# CONTENTS

1. **QUEEN OF APOSTLES** Pg 3
   - 1.1 The School Prayer
   - 1.2 The School Crest
   - 1.3 The School Motto
   - 1.4 The School Vision Statement
   - 1.5 The School’s Core Values

2. **CATHOLIC IDENTITY** Pg 5

3. **PARENT INVOLVEMENT POLICY** Pg 5
   - 3.1 Family Involvement

4. **CODE OF CONDUCT** Pg 6
   - 4.1 Code of Conduct
   - 4.2 Parent Charter

5. **SCHOOL ORGANISATION** Pg 8
   - 5.1 Term Dates
   - 5.2 School Times
     - 5.2a Out of School Hours Care
   - 5.3 Assemblies
   - 5.4 Liturgical Singing
   - 5.5 School / Year Group Masses
   - 5.6 School Factions
   - 5.7 School Communication
     - 5.7a Newsletter
     - 5.7b Web Page
     - 5.7c Connected App
     - 5.7d SEQTA Engage
   - 5.8 Parent Information Meetings
   - 5.9 Student Absences/Late Arrivals/Early Departures
   - 5.10 School Board
   - 5.11 P & F Meetings
     - 5.11a P & F Events
     - 5.11b P & F Contributions
   - 5.12 School Fees
   - 5.13 Money Collection
   - 5.14 School Uniform
   - 5.15 Emergency Procedures
   - 5.16 Lost Property
   - 5.17 Canteen
   - 5.18 How to Approach the School

6. **‘NUT AWARE’ SCHOOL** Pg 20
7. **SCHOOL HEALTH**  Pg 20
   7.1 The School Nurse
   7.2 Health and Emergency Information
   7.3 Dental Clinic
   7.4 Infectious Diseases

8. **SCHOOL PROGRAMMES**  Pg 24
   Kindergarten & Pre-Primary
   Western Australian Curriculum
   Meeting Students’ Needs
   8.1 Religious Education
   8.2 English
   8.3 Languages
   8.4 Mathematics
   8.5 Humanities & Social Sciences
   8.6 Science
   8.7 Library
   8.8 The Arts
   8.8a Art & Craft
   8.8b Music
   8.9 Health & Physical Education
   8.10 Technology & Design Technologies
   8.11 Active Learning: Excursions and Camps
   8.12 Homework Policy
   8.13 Pastoral Care and Behaviour Management
   8.13a Pastoral Care
   8.13b Behaviour Management

9. **SCHOOL RULES AND PROCEDURES**  Pg 35
   9.1 Before and After School
   9.1a Drop-Off and Pick-Up Procedure
   9.2 Children’s Attendance
   9.3 General School Rules

10. **ASSESSMENT AND REPORTING**  Pg 37
    10.1 Work Sample Folders
    10.2 Written Report
    10.3 Parent / Teacher Interviews

11. **TELEPHONE MESSAGES**  Pg 38
Dear Parents

We welcome to Queen of Apostles all new families and welcome back all our existing families and students.

1.1 Queen of Apostles School Prayer

The School Prayer was written in collaboration between staff and the Parish Priest and is directed to our namesake – Mary, Queen of Apostles. It incorporates the school motto, Love, Unity & Peace and reflects on the values we aim for at Queen of Apostles.

Mother of God, Queen of Apostles,
Bless our school and parish communities.
Help us to be like you,
to witness the values of love, unity and peace.
Help us to love one another as you loved the Apostles.
Help us to share our unique gifts and talents with others.
Encourage us to always try our best and to work to be like you.
Through your guidance, may we show love, patience and kindness to others.

We thank you for the example you gave us,
the teachers who help us,
the friends who play with us
and the blessings you place upon our school.
Amen.

1.2 Queen of Apostles School Crest

The School Crest with a white circle surrounding a white cross, gold crown and the yellow "M" serves as a constant reminder of our call through Baptism to be Apostles - bearers of the Good News to all people.

The white cross reminds us of the Sacrifice of Jesus and that to be one of his followers, we must take up our cross daily to follow Him.

The letter "M" symbolises Mary - Mother of Jesus. It is Mary who says to us "Do whatever He tells you".
The **gold crown** is a symbol of the Queenship of Mary. We recognise Mary as Queen of Apostles by the example of the life she lived devoted to doing God’s will and look to her as a leader and model.

The **circle which surrounds the cross, the crown and the letter "M"** symbolises the Mystery of God - without beginning and without end - in whose image and likeness we are created and who we endeavour to serve.

With Mary as Mother and Model, we are happy to be called Modern Apostles, so that we can bring the virtues of love, joy, peace, patience, kindness and goodness to the modern world.

### 1.3 Queen of Apostles School Motto

**LOVE  UNITY  PEACE**

MARY as the QUEEN OF THE APOSTLES was the centre of the early church. She taught the Apostles to love Jesus, and this love gave them the strength to love one another, so that the non-Christians would say, "See how they love one another!"

The understanding, helping and serving LOVE creates UNITY and PEACE. The three words Love, Unity and Peace remind us of our Christian vocation. Only when we are in loving unity with God can we radiate the peace that is so much lacking in our modern world.

### 1.4 Queen of Apostles Vision Statement

*Queen of Apostles School is a vibrant, Catholic community which follows in the footsteps of Christ and his Mother, Mary, who gave witness to the values of love, unity and peace.*

*We provide a nurturing, inclusive and safe environment which celebrates each individual’s unique talents and qualities.*

*Our school encourages a passion for lifelong learning and prepares today’s children for their place in tomorrow’s society.*
1.5 Queen of Apostles Core Values

We aim to provide an awareness of Social Justice

We will provide a respectful, safe and friendly environment

We will strive to provide a balanced and comprehensive curriculum

We will encourage a passion for life-long learning where everyone has the right to learn

We will join to form a faith-filled Catholic community

We will treat everyone with equality and fairness

We will prepare today’s learners for their place in tomorrow’s society

2. CATHOLIC IDENTITY

The religious dimension at Queen of Apostles is very important to us. We reflect Christ’s life and teachings throughout the day in a number of ways and aim for it to be an ingrained part of our culture. Ways that we reflect the Catholic Identity at Queen of Apostles include the celebration of our Feast Day, which is celebrated on the Friday before Pentecost; gathering as a school each Monday morning to pray our school prayer or pray decades of the Rosary (in May and October); praying in class each morning, before lunch and before home-time; celebrating important times of the Church calendar, particularly Lent and Advent; celebrating Sacraments as students receive them; attending Mass throughout the terms and celebrating the beginning and end of the year with a Beginning School Year Mass and a Praise and Thanksgiving Mass.

There are many other special celebrations and events that are acknowledged during the school year at Queen of Apostles. Services are held for both ANZAC Day and Remembrance Day and special feast days such as the Assumption of Mary and All Saints Day are celebrated. Holy Week in Lent and the lead up to Christmas during Advent are also acknowledged and celebrated.

3. PARENT INVOLVEMENT POLICY

At Queen of Apostles, we try to maintain very close links with parents. Once forged these links have been found to result in:

◆ Greater understanding by parents of their children's schooling
◆ Greater understanding by teachers of the children and their needs
◆ Better communication between home and school
◆ Fewer misunderstandings
◆ More goodwill and mutual esteem between parents and teachers
◆ A happier school
3.1 Family Involvement

This partnership of parents and teachers is vital to the achievement of our aims. The primary role of the Catholic School is to support parents in the formation of their children's faith.

