children in all aspects of SunSmart behaviour.
- seek ongoing support from parents and the school community for the SunSmart policy and its implementation, through newsletters, parent meetings etc.
- ensure that all students and staff wear hats that protect the face, neck and ears, and SPF 50 or higher, broad-spectrum, water-resistant sunscreen, when involved in outdoor activities.
- provide SPF 50 sun cream in each classroom and at high-risk events with regular reminders (at least every 2 hours) to reapply and stay sun safe during extended periods outdoors.
- encourage children to provide their own sunscreen and apply sunscreen 20 minutes before going outdoors.
- encourage students without adequate sun protection to use shaded or covered areas at recess and lunch times.
- when reviewing the school uniform, consideration is given to the Queensland Cancer Fund SunSmart clothing guidelines.
- require a 'rash-style' shirt be worn during swimming lessons.
- ensure that, wherever practicable, outdoor activities will be minimised between 10am and 3pm (Australian Eastern Standard Time [AEST]).
- ensure that, wherever practicable, adequate shade is provided at sporting carnivals and other outdoor events.
- review the SunSmart policy annually.
- consider sun-smart practices in future construction planning and work.
- register school as a SunSmart school with Cancer Council.

Our Expectations

Responsibilities of Students

Students will:

- take responsibility for their own health and safety by being SunSmart.
- comply with SunSmart rules and guidelines by wearing suitable hats, clothing, sunscreen.

- apply SPF 50 broad-spectrum, water-resistant sunscreen when requested to by the teacher.
- act as positive role models for other students in all aspects of SunSmart behaviour.
- participate in SunSmart education program.

Responsibilities of Parents/Carers

Parents/Carers will:

- provide a St Catherine's School SunSmart hat for their child and ensure that they wear it to and from school.
- ensure that their child applies SPF50 or higher, broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school.
- act as positive role models by practising SunSmart behaviour.
- support the school's SunSmart policy and help to design and regularly update the policy.

Responsibilities of the School

School Staff will:

- incorporate education programs that focus on skin cancer prevention into the school curriculum.
- act as positive role models for children in all aspects of SunSmart behaviour.
- ensure that all students wear hats that protect the face, neck and ears.
- provide SPF 50 or higher broad-spectrum, water-resistant sunscreen for students along with regular reminders to reapply (every 2hrs), when they are involved in outdoor activities e.g., Playtime, sports carnivals, excursions.
- insist students without adequate sun protection (e.g. hat) use shaded or covered areas at recess and lunch times. No Hat – No Play.
- ensure that, wherever practicable, outdoor activities will be minimised between 10am and 3pm (Australian Eastern Standard Time [AEST]).
- ensure that adequate shade is provided at sporting carnivals and other outdoor events.

PERSONAL MOBILE DEVICE POLICY (PHONES & SMART WATCHES)

Rationale

St Catherine's takes the safe and responsible use of digital technologies, student safety and wellbeing, along with the development of social skills and positive behaviour very seriously. Whilst we acknowledge that we live in a technology-rich world where mobile devices are an important communication tool, research has found that mobile devices can be disruptive in classrooms and are open to misuse at school. The unregulated presence of personal mobile devices in classrooms can undermine students' capacity to think, learn, remember, pay attention, regulate emotion and build resilience.

This policy aims to remove an unnecessary distraction from our classrooms and playgrounds, so that teachers can teach, and students can learn in a more focused, positive and supportive environment.

While it is acknowledged that providing a child with a mobile phone or SMART watch may give parents/guardians reassurance that their child can contact them in emergency situations involving personal security and safety, this is not necessary during the school day when students have access to supervised environments and existing school communication processes. It is essential that all communication between students and anyone outside the school, during the school day, be made with full knowledge of the school.

Research has shown that in Primary school classes where there is a ban on personal mobile devices, students have a greater ability to better resolve conflict, there is reduced comparison between peers in the areas of material possessions and physical attributes and abilities and finally, competition does not significantly impede class cohesion. In other words, a ban on mobile phones in school has a positive effect on the classroom climate for pupils of younger school-age.