Parents are involved in the following ways at Queen of Apostles:

- As community members they elect and largely comprise the School Board, and are the basis of the Parents and Friends Committee which builds our educational community and supports in the purchase of so many resources.
- Through communication with class teachers, home and school can complement each other in encouraging development of the whole child.
- Our Behaviour Management programme is based on parent support.
- Parents can play a valuable role in the classroom in extending the children's experiences and by providing additional adult assistance. The active developmental style of learning we attempt to provide at Queen of Apostles needs this parent support in areas such as participation in language activities, art and craft, physical education, library, canteen, excursions, camps and so on.

4. CODE OF CONDUCT

4.1 The purpose of a Code of Conduct is to describe the minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of the students at Queen of Apostles. All members of our school community must observe and follow the following statements as set out by CEWA;

1. You act safely and competently.
2. You give priority to students’ safety and well-being in all your behaviour and decision making.
3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. You respect the dignity, culture, values and beliefs of each member of the school community.
6. You treat personal information about members of the school community as private and confidential.
7. You give impartial, honest and accurate information about the education, safety and well-being of students.
8. You support all members of the school community in making informed decisions about students.

9. You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

10. You maintain and build on the community’s trust and confidence in Catholic schools and the Church.

11. You act reflectively and ethically.

12. You allow students to have a voice in their education, safety and well-being.

### 4.2 Parent Charter

This Parent Charter provides statements which assist parents become more aware of their obligations as a member of Queen of Apostles School Community and provides advice on appropriate behaviours that should be modelled to others at our school. We recognise that parents are the primary educators and care givers of their children. We appreciate the involvement of parents within our school community and the contribution each parent makes.

**As integral members of our Catholic School Community, parents should:**

**Value and respect the Catholic identity of our school with its rituals, traditions, symbols and beliefs.**

- We are a Catholic school.
- Parents who choose to send their children to our school do so with the expectation they will participate in Catholic practices and learn the teachings of our Catholic faith.
- Parents should act as role models by reflecting the values and ethos of our school.

**Support children in all educational endeavours both at school and at home.**

- Help children to discover that it is often the process that is experienced rather than the end product that makes it all worthwhile; that giving of your very best is what matters rather than comparing against what others can do.
- Having children at school for the commencement of the day is important to their self-esteem and shows an interest in their learning.

**Support Queen of Apostles School and the bodies who represent the families of our school.**

- Actively contribute to the life of the school through parent bodies (eg supporting P & F, respecting Board decisions).
- Parent skills and experience that is volunteered at school permits the students a greater opportunity to participate in learning programs that allow the development of a range of skills and knowledge.
- Have confidence in the professionalism, skills, knowledge and experience of the staff and allow them to effectively do their job.
- Fulfil obligations to pay all fees and levies in a timely manner and seek advice from the Principal should financial difficulties occur.
Contribute to the development of a safe school environment.

- Work collaboratively with the staff of the school whilst advocating for your children in a positive and respectful way.
- Under no circumstances is a parent to approach another child while they are in the care of the school to discuss or chastise them because of their actions towards their own child.
- Inform staff members where intimidation, bullying or harassment occurs, as it is not tolerated.
- Support the Whole School Behaviour Management plan.

Contribute to a welcoming and inclusive community based on the Christian values of respect, love and courtesy.

- Treat every member of the school community with courtesy and respect. Speak about others as if they were standing there with you.
- Listen, talk collaboratively and share relevant information with teachers and the school staff to understand and resolve any issues, misunderstandings or concerns.
- Approach the classroom teacher should an issue arise with your child. If a resolution is not reached then it is appropriate to involve the Leadership Team. If parents remain dissatisfied with the result, then a formal complaint can be made or the matter can be referred to the Director, Catholic Education Office.
- Value and respect the diversity of different cultures within the school community.
- Confidentiality is of prime concern. Parents and volunteers should not discuss any information they obtain at school with anybody, other than the classroom teacher or school Leadership Team.

Use Social Media appropriately and responsibly.

- Negative comments regarding the school or any of the pupils/parents/staff members at the school, on social media sites (eg Facebook, Instagram, Twitter etc) should not occur. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher or a member of the Leadership Team, so they can be dealt with fairly, appropriately and effectively for all concerned.

Respect and support school policies and procedures.

- All policies and procedures are put in place to ensure the safety of the students and allow for optimum learning and best practice to occur.
- Be patient. Teachers are busy teaching your children. They cannot take phone calls or answer emails immediately.

*In this Parent Charter, the term ‘parent’ includes carers and legal guardians

*Should parents choose to consistently or deliberately not follow the guidelines set out in the Code of Conduct, they may be excluded from the school premises.

5. SCHOOL ORGANISATION

5.1 Term Dates

Term 1  Wednesday 31 January to Friday 13 April
Term 2  Monday 30 April to Friday 29 June
Term 3  Tuesday 17 July to Friday 21 September
Term 4  Monday 8 October to Friday 7 December (to be confirmed)
Pupil Free Days for 2018 are organised for Friday 2\textsuperscript{nd} March, Friday 1\textsuperscript{st} June, Monday 16\textsuperscript{th} July and Monday 13\textsuperscript{th} August. These dates will be confirmed at the beginning of each term.

Our Catholic Day for 2018 is planned to be on Monday 5\textsuperscript{th} November. A calendar outlining in more detail the activities of the school will be available at the beginning of each term and can be found on our web page at www.qoa.wa.edu.au

**Staff Meetings**

The Staff meet after school on Wednesdays for prayer and to discuss school issues. Whole School Professional Development will take place on 4 days during the year and where possible is attached to holiday time or long weekends.

5.2 **School Times - Pre-Primary to Year 6**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50am</td>
<td>Commence day</td>
</tr>
<tr>
<td>10:40am - 11:00am</td>
<td>Recess</td>
</tr>
<tr>
<td>12:40pm - 1:20pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Classes finish</td>
</tr>
</tbody>
</table>

**Students**

Parents are asked to have children at school from **8.30 - 8:50am** when a teacher is on duty. Classroom doors open to give them time to unpack books and get ready for the day at 8.40am. Please **do not** bring students to school before this time as they will not be supervised.

**Before and After School Care**

Before and After School Care will be offered through OSH Club. Operating hours are:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am – 8:50am</td>
<td>Before school</td>
</tr>
<tr>
<td>3:00pm – 6:00pm</td>
<td>After school</td>
</tr>
</tbody>
</table>

Parents wishing to use this service are asked to enrol online at www.oshclub.com.au or contact them on 9261-3200

5.3 **Assemblies**

Assemblies are held as indicated in the Term Calendar on Wednesday mornings at 9.00am in the Fr John Luemmen Hall. Parents are invited to attend (see School Calendar for details). The Year 1-6 classes also gather each Monday morning for a quick assembly.
5.4 **Liturgical Singing**

Liturgical Singing practice is held every Monday prior to a school Mass. Liturgical Singing takes place in the Church and starts at 1:20pm. This practice is led by the school music specialist and supported by the teachers and accompanists.

5.5 **School / Year Group Masses / Liturgies**

Whole School Masses are celebrated at the beginning and end of term usually on the first and final Wednesday at 9.00am. They are also celebrated on Wednesdays throughout the term. Please check the term calendar for these dates. These Masses are organised by a particular year group and are generally based on a theme that is current and topical for that particular year, unless the date falls on a specific feast day or solemnity.

Each Year group prepares a Liturgy during Term Two or Term Three. Parents are invited to this. Parents are most welcome and encouraged to attend any Liturgical celebration throughout the year. These are advertised in the Newsletter, Connected App and are on the Term Calendar available on the webpage.

5.6 **School Factions**

There are four factions at Queen of Apostles. All students are placed into one of these Factions on enrolment in the school. The factions are:  
- **Luemmen (Blue)** – Named after Father John Luemmen, a long-serving Parish Priest of Queen of Apostles  
- **Magdlen (Red)** – Named after Sr. M. Magdlen Marx who was the first Schoenstatt Sister to work in the Riverton Parish and first Principal of Queen of Apostles school from 1956-1968  
- **Flynn (Gold)** – Named after Father John Flynn, a past Parish Priest of Queen of Apostles  
- **Canning (Green)** – Named after the City of Canning, that Queen of Apostles belongs in.

5.7 **School Communication**

5.7 a **Newsletter**

A newsletter is distributed each Wednesday via the Connected app and is uploaded onto our website. This is the main form of communication of current and future events in the school. Parents should make every effort to read this so they are informed of school events and happenings.

*Notes* are sent periodically by class teachers and administration. Please respond promptly if an answer is required.
5.7 b Webpage
The school webpage (www.qoa.wa.edu.au) has lots of information about our school. Available on the webpage is the term calendar with instructions on how to link school events with your own digital calendar. Should any changes occur to the event, these will automatically update on your device.

5.7 c Connected App
Queen of Apostles also has an app with specific information, messages, absentee forms etc. This app can be downloaded by using the QR code or going to http://q-r.to/baixCA. You will need to select the class/es you wish to receive information for and this will need to be updated every year as your child progresses through the year levels.
The app allows you to submit absentee notes to the classroom teacher, give permission on excursion notes, get reminders of events etc. The newsletter is also available on the app each week.

5.7 d SEQTA Engage
Formal reports are distributed through SEQTA Engage (https://qoa.coneqt-p.cathednet.wa.edu.au/). When children commence Pre-Primary or are new to the school, parents will be sent a welcome email directing them to setup their login. Parents will need to create their own password to retrieve formal reports. This username and password will need to be recorded or remembered so access to reports can be made in the following years.

5.8 Parent Information Meetings
These are held early in the year to discuss the year's programme and expectations in each class. It is essential that each family is represented at the meetings.

5.9 Student Absences / Late Arrivals / Early Departures
Whenever a student is absent, a signed, written explanation from the parent must be presented to the teacher on the day of return to school. This can be done using the Connected App, email or note.

Children who arrive after the bell at 8:50am are required to be tagged in by a Parent or Carer on the designated iPad in the office. They will be given a 'docket' to present to their classroom teacher.

NO CHILD MAY LEAVE THE SCHOOL GROUNDS DURING SCHOOL HOURS WITHOUT BEING TAGGED OUT AT THE SCHOOL OFFICE.
If a child is to be taken from school for any reason – eg. Doctor, Dentist appointment etc., a Parent/Guardian must tag out on the designated iPad at the office **before** going to the classroom. The office staff will then give the Parent/Guardian a ‘**docket**’ to present to the classroom teacher when collecting their child. When children are returned to school following the appointment they must tag in on the iPad and will be given a ‘docket’ to present to the teacher.

If the child is not returning to school that day, the docket will need to be signed by the parent before giving it to the teacher.

### 5.10 School Board

Members are elected for a period of two years and Board meetings take place monthly.

The Board shall carry out the following functions in pursuit of its objectives:

- Planning for the present and future operation of the School;
- Providing membership of the panels for the employment of staff to the School in accordance with CECWA policy;
- Providing membership of the panel which recommends the appointment of a Principal in accordance with CECWA policy;
- Disseminating information about the School and about Catholic education to persons and organisations in the local Catholic community;
- Liaising in all matters relating to the financial management of the School with persons and organisations in the local Catholic community;
- Managing all the finances associated with the School; and
- Advising the Principal with respect to School policy.

**School Board for 2018:**

- Father Paul Manickathan
- Mr Chris Willesee (Chair)
- Mr Michael Cosmelli
- Mrs Colleen McManus
- P&F Representative
- Mr Shaun O'Neill
- Mrs Nicole Satherley
- Mr Kenneth Patterson
- Mr Russell Wylie
- Parish Representative

### 5.11 P & F Meetings

These provide a good forum for gathering information about school happenings and a way to make a real contribution to your children’s education. P&F Meetings are held on the second Monday of the month throughout the year except for holidays.
Members of the P & F:
- Strive to develop at the school a real community of parents, teachers and students;
- Work closely with the school Principal to achieve common goals;
- Act as a liaison between the wider school community and the Board;
- Ensure that a high level of social and educational interaction exists between home and school, parents and teachers;
- Endeavour to have all parents enjoy the experience of their children’s formal school years by active participation and personal involvement in the school programmes;
- Provide a healthy forum for ideas and discussion;
- Work to provide additional resources which are considered necessary for the children;
- Assist in planning and organising functions with the social, sporting, cultural and educational life at the school;
- Organise guest speakers for the P & F Committee on current and suggested educational programmes, faith development and other matters of interest.

**P & F Committee for 2018**

Andrew Upfold  
Cassandra Thomas

Narelle Johnston  
Ashlee Lang

Shyloh Gardiner  
Ben Goodgame

### 5.11a P & F Events

During 2017, the P & F supported the school community in the following ways:
- Selling Entertainment Books
- Organising student Discos
- Fundraising for school resources
- Providing a Mother’s Day Afternoon Tea and market stall for children to purchase gifts
- Organising a Father’s Day Breakfast
- Providing special lunches for the students (sausage sizzle, pizza, sushi)
- Organising a Community Fair

### 5.11b P & F Contributions

The P & F donate money to the school so purchases can be made. In 2017, money was donated so the school could:
- Provide subsidised Year 6 Leavers’ t-shirts
- Purchase teachers’ Wish List items
- Present a Year 6 P & F School Spirit Award
- Purchase Literacy resources
- Upgrade Digital Screens & Technologies
5.12 School Fees

These are set yearly by the School Board in consultation with the Catholic Education Office. Fees can be paid at the school office by cash, cheque, EFTPOS or electronically using Bpay information on school fee statements.

A Direct Debit option for payment of school fees is available at no extra cost to parents.

5.13 Money Collection

All money should be returned in an envelope with:
- The Remittance Slip if paying fees
- Clearly labelled with Student’s Name
- Class
- The amount enclosed and
- The purpose for which it is intended

Permission slips etc. should be stapled to the outside of the envelope.

5.14 School Uniform

All students from Kindergarten to Year 6 are required to wear their standard uniform every day except sports day. The Summer Uniform is worn in Terms One and Four and the Winter Uniform is worn in Terms Two and Three.

For sport, the children have two polo shirts – one is the faction colour and the other is the gold polo shirt with the school logo. The faction coloured polo shirt should be worn when doing Physical Education with the Physical Education specialist. The gold polo shirt should be worn during the sport lesson with the classroom teacher.

The “No hat, No play” rule is implemented throughout the whole year. Students must wear the school hat. Certain students with medical/health concerns have permission to wear a different coloured hat for easy identification in the playground by supervising staff.

During the cooler months, many children wear additional clothing under their uniform. If this is the case the additional clothing should not be visible under the uniform (ie. a long sleeved t-shirt under a short-sleeved shirt).