Procedures, Practices and Processes

- It is strongly recommended that students do not bring personal mobile devices to school. Students should only bring a mobile device to school if required for essential communication before or after school, as a safety measure when commuting to and from school or for health and medical reasons.
- Only digital devices issued by the school may be used by students during the school day.
- Students are not permitted to access personal mobile devices during school hours including, but not limited to:
 - mobile phones
 - tablets
 - gaming devices
 - devices with a camera
 - data / sim enabled smart watches and fitness trackers
 - air pods
 - and other devices that have the potential to communicate and access mobile technologies in similar ways to a mobile phone.
- All personal mobile devices **MUST BE TURNED OFF** and handed in to the school Office when a student arrives at school. At the end of the school day devices may be collected from the Office.
- Students are not to use personal mobile devices to contact parents in a way which would circumvent normal school procedures. While at school, students are the responsibility of the school and all instances that require emergency contact and communication with parents/guardians **MUST** be through an appropriate staff member or a member of the Leadership Team.

- Parents are reminded that in cases of emergency the school office remains the first point of contact to ensure your child is reached quickly and assisted in an appropriate way. If parents/guardians have a need to make contact with their son or daughter during the day, this is to be made through the school office.
- Personal mobile devices brought to school are not to be used by other students.
- Students are not permitted to photograph, film or voice record students or staff while on school grounds or while in school uniform. If a student is found taking photographs or video footage with a mobile phone or smart watch of either students or teachers, this will be regarded as a serious offence and disciplinary action, as sanctioned by the Principal, will be taken.
- If images of other students or teachers have been taken, the mobile phone or smart watch will not be returned to the student until the images have been removed by the student in the presence of an appropriate staff member. This includes images etc. in the recycle bin or saved to a cloud service.
- Any student using mobile technology or device to harass another person will face disciplinary action as sanctioned by the Principal. It should be noted that it is a criminal offence to use mobile technology and devices to target, harass or offend another person. As such, the Principal may consider it appropriate to involve the Police.
- Personal mobile devices are used at their owner's risk. In the event of the loss, theft or damage of any device, the school will accept no liability.
- Contravention of this policy will result in the device being confiscated and returned to the student at the end of the school day. Alternatively, a parent/guardian may be contacted to collect the device from the school office.
- This policy also applies to students during assessment, school excursions, camps and extra-curricular activities.
- The Principal reserves the right to withdraw permission for a student to bring mobile personal devices to school.
- Parents/Guardians who require their child to use a personal mobile device during the school day must submit an application (available from the office) to the Principal that outlines the needs and functions of the device. The Principal will determine the outcome of the application.

Responsibilities of Students

Students will:

- *Deliver* personal mobile devices to the school office each morning (switched off) so they can be securely stored during school hours.
- *Report* to a staff member or visit the school office to ensure they are assisted in an appropriate way at all times if they recognise they feel unsafe.

- *Behave* in a manner that is consistent with the values of St Catherine's and contribute positively to the image of the school when wearing / using a personal device at school. This includes while on school grounds before and after school.
- Show respect for themselves and for others when using a personal device at school.
- *Adhere* to St Catherine's Personal Mobile Device Policy.

Responsibilities of Parents/Carers

Parents/Carers will:

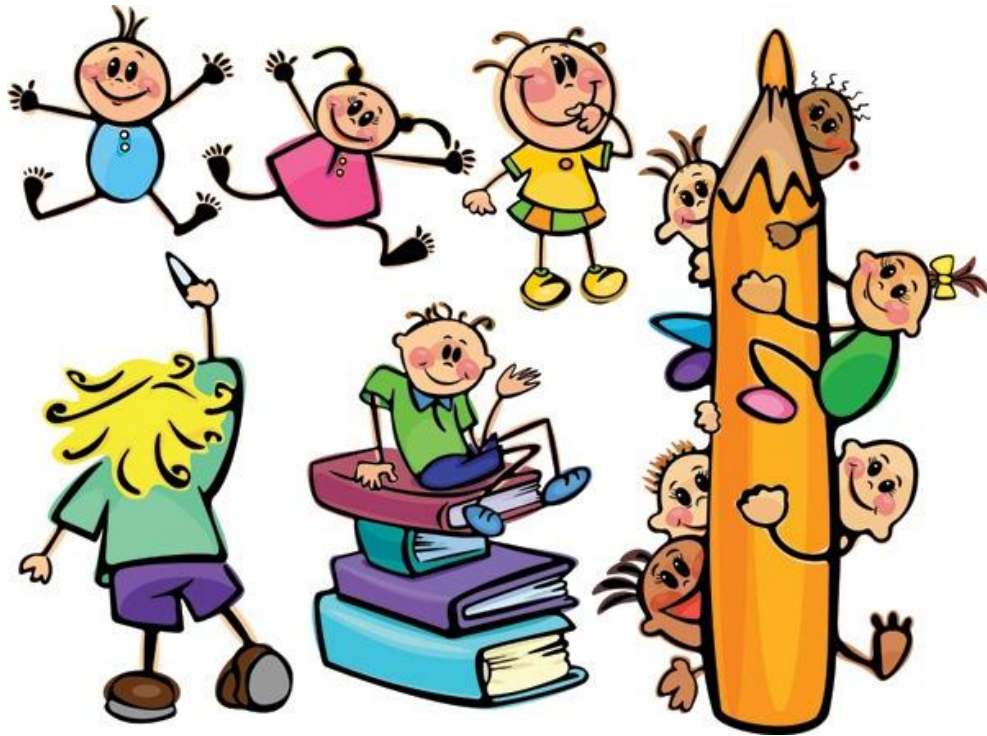
- *Educate* their children about the responsible, social and ethical use of technology.
- *Notify* the class teacher/school office of any changes to daily pick-up routines etc.
- *Contact* the school office, in cases of emergency, to ensure a child is reached quickly and assisted in an appropriate way.
- *Maintain* up to date personal contact information through the Parent Portal or school office.
- *Submit* an application to the Principal, if their child requires the use of a personal device during the school day, that outlines the needs and functions of the device.
- *Adhere* to St Catherine's Personal Mobile Device Policy that all mobile devices are to be handed to the school Office on arrival at school unless permission is granted for health and safety reasons for it to be worn or kept in the child's possession during school hours.

Responsibilities of the School

The School Staff will:

- *Communicate* clear expectations about the use of personal devices at regular intervals throughout the school year.
- *Educate* students on the responsible, ethical and safe social use of technology as part of the ICT General Capability.
- *Notify* parents of a breach of policy and seek rectification within a reasonable timeframe.
- *Provide* supervision of students and communication avenues with parents/carers until children are collected from school. The school office remains the first point of contact for all families.
- *Model* the appropriate use of and engagement with their own personal mobile devices.
- *Keep* their phones turned on, and on their person, while on playground duty for emergency procedures and workplace health and safety purposes.
- *Reserve* the right to adjust the Personal Mobile Device processes as deemed necessary for health and/or other relevant matters.

PREP INFORMATION



Prep – Year 6 Hours:
School Office Telephone:

8:35am – 2:55pm
3349 7188

*"Every learner is in some respect,
like all others,
like some others,
like no other
and we respond creatively
and flexibly to a child's individual needs."*

The Prep Program at St Catherine's begins the moment your child enters the school. The way we interact with your child reflects the type of program we offer. The Australian Curriculum provides a framework for us to explore, investigate, discuss, think and do. "It acknowledges the changing ways in which young people will learn and the challenges that continue to shape learning in the future." (The Australian Curriculum 2012)

Prep Learning Objectives:

Our teaching objectives are to provide engaging, relevant and challenging learning experiences for children. We understand that students in their first year of formal schooling come to us with a variety of individual differences in social, intellectual and emotional development.

A typical Prep day is made up of time devoted to Focused Learning and Teaching, Routines and Transitions, purposeful play, real-life situations and investigations.

Activity Time

Our daily investigations and activities are planned collaboratively with the students. We come together as a whole group to discuss, negotiate and plan out the details of things we are interested in. Topics of interest come from our surrounding environment, student's knowledge and interests or are teacher-initiated.