Girls (Years 1 – 6)

Winter: Blue Tartan Pleated Skirt
Lemon Over Blouse (with school crest)
School Jumper
Scarf with School crest (optional)
Navy Ankle Socks / Navy Tights
Black School Shoes
Hair ties in school colours of blue and gold

**Summer:**
- Blue, White & Yellow Check Dress
- Navy-blue Sandals or Black Shoes
- Navy Ankle Socks (as above)
- Hair ties in school colours of blue and gold

**Boys (Years 1 – 6)**

**Winter:**
- Long Grey Melange Trousers
- Lemon Tuck-in Shirt (*with school crest*)
- Scarf with School crest (optional)
- Short Navy-Blue Socks
- Black School Shoes
- School Jumper

**Summer:**
- Navy-Blue College Shorts
- Lemon Tuck-in Short Sleeve Shirt (*with crest on pocket*)
- Navy-Blue Sandals or Black Shoes with Navy-Blue socks

**Sports Uniform (Years 1 – 6)**

**Girls**
- Royal Blue Sports Shorts
- Gold Polo Shirt with School Crest
- White Sport Socks (with School logo)
- Appropriate Sports Shoes (*predominantly white*)
- Royal Blue Tracksuit (with School Crest on Jacket)
- Royal Blue Track Pants
- Polo Shirt in Faction Colour
- School Hat in Faction Colour

**Boys**
- Royal Blue Sports Shorts
- Gold Polo Shirt with School Crest
- White Sport Socks (with School logo)
- Appropriate Sports Shoes (*predominantly white*)
- Royal Blue Tracksuit (with School Crest on Jacket)
- Royal Blue Track Pants
- Polo Shirt in Faction Colour
- School Hat in Faction Colour

All Kindergarten & Pre-Primary children will wear the Sports Uniform, which consists of:

**Boys & Girls**
- Royal Blue Sports Shorts
- Gold Polo Shirt with School Crest
- White Sport Socks (with School logo)
Appropriate Sports Shoes (predominately white)
Blue and/or gold hair ties
Royal Blue Tracksuit (with School Crest on Jacket)
School Hat in Faction Colour

The Uniform Shop (New Uniforms) & the Op Shop (Second Hand Uniforms) is open each Wednesday morning from 8.30am-9.30am and Wednesday afternoon from 2:30pm to 3:30pm during school term time.

➢ **Hat Styles:** Bucket

➢ **Hairstyles:** Girls’ and Boys’ hair, which is longer than collar length needs to be tied back. Hair should be tied with either blue or gold matching school scrunchies, headbands, ribbons or elastic. No extreme hair styles are permitted. This includes, but is not limited to, mohawks, part or complete head shaving, patterns shaved into the hair, dyed hair, rats tails. College style haircuts are appropriate styles for boys

➢ **Jewellery:** Jewellery is not part of the school uniform and must not be worn. The only items of jewellery permitted are:
  ▪ a wrist watch
  ▪ one stud only in each ear lobe – no multiple piercings permitted
  ▪ a medi-alert bracelet / anaphylaxis badge (if required)
  ▪ a simple necklace with religious significance, which may be worn under the clothing.
  ▪ Please note that rings, bracelets, bangles and anklets are not permitted.

➢ **Make-up and nail varnish/polish are not to be worn.**

All items are available at the School Uniform Shop, other than shoes. Parents are asked to ensure that all items of clothing are clearly marked with the child’s name in full. No initials please.

Students at Queen of Apostles School should be encouraged to wear their school uniform with pride and to maintain a high standard of neatness and personal presentation. To maintain a whole school commitment to the correct wearing of our school uniform, students not in correct uniform are issued with a Uniform Infringement notice by their class teacher. Parents are requested to take prompt action in ensuring their child’s uniform requirements are met after receiving an infringement notice.
There may be times children may wear special sports shoes for particular sporting activities, however, these shoes should be brought to school and changed into. Normal school sports shoes should be worn to school on sport days.

As Queen of Apostles School has a ‘NO SCHOOL HAT, NO PLAY POLICY’, children without a school hat are to stay on the bench under the verandah or undercover area during recess and lunchtime.

5.15 Emergency Procedures

The school has an Evacuation Plan and Lock-down Plan in case of emergencies. Sometimes parent helpers can be in charge of groups of children when an emergency or drill siren sounds. Such helpers are asked to check the following:-

- That all their group are present
- That they rejoin the main class group as soon as possible by a safe route

Emergency Evacuation and Lock-down drills will be practised on random occasions throughout the year to ensure that staff, parent helpers and students are familiar with how to respond in these situations.

5.16 Lost Property

No responsibility is taken by the school for lost articles. Parents are most welcome to check for lost items in "Lost Property" located inside the double doors to the Undercover Area. We make every effort to have
lost items returned but unclaimed items left at the end of each term will
be sold as second-hand garments. Parents are asked to assist by
having all items of clothing clearly marked.
Drink bottles and food containers should also be clearly labelled. Any
items that remain unclaimed by the end of the term will be donated to St
Vincent de Paul.

5.17 Canteen

The canteen is open on Tuesday, Wednesday and Thursday for recess
and lunch. The canteen has a manager but requires volunteer help to
operate. Volunteers are generally required from 8:15am to 1:30pm but
hours can be arranged to suit. This is a great way to get to know other
members of the school community.

Lunch orders may be done online via the school website or

Orders for lunch should be placed before 9:00am; Pre-Primary & Year 1
in the box provided in the classroom, Years 2 to 6 at the canteen.
Lunch bags can be purchased at the canteen - 25 for $1.00.

Our aim is to provide nutritious and appetizing food at a reasonable
price. Our canteen does not operate as a profit generating enterprise
for the school, but rather as a service to our families to help ensure that
children have healthy snacks and lunches during the day.

5.18 How to Approach the School

Should you have a difficulty with an aspect of school these are some of
the ways they may be addressed.

These guidelines aim to:

- Provide a guide in order that concerns are dealt with in an open and
  fair manner
- Ensure the rights of students, staff and parents are respected and
  upheld
- Support sensitivity and confidentiality
- Help reach an agreed solution.
<table>
<thead>
<tr>
<th>CONCERN</th>
<th>APPROPRIATE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The academic progress of your child</td>
<td>Directly contact the child’s teacher either by note, email, phone or at an appropriate time to discuss any issues.</td>
</tr>
<tr>
<td>The welfare of your own child</td>
<td>For minor issues directly deal with your child’s teacher to clarify information For more serious concerns, make an appointment to speak to the classroom teacher or appropriate staff member To convey information about change of address, telephone number, emergency contact, custody details, health issues etc please contact the office</td>
</tr>
<tr>
<td>Actions of other students</td>
<td>Contact the class teacher for a classroom problem For playground issues involving children from other classes contact the classroom teacher or one of the Assistant Principals At no time should a parent chastise another child</td>
</tr>
<tr>
<td>School policy or practice</td>
<td>Contact the office. State the nature of your concern and make an appointment to see the Principal or Assistant Principal</td>
</tr>
<tr>
<td>Actions of a member of staff</td>
<td>If possible speak to the teacher personally and address issues in a calm manner. If not possible contact the Principal or an Assistant Principal and address the issues in a calm manner</td>
</tr>
</tbody>
</table>

If after speaking to the classroom teacher and you feel the matter is still unresolved, please make an appointment to speak to one of the Assistant Principals or Principal.

6. ‘NUT AWARE’ SCHOOL

Queen of Apostles School is a “Nut Aware” School. Due to a number of children within the school having life threatening allergies to Peanuts and Nut products, we ask parents not to send cakes/cupcakes or other food items into school containing peanuts, nuts or food products containing peanuts or nuts such as:

- Peanut butter / paste or Nutella sandwiches
- Peanuts
- Other nuts (due to their storage and handling, other nuts become contaminated with peanuts)
- Chocolates with peanuts – eg. Snickers bars, chocolate coated peanuts, M & Ms with peanuts etc.
- Cakes, biscuits, muesli bars etc, containing crushed peanuts/nuts
- Foods with labels that identify peanuts or nuts as an ingredient
7. **SCHOOL HEALTH**

7.1 **The School Nurse**

Community Health Nurses from Armadale Community Health Services provide services to the school by arrangement and:

- Provide assistance with and monitoring of children with chronic medical conditions
- Undertake assessment on children (with parental consent) to detect and refer on, when required, conditions adversely affecting learning
- Participate in and provide assistance to health promotion and education programs
- Provide health related short term counselling and crisis intervention on health related issues
- Provide advocacy on health related issues when required

The nurse can be consulted by parents / guardians to discuss any health related issues affecting their children by contact through the school office on 9457-4913.

7.2 **Health and Emergency Information**

It is vital that all details on the emergency sheets are kept up to date. If at any time your address, phone number or emergency contact number is changed, **please notify the school immediately.**

Sick children do not enjoy school and often spread their sickness to others. Children who are too ill to remain at school will be sent home. Parents are asked to ensure sick children have recovered before returning to school.

7.3 **Dental Clinic**

Children in all year levels are eligible for free dental treatment. No work is attempted until parents sign an authority to do so. The Dental Clinic is located at Riverton Primary School telephone number 9457-5262.

7.4 **Infectious Diseases**

Most schools suffer from periodic outbreaks of HEAD LICE. Parents are asked to routinely check their children's hair. Children must not attend school while either lice or nits (eggs) are attached to their hair. Your support **and above all patience** is important in this area.
We require the following exclusion table to be observed in cases of infectious diseases. Please refer to this if needed – it could save a telephone call later.

**Chicken Pox**
* A common acute, viral infection. Symptoms include fever, fatigue, and a generalised rash characterised by small vesicles (blisters) that rupture to form crusts.

**Infectious period:** From 2 days before rash appears to 5 days after, until vesicles have formed crusts. Refer to Doctor.

**Exclusion:** Exclude for a least 5 days after the rash appears and until vesicles have formed crusts.

**Conjunctivitis**
* A common, acute, viral or bacterial infection of the eyes. Symptoms include sore, itchy eyes and discharge.

**Infectious period:** While eye discharge is present. Refer to Doctor.

**Exclusion:** Exclude until discharge from eyes has stopped.

**Hand, Foot and Mouth Disease**
* A common acute, viral infection. Symptoms include fever, vesicles (blisters) in mouth and on hands and feet. This infection is not related to the Foot and Mouth Disease found in animals.

**Infectious period:** As long as there is fluid in the vesicles. Faeces remain infectious for several weeks. Refer to Doctor.

**Exclusion:** Exclude until vesicles have formed crusts that are dry.

**Impetigo (School Sores)**
* A common, acute bacterial infection of the skin caused by staphylococcal or streptococcal bacteria. Symptoms include itchy pustules and scabs.

**Infectious period:** As long as there is discharge from untreated lesions. Refer to Doctor.
Exclusion: Exclude for 24 hours after antibiotic treatment has commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressing. Young children unable to comply with good hygiene practices should be excluded until sores are dry.

**MEASLES**
*A highly infectious, uncommon, acute, viral infection.*
*Symptoms include lethargy, malaise, cough, sore & swollen eyes & nose passages, fever and rash.*

**Infectious period:** 24 hours prior to onset of symptoms (eg. Runny nose, cough) until 4 days after the onset of rash. (When symptoms are undefined, infectious period should be considered as 4 days before onset of rash. Refer to Doctor.

**Exclusion:** Exclude for 4 days after the onset of the rash, in consultation with Public Health staff.

**MUMPS**
*An uncommon, acute, viral infection. Symptoms include painful, swollen salivary glands, fever, headache, painful testicles or ovaries.*

**Infectious period:** From 2 days prior to at least 5 days after the onset of salivary gland swelling. Refer to Doctor.

**Exclusion:** Exclude for 5 days after onset of symptoms. Consult with your Public Health staff.

**Pediculosis (Nits - Headlice)**
*A common, parasitic infestation of the scalp hair. Symptoms include scratching and the presence of “nits” (eggs) and lice in the scalp hair.*

**Infectious period:** Until lice and eggs (nits) are killed.

**Exclusion:** Exclude until the day after treatment has commenced and live lice removed.
**Ringworm**

*A common fungal infection of the skin that usually affects the scalp, skin, fingers, toenails and feet.*

**Infectious period:** As long as lesions are present. Refer to Doctor.

**Exclusion:** Exclude until person has received anti-fungal treatment for 24 hours.

**Rubella (German Measles)**

An uncommon, viral disease. Symptoms include fever, sore eyes, swollen glands (especially behind the ears), generalised rash.

**Infectious period:** From 7 days before to at least 4 days after the onset of rash. Refer to Doctor.

**Exclusion:** Exclude until at least 4 days after onset of rash.

**Scabies**

An uncommon, acute, parasitic infection, caused by a mite which burrows beneath the surface of the skin. Symptoms include intense itching between the fingers or on the wrists, elbows, armpits, buttocks and genitalia.

**Infectious period:** Until mites and eggs are destroyed. Refer to Doctor.

**Exclusion:** Exclude until the day after treatment has commenced.

**Whooping Cough**

*A highly contagious, acute, respiratory, bacterial infection. Symptoms include runny nose, cough and vomiting.*

**Infectious period:** From onset of runny nose to 3 weeks after onset of cough. Refer to Doctor.

**Exclusion:** Exclude until 5 days after an appropriate antibiotic treatment, or for 21 days from the onset of coughing.
8. **SCHOOL PROGRAMMES**

**Kindergarten and Pre-Primary**

- **Kindergarten** – The aim of Kindergarten is to develop the child socially, emotionally, physically, intellectually and spiritually in a happy and safe environment. Our Kindergarten uses the Early Years Learning Framework along with the National Quality Standards and the Western Australian Curriculum to guide their teaching. The programme is implemented with attention to the different needs, interests, learning styles and developmental levels of individual children. Play is recognised as the tool by which all children learn. Much of the child’s learning will not be on “paper” but through the use of concrete and sensory materials. The students also have access to a variety of technologies and learning environments.

**Days and Times Attendance**

Kindergarten children attend three days a week on Mondays, Wednesdays and Fridays. The Kindergarten times are 9:00am – 3:00pm

- **Pre-Primary** also uses the Early Years Learning Framework along with the National Quality Standards and the Western Australian Curriculum to guide their teaching but incorporates a developmental programme to facilitate the development of the whole child. The learning experiences planned provide challenges for children’s individual needs.

The children regularly attend Library, Music and Physical Education sessions and utilise the computer and technology facilities available in the classroom.

**Western Australian Curriculum**

Underpinning our school programmes is the Western Australian Curriculum. These frameworks set out what all students should know, understand, value and be able to do as a result of the programmes they undertake in schools in Western Australia - from Kindergarten to Year 12. Its fundamental purpose is to provide a structure around which schools can build educational programmes that ensure students achieve agreed outcomes.