Religious Education in St Catherine's Prep program allows the students to experience God through:

- Prayer/Church
- Introduction to the Word of God through Bible stories
- The Wonders of Creation
- Relationships with People – Morality (Good/Bad and Right/Wrong Choices)

Students will engage in the Religious Curriculum through the following strands:

- Sacred Texts
- Beliefs
- Church
- Christian Life

They will participate in daily prayer and meditation opportunities. Students will be exposed to Bible and Values stories and relate them to real-life situations. They will actively participate in whole school masses and liturgies as well as a class liturgy. Students will learn about God and the world around them and how to contribute positively to the St Catherine's community.

What do the Learning Areas mean in our Daily Prep Classroom?

Learning and teaching in the early years is characterised by:

- Play
- Real life situations
- Investigations
- Routines and Transitions
- Focused learning and teaching

Focused Learning and Teaching at St Catherine's

St Catherine's school uses a method of teaching and learning for literacy and numeracy that is based on the research of John Hattie, Michael Fullan and Dylan William.

The method incorporates a specific focus for each lesson so that students and teachers are clear about what is being covered and how they can be successful. The process also involves students evaluating their knowledge and learning at the beginning and end of the lesson to improve their understanding and belief that they can achieve success.

Throughout the lesson, students are given opportunities to show independent learning as well as participate in guided reading and guided writing.

English: Language, Literacy and Literature

Together the three strands focus on developing student understanding and skills in Language, Literacy and Literature.

Phonemic awareness plays an important role in literacy development and continues to be relevant to all reading and spelling stages as students move through year levels. This includes identifying rhyme and breaking words into syllables. Students use this knowledge of letters and sounds to become confident readers and writers.

Students engage with a variety of texts. They listen to, respond, read and view spoken, written and multimodal texts.

Students listen for rhyme, letter patterns and sounds in words. They identify the letters of the English alphabet and use the sounds represented by most letters. Students listen to and use appropriate language features to respond to others in a familiar environment.

Early Mathematical Understandings: Early Numeracy

Students build early mathematical understandings about number and algebra, measurement and geometry and statistics and probability by:

- Investigating and communicating about quantities and their representations, and attributes of objects and collections.
- Investigating and communicating about position, movement and direction.
- Investigating and communicating about order, sequence and pattern.

Humanities & Social Sciences (HASS)

History

In Prep, students identify similarities and differences between families. They recognise how important family events are commemorated. They reflect on oral traditions within their own family and that of Aboriginal and Torres Strait Islander people.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Geography

Students explore the place they live in and belong to and learn to observe and describe its features. They experiment and represent the features of place and their location on pictorial maps.

Science

Prep students:

- observe external features of plants and animals and describe ways they can be grouped based on these features
- describe how objects move and how factors including their size, shape or material influence their movement
- recognise that objects can be composed of different materials and describe the observable properties of those materials
- explore the ways people make and use observations and questions to learn about the natural world
- begin to work Scientifically, conduct simple experiments and observations, with assistance; explore and make observations using the senses

Active Learning Processes

With students, teachers plan for learning across the curriculum areas by constructing experiences relevant to the children. This includes:

- exploring topics through investigations and role plays
- thinking, planning and designing their own creations through block construction, imaginative play, drawings and role plays
- working collaboratively with others to solve problems and reflect on their processes
- participating in Specialist lessons (HPE, Music, Drama – 40 minutes/week)

Monitoring and Assessment

During the year, the students will be monitored and assessed in the learning areas listed above using the levels of:

- Well Above
- Above
- Expected
- Below
- Well Below

We will have individual Parent/Teacher discussions at the end of Term 1 and again at the end of Term 3. There will be a written report card at the end of Terms 2 and 4. All student reports will be available for parents to access on the Parent Portal.

Eyesight and Hearing Test

Undetected eye and ear problems can hinder a child's learning in the early years of education. St Catherine's School provides sight and hearing tests for all Prep students. Details will be provided during the school year.