**Meeting Students’ Needs**

All teachers plan programs that are targeted to meet the student’s needs. Differentiation occurs in all classrooms across the school ensuring children are learning at their level. Student support is in place to assist those requiring extra help, through the use of a Learning Support Coordinator, who oversees
and coordinates Teacher Assistants, Support Teachers and the Support program, incorporating the MiniLit, MultiLit and MacqLit programs. We also have a Disability Support Coordinator who oversees and coordinates Students with a Disability or students requiring adjustments to their learning program or behaviour. For students who are experiencing difficulties with reading in Year 1, the school has a Reading Recovery Teacher. The Assistant Principals also provide classroom support in Literacy and Maths. There is also the opportunity for selected Year 3-6 students to participate in a Gifted and Talented program once a week.

8.1 Religious Education

The Catholic School is a faith community which includes the Parish Priest and parents as well as teachers and students. It is a place where its members form a relationship with God and where Gospel values such as love, care and forgiveness and the teachings of Christ’s Church are reflected in its policies.

The formal Religious Education Programme is based on the Religious Education Units of work set out by the Perth Archdiocese and endorsed by all the Bishops in WA.

Through the year, the children participate in Whole School Masses, a class Liturgy as well as a variety of other liturgical celebrations to which the school community and parish members are invited via the school and parish newsletters.

Working in partnership with the Parish and parents, Reconciliation is celebrated in Year 3, First Holy Communion in Year 4 and Confirmation in Year 6. The School implements the Diocesan model that Sacramental Programs are Family Focused/Parish based/School supported. Families should consult with their local parish for details of their Sacramental Program.

8.2 English

The acquisition of language is a developmental process. At Queen of Apostles, we aim to develop children as language users by fully immersing them in language in all its forms and for all its purposes. We provide whole language programmes which integrate reading, writing, speaking and listening within a relevant and meaningful context.

Children are encouraged to share responsibility for their own personal progress and to think, to question and to evaluate their own performance within the process of language learning. Creative thinking, individual view points and risk taking are encouraged within a success-oriented framework of strategies and experiences integrated across all areas of the curriculum. Whole language programmes offered, such as Letters and Sounds for Kindy to Year 2 students, Words Their Way for Year 3 to Year 6 students and VCOP across all year levels, focus on
each child as an individual learner and allow for each child's literacy development to be carefully monitored and evaluated.

### 8.3 Languages

At Queen of Apostles, Italian is the chosen language studied by children in Pre-Primary to Year 6. It is intended that the children will develop the knowledge, skills and understandings to communicate effectively and appropriately in a language other than English, as well as a cultural awareness. These lessons are provided by a Teacher supplied by The Italo-Australian Cultural Welfare Association.

### 8.4 Mathematics

Mathematical knowledge and skills will be acquired by the children in the course of practical activities involving pupil interaction with concrete materials.

The chief aims of teaching activity based maths are to:-

1. Set children free to think for themselves
2. Provide experiences to discover the order, pattern and relationships of mathematics
3. Give children mathematical skills

Our Maths programs are based on developing positive attitudes to maths’ understanding, skills, knowledge and other intellectual abilities. Maths lessons could involve either written or mental activities. The element of discovery learning often seen as play is of paramount importance in developing the above outlined aims. The meanings of mathematical terms are learnt by usage.

The knowledge and mastery of basic number facts such as times tables, basic number facts involving the 4 processes, metric units of measurement, units of time, calendar skills and units of money is very important as the foundation stones upon which more complex concepts are taught. It is, therefore, fundamentally important that these facts are regularly practised and mastered via repetition and rote learning.

The calculator is used as a tool to assist learning in Years 2 through to 6. Calculator activities will be based on familiarisation, games, development of self-checking skills and application to the four processes at the level of each child after concrete understanding of the process involved is attained.
8.5 Humanities and Social Sciences

Our aim in Humanities and Social Sciences is to develop in the children the concepts, knowledge and attitudes that will enable them to live in their society and environment as responsible Christians.

Units of work covering the areas of History, Geography, Civics and Citizenship, Economics and Business are studied. Our approach is resource and inquiry based - we aim to develop in the children the ability to question, research and to make the appropriate judgments.

Aboriginal Studies - Aboriginal studies are integrated into many subject areas. This is the study of past and present Aboriginal societies, which includes their history and culture. It is studied in context which promotes respect for all people and places, with an emphasis on understanding spiritual, political, social and economic issues central to Aboriginal societies.

8.6 Science

We believe that Science should provide the Primary School child with a means of learning about themselves and their environment through as many practical first hand experiences as possible. Science should develop in the child attitudes of curiosity, perseverance and enjoyment.

The School emphasises a problem solving approach, through inquiry and discovery. The children are guided to observe, measure, describe and to think creatively and responsibly about themselves and their environment through a variety of Science related experiences.

To assist in achieving these aims our school has implemented the Primary Connections Science Program. Primary Connections is a literacy based science program that develops the children’s understanding of science concepts in correlation with their level of ability in literacy. The program is implemented in all classes from Pre-Primary to Year 6.

8.7 Library

The aims of the Library teaching programmes are to promote resource based learning and reading for enjoyment.

Through information skills programmes students discover how and where to find information from a range of sources. They learn how to select relevant information, how to organise it and then communicate it to others.
8.8 *The Arts*

Studies in the Arts learning area benefit students by developing creative skills, critical appreciation and knowledge of artistic techniques and technologies in Drama, Media, Music and Visual Arts. The Arts develop a sense of personal and cultural identity and equip the children for lifelong involvement in the appreciation of all forms of expression.

### 8.8a Art and Craft

Art education must be viewed as an essential part of the total education of the child. All children are naturally creative. The concepts of line, colour, texture, shapes and form and space appear by chance in the artworks of students. These concepts, however, can only be put to effective use after the children have developed an understanding of them through structured, sequential art activities.

Art programmes allow the children opportunities to express their ideas and feelings through techniques of drawing, painting, colouring, print making, collage, paper craft, textiles, weaving, and 3D activities.

### 8.8b Music

The Music Programme at Queen of Apostles incorporates both Sacred and Secular Music. Children participate in Liturgical Music sessions on Monday afternoons at which all or part of the school prepares music for liturgical celebrations to complement aspects of the Religious Education Programme.

All classes from Kindy to Year 6 have a weekly classroom music lesson. The focus in these lessons is on developing an understanding of the elements of music – rhythm, melody, harmony, form, style and expression. This is achieved by singing, playing percussion instruments, moving, listening and responding to music from a variety of styles and cultures. Children learn to read and write music, compose and improvise.

At the end of Year 2, children are offered the choice of learning a musical instrument privately at school. Tutors visit the school and take small groups during school hours. The school choir and instrumental ensembles perform both at school and in the wider community.
8.9  Health and Physical Education

Health and Physical Education provides students with an understanding of health issues and skills needed for confident participation in sport and recreational activities. It enables students to make responsible decisions about health and physical activity.

Physical Education is an important part of the curriculum at Queen of Apostles. Students will participate in one lesson per week aimed at specific skill development provided by the Physical Education Specialist and one lesson designed to consolidate new skills and foster team play and co-operation. For many sport units, modified rules are taught to ensure effective skill development takes place.

Kindergarten to Year 3 are taught basic co-ordination activities and simplified games. Years 4 to 6 are taught a variety of all major sports. It is of vital importance that children protect themselves from the sun. On Physical Education or Sport days, children wear their sports uniform for the entire day, including a hat and sunscreen provided by the school.

During the year, children take part in a series of swimming/water safety lessons conducted by qualified instructors, at local swimming pools. These lessons are an integral part of our Physical Education Programme and all children are expected to attend. Each year children participate in a Faction Swimming and Athletics Carnival and children in Years 4 to 6 also have the opportunity to participate in Interschool Carnival events including: swimming, athletics, netball, football, soccer, cricket, basketball and cross-country running.

8.10  Digital and Design Technologies

In Technologies students learn to apply knowledge, skills and resources in the development of practical solutions to problems in both digital and design. If we are to give our students the best possible education and training for their futures, computers and their associated technology are crucial.

Students need to be provided with computing knowledge and skills that will equip them to function effectively in a computerised society.

The School has a computer lab available to all children. All other classrooms are also equipped with a small bank of computers and iPads for student use. When students reach Year Four they bring their own personal device to use (an iPad). Each classroom is equipped with digital screens for use by both staff as a teaching tool and students as a learning tool. We thank our P&F Committee for their wonderful work in providing the funds for these important technological tools in our school.
All children have access to the internet. This access is controlled and every effort is made to protect the students from misuse or abuse.

At enrolment, a form is signed agreeing to appropriate use of technologies. If students have been found to be using technologies misappropriately, privileges may be removed and consequences applied. Students are taught Internet safety and how to use technologies in an appropriate manner throughout the year.

8.11 Active Learning: Excursions

At Queen of Apostles we seek to provide children with maximum opportunities to be active learners in the environment in which they live. To this end opportunities for learning outside the classroom are provided to complement learning outcomes. Excursions are planned to assist children develop concepts about their world in a way that connects life with school learning.

Throughout the year, teachers will notify parents about forthcoming excursions and any permission notes needed. Teachers go to a great deal of trouble to arrange maximum benefit experiences at least cost. We appreciate prompt return of excursion requirements. Costs incurred for incursions come from levies paid through School Fees.

Active Learning: Camps

Camps are an integral part of our active learning programme. Year 6 children are involved in a series of one day retreats/personal development options and/or camps. Important social skills of self-reliance, independence, awareness of others and acceptance of differences are developed as children learn to live with and respond to people outside the sphere of the home and school.

8.12 Homework Policy

A school wide approach to homework has been implemented for children in Years 1 to 6 requiring the completion of a Homework Grid over a two week period. This approach broadens the types of activities that children are asked to complete giving them life skills as well as academic opportunity to cope with life beyond home and school.

Activities included in the Homework Grid encompass:

- Reading
- Reflecting knowledge from classroom programs
- Physical Activity
- Assignments / Project Research
- Housework / Chores
Parents are encouraged to develop a positive attitude towards homework by making it a shared moment with their child. Homework is a means of forming good habits for later life and to encourage self-discipline, self-reliance, organisation skills and a greater sense of responsibility.

Allocated activities will be meaningful and directed to a specific year level enabling each child to achieve a sense of pride in his/her achievement and self-discipline rather than endurance.

8.13 Pastoral Care and Behaviour Management

A Social Worker is employed by the school to assist children and parents in the development of self-esteem and appropriate personal and group interaction skills.

In keeping with our Catholic school aims of educating the whole child, our Pastoral Care and Behaviour Management Policies work together on the basis of developing a sense of Christian self-responsibility and community in the children. We respect the rights of all students to be free from all forms of bullying and harassment. The Friendly Schools and Families programme is taught in all year levels in order to develop a Whole School understanding and approach to bullying. The children are helped to develop skills to deal with issues as they arise.

8.13 a Pastoral Care

Self-esteem is perhaps the single most important factor in helping a child achieve his/her potential. Self-esteem activities are carried out by individual classroom teachers at appropriate levels.

An important feature of the Pastoral Care Programme is the "buddy system" whereby junior grades are teamed with senior grades in order that a mutual exchange of responsibility and caring is fostered.

Our school has implemented an initiative called the Peer Support Program. The Peer Support Program is designed to foster and build self-esteem, positive attitudes, friendship skills, resiliency and mental well-being amongst our students. Our Year 6 students undergo 2 full days of intensive training to become group
leaders for the program. All children from Year One to Year 6 are involved and the children are grouped vertically with each group comprising children from each year level. This provides an additional benefit to the program in that it builds relationships across the year levels. Younger children get to know older children in the school and thus have an enhanced sense of safety and belonging in the playground. The groups meet once a fortnight over Terms 2 & 3 to work their way through structured topics designed to develop their understanding, attitudes and skills in the forementioned areas.

8.13 b Behaviour Management

We value the dignity of each individual as a child of God and we have sought to reflect this in our Behaviour Management Policy, which is based on Christ-like values and responsibilities of children, parents and teachers. We take the stance that no child's behaviour will be allowed to interfere with a teacher's right to teach or a child's right to learn. In particular, we believe that students should be rewarded for their co-operation, that the support of parents is important in effective behaviour management and that teachers should provide a positive, caring and consistent environment within their classrooms.

In each classroom, the teacher establishes their Classroom Behaviour Management Plan early in the year and ensures that students and parents are aware of the simple rules established to promote academic and social development in the classroom. A Whole School Behaviour Management Policy is in place for both playground and classrooms.

Accepting responsibility for personal behaviour, communication between school and home and the building of common rules for all within the school community are focus areas:

- Follow Directions
- Respect Others
- Respect Property
- Think Safety
The following steps for conflict resolution are used:

**Method A**

Tell the other child about what you didn’t like and express how you are feeling. If that doesn’t help the situation you must see the duty teacher.

**Method B**

<table>
<thead>
<tr>
<th></th>
<th>Cool Kids Work It Out!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Take turns to tell your side of the story</td>
</tr>
<tr>
<td>2.</td>
<td>Each person suggest an answer to the problem</td>
</tr>
<tr>
<td>3.</td>
<td>Agree on which solution suits you both</td>
</tr>
<tr>
<td>4.</td>
<td>Shake hands and agree to try to work together on the solution to make it work!</td>
</tr>
</tbody>
</table>

- my turn
- let's talk
- agree
- shake hands
Behaviour Management Policy: Classroom Support System

Self-disciplined children and their teachers interact positively and learn together in the classroom without the need to apply behaviour management procedures. The greater majority of children accept full responsibility for their own behaviour.

Method C

Teacher intervention.

The progressive stages in positive and negative consequences are clearly posted in the classrooms.

Positive Classroom Environment – Set up Code of Conduct
- In first two weeks of school, class teachers and students discuss and formulate rules and consequences.
- Display Class code of conduct and consequences in classroom.
  (set out under 4 main headings- Follow Directions, Respect others, Respect property, Think Safety)
- Teachers consistently enforce Code of Conduct and consequences.

In Classroom (Most children never get beyond this stage of discipline)
- Low level teacher-child interaction for unacceptable behaviour.
- Teacher directs child to Code of Conduct chart for reminder of rules and asks “What is the school rule?”
- On discussion with child, it is up to the teacher’s discretion whether further action is taken.

In Class Time-Out
- Child moves to a time-out area in the classroom to work individually on the set task or complete a “Thinking Spot” sheet.
- Teacher to photocopy Thinking Spot sheet for child’s classroom record file and send original home.
- Parent must sign and return the reply slip
- If inappropriate behaviour continues move to Co-operating Class Time Out.

If a child has three Thinking Spot sheets in a school term a Compulsory Interview between Teacher, Parent and Child will result in a Classroom Behaviour Action Plan

Co-operating Class Time-Out
- Co-operating teachers decide on length of time child will be in time-out.
- Child to be supervised by co-operating teacher and accompanied on return to classroom. (Co-operating teacher does not engage in any communication with child)
- If inappropriate behaviour continues Home School Communication 1 is sent home.
- After 3 Co-operating Class Time Outs in one term Home-School Communication 2 will be completed by teacher and sent home for parent to reply to a Compulsory interview involving Class Teacher, Parent, Child and Behaviour Management Team.
  A Behaviour Management Plan will be devised at this meeting.

Admin Involvement
- Teacher liaison and monitoring of children’s behaviour
- Child, parent interviews
- Collation of class information and follow up with teachers, parents and children
9. SCHOOL RULES AND PROCEDURES

9.1 Before and After School

Children are not to arrive before 8:30am unless for a supervised activity (eg choir/sports training) and must leave when school concludes unless taking part in an authorised supervised activity. No responsibility can be taken for children arriving before 8:30am. Teachers are normally in their classrooms by 8:40am, at which time classrooms are opened to allow children to attend to house-keeping duties such as unpacking books, handing in notes, sorting out their desk, changing reading books and having their reading heard by the teacher.

Teachers are on duty after school at the front of the church and at the drive-thru, from 3.00pm till 3.20pm to supervise children waiting for pick-up by parents or day care buses. Children remaining after 3.20pm will be taken to the school office where parents will be contacted to collect their child. Students will continue to be supervised until they are collected by a parent or caregiver.

9.1a Drop off and Pick Up Procedures

There are two drop off/pick up points in the school.

**Drive-Thru**

Parents, relatives or carers using this are asked to enter the Drive-Thru on Tribute St, turn right and proceed to one of the Drive-Thru car bays to drop off/pick up your child/children. All cars exiting the Drive-Thru should turn left. We ask all drivers using the Drive-Thru to be patient and courteous. Parents should not leave their car when using the Drive-Thru. We encourage the use of **surname labels** when collecting children to make the process smoother. These labels can be collected from the office.

Please be aware that if your child is not ready to be collected, you will be asked to ‘drive around’ so other children can be picked up and the process can flow smoothly. To assist in the smooth flow of traffic, the driver is not to wait in the Drive-thru area while another adult goes into the school grounds to collect a child.

It is important that the entrance to the Drive-Thru is not blocked so cars may access the carpark.

**Church Carpark**

Children may be dropped off and collected from outside the church on Tudor Ave. Parents, relatives and carers may park on the street or in the carpark to take their child/ren to school or
collect them from class. Drivers are asked not to ‘double-park’ on the street and children should not be walking between cars onto the road to be collected. The students’ safety is paramount. Please be courteous and not block the driveways of our local residents.

9.2 Children’s Attendance

To ensure children’s safety and for legal reasons, parents are asked to comply with the following:

- If a child is to be absent on a particular day, parents are asked to notify the school by 9:15am. Notification is also needed for dental and other appointments.

- When a child returns to school after being away, they must ‘tag in’ at the office.

- CHILDREN ARE NOT PERMITTED TO LEAVE THE SCHOOL GROUNDS DURING SCHOOL HOURS WITHOUT BEING TAGGED OUT AT THE SCHOOL OFFICE.

- Children arriving to school late or leaving school early must be tagged in and out of the office by a parent (see 5.9).

9.3 General School Rules

a) Classrooms may be used by children during recess, before and after school **ONLY** when directly supervised by the classroom teacher.

b) Children are to sit to eat lunch for the first 10 minutes of lunch break supervised by the teachers.

c) No bicycles or scooters are to be ridden on the school premises before, during or after school. They must be walked through the school grounds.

d) Electronic equipment such as, but not limited to, iPods, Gameboys, digital cameras, GPSs and portable game platforms are not permitted at school unless specifically requested by a teacher. Mobile phones are permitted to be brought to school, but must remain in the student’s bag through the school day. The school will not accept responsibility or liability for any electronic equipment lost, stolen or damaged.

e) Children wishing to leave the school premises must supply a note from their parents and seek the teacher's and Principal's permission.
f) Games that may cause injury to students or damage to clothing and/or school property are not permitted. All ball games must be played away from buildings. No games using equipment are permitted before or after school, unless supervised by a teacher.

g) Children must **WALK** on all verandahs and corridors and be mindful of others.

h) All who use the school are responsible for the general neatness of the buildings and grounds.

i) At the end of recess and lunch periods, a siren will sound signalling children to stop playing and prepare to return to their classrooms.

10. **ASSESSMENT AND REPORTING**

Reporting is a 3 stage process incorporating both formal and informal structures including Work Sample folders, Parent/Teacher Interviews and Written Reports.

10.1 **Work Sample Folders**

At the conclusion of Term Two and Term Four, a folder of your child’s work will be sent home. This folder will give you some idea of the work and competencies that show your child’s development towards achieving the outcomes of the Western Australian Curriculum.

10.2 **Written Reports**

A formal written report is provided at the end of Terms Two and Four. Parents are encouraged to discuss assessments and reports with the classroom teacher if they have any concerns. This report is based on assessments that enable students to demonstrate their knowledge, understanding and skills in relation to the year-level achievement standard and is written in plain language for parents incorporating A-E grades for Years 1-6 and descriptors for Pre Primary. Students in Years 3 and 5 also participate in the NAPLAN testing and the Bishops’ Religious Literacy Assessment, with formal reports from these assessments being sent home later in the year. Formal reports are only accessed through SEQTA Engage a web based program throughout all of Catholic Education schools. Reports can be downloaded from this site. When children are leaving Year 6 or Catholic Education in WA it is important to print off your child’s reports as you will no longer be able to access them through SEQTA. Log in by going to [https://qoa.coneqt-p.cathednet.wa.edu.au](https://qoa.coneqt-p.cathednet.wa.edu.au) using the login details chosen.
10.3 Parent / Teacher Interviews

Teachers welcome parents to make appointments to discuss their child's progress at any stage of the year. Because of responsibilities to classes and demands on teachers for out of school hours preparation and meetings, parents are required to make an appointment at a mutually convenient time.

All parents are required to attend an interview with their classroom teacher during Term One to discuss their child’s progress and participation in class activities. Additional interviews can also be held at the request of teachers and/or parents.

At Queen of Apostles, we encourage open communication between the home and school. If something is of a concern to you about your child or is impacting upon their learning, happiness or well being, we ask that you speak to your child’s teacher to discuss your concerns.

10.4 Open Night

There will be an opportunity in Term Three for parents and caregivers to come into the school to look at the work being done by their child. Parents are able to discuss their child’s work with their child and ask questions about the learning taking place.

Families are also encouraged to visit other classrooms to get an insight into the learning programs that are being offered across the school.

11. TELEPHONE MESSAGES

Because of numerous messages coming through every day, we ask for your co-operation in organising changes prior to leaving for school. Please note for various reasons that it is extremely difficult to relay messages to the children after 2:00pm. Please consider the importance of the message that you wish to be relayed. eg. There is no need to ring to say that you are going to be ten minutes late as students are supervised until 3:20pm.

No responsibility can be taken for children not getting messages when phoned in after the above time.