

# ***ST CATHERINE'S CATHOLIC COLLEGE SINGLETON***



## **HANDBOOK FOR PARENTS AND STUDENTS**

**OF**

## **KINDERGARTEN - YEAR 6**

*'Be who God meant you to be  
and you will set the world on fire' St Catherine of Siena*

# THE NATURE OF THE CATHOLIC SCHOOL

***“AS ST CATHERINE’S CATHOLIC COLLEGE COMMUNITY, WE ARE AMBASSADORS FOR CHRIST, STRIVING TO BRING FAITH AND CULTURE INTO PEACE AND HARMONY.***

***IN OUR RELATIONSHIPS WITH EACH OTHER, WE ACCEPT AND ENCOURAGE THE UNIQUE CREATIVITY AND INTEGRITY OF EACH PERSON”.***

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St Catherine’s Catholic College commits to

- nurturing each individual’s growth in faith and unique potential
- offering outstanding educational experiences founded on Catholic values
- fostering partnership between parents and staff in the education of their children
- creating communities of respect for each other, the wider society and the earth
- encouraging active engagement in social justice issues, the service of others and the promotion of peace
- teaching a formal Religious Education Program
- holding Mass, Liturgies and Prayer opportunities on a regular basis

## OUR IDENTITY...

Inspired by the message and example of Jesus Christ, St Catherine’s Catholic College lives out a distinctive educational vision. Supported by the Catholic community of St Patrick’s Singleton of which we are a vital part, we invite students and their families into a faith-filled educational experience.

As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community. Within the Parish a Catholic School is a Christian Educational Institution composed of *CLERGY, STAFF, PARENTS and CHILDREN* whose aims are the transmission of *VALUES*.

## SCHOOL EXECUTIVE for 2018...

<b>Parish Priest</b> (St Patrick’s Church)	- Fr Thomas Chirackal
<b>College Principal</b>	- Mrs Niamh Marzol
<b>Assistant Principal Secondary Welfare/Curriculum</b>	- Mrs Kristen Southwell
<b>Assistant Principal Primary</b>	- Mr Jim FitzGerald
<b>Secondary Religious Studies / Ministry Coordinator</b>	- Mr Des Thomas
<b>Primary Religious Education / Ministry Coordinator</b>	- Mrs Leanne O’Brien

## PRIMARY COORDINATORS for 2018

<b>Primary Co-ordinators</b>	- Mrs Pam Cillero
	- Mrs Helen Feeney

## SCHOOL/PARISH ADMINISTRATION OFFICE...

This office is accessed from Combo Lane. Office hours are from **8.30am to 4.30pm**

<b>College Enquiries:</b>	<b>(02) 6578 9600</b>
<b>Primary Enquiries:</b>	<b>(02) 6578 9603</b>
<b>Fax:</b>	<b>(02) 6578 9699</b>
<b>Email:</b>	<b>admin@singleton.catholic.edu.au</b>

**All correspondence forwarded to:** 30-40 Combo Lane Singleton 2330.

This office handles all enquiries in relation to school issues. *If forwarding money to the school* please indicate on the front of the envelope, your child's name, class and purpose of the money enclosed.

<b>SCHOOL DATES FOR 2019...</b>		
<b>Term 1</b>	Staff Commence	Tuesday 29 January 2019 (Pupil free)
	Students 1-6 & 7,11,12 Commence	Wednesday 30 January 2019
	Students 1-12 Commence	Wednesday 31 January 2019
	Kindergarten Commence	Monday 4 February 2019
	Concludes	Friday 12 April 2019
<b>Easter Break</b> Friday 19 April to Monday 22 April 2019		
<b>Term 2</b>	Commences	Monday 29 April 2019
	Concludes	Friday 5 July 2019
<b>Holidays</b> Saturday 6 July to Sunday 21 July 2019		
<b>Term 3</b>	Commences	Monday 22 July 2019
	Concludes	Friday 27 September 2019
<b>Holidays</b> Saturday 28 September to Sunday 13 October 2019		
<b>Term 4</b>	Commences	Monday 14 October 2019
	Concludes	Wednesday 18 December 2019
<b>Christmas Break</b> Thursday 19 December 2019 to Wednesday 29 January 2020		

## **SCHOOL HOURS...**

	<b>KINDERGARTEN – Year 6</b>
<b>8.35 – 9.00</b>	Morning Duty
<b>9.00 – 11.00</b> (11.00 – 11.10)	Session 1 Students eat lunch in classroom
<b>11.10 - 11.45</b>	Lunch Break
<b>11.45 - 1.45</b>	Session 2
<b>1.45 – 2.20</b>	Recess Break
<b>2.20 - 3.05</b>	Session 3
<b>3.10</b>	Dismissal
<b>3.10 - 3.30</b>	Afternoon Duty

Rostered Teacher Supervision ceases at departure of last bus. Any children remaining will be taken to the College Office.

We try to encourage the children to take pride in their appearance and to dress in the correct uniform at all times. Here are a few practical ways in which you can help your children ...

- Ensure that their uniform is always neat, clean and tidy.
- Their school shoes are polished.
- Nail varnish is not to be worn at school.
- A general tidiness in hairstyle and no fancy hair accessories.
- Sleepers and studs ONLY to be worn in pierced ears.
- **Please label all clothing.**
- The wearing of the school hat is compulsory.
- Children are asked to bring a note to explain any variation from the school uniform.

### **PRIMARY (Kindergarten – Year 6)**

#### **SUMMER – GIRLS – Worn Terms 1 & 4**

Check Dress /Teal jacket (if required)  
Black shoes (polishable – see notes below)  
White socks (plain)  
Teal Hat - bucket/slouch style(Kindergarten)  
Navy Hat - bucket/slouch style

#### **SUMMER – BOYS – Worn Terms 1 & 4**

Grey shorts (not cords)  
White shirt  
Grey socks  
Black shoes (polishable – see notes below)  
Teal jumper (wool for Years 5-6)  
Teal Hat - bucket/slouch style(Kindergarten); Navy Hat - bucket/slouch style

#### **WINTER – GIRLS – Worn Terms 2 & 3**

Dark Blue & Teal Pinafore  
White long-sleeved blouse with Peter Pan collar  
Teal jacket or Teal wool jumper  
Navy or black tights or white socks  
Black shoes (polishable – see notes below)  
Teal Hat - bucket/slouch style(Kindergarten); Navy Hat - bucket/slouch style

#### **WINTER – BOYS – Worn Terms 2 & 3**

Long grey pants (not Levi's)  
White long sleeve shirt and College tie  
Teal jumper or Teal wool jumper  
Black shoes (polishable – see notes below)  
Grey socks (plain)  
Teal Hat - bucket/slouch style(Kindergarten); Navy Hat - bucket/slouch style

#### **SPORTS UNIFORM - Unisex - All Year Groups – a School HAT is compulsory for all outdoor activities**

Summer Navy micro fibre shorts, sport shirt  
Winter Navy micro fibre pull on track pants with school sport shirt, College rugby top  
White socks that cover the ankle.

### **COLLEGE UNIFORM**

All items of uniform (excluding socks and shoes) must be purchased from the Uniform Shop  
Please see Uniform Shop Information on next page.

Below are the styles of shoes that will be **acceptable in 2019**. WHS regulations **prohibit students** participating in practical activities in school if not wearing substantial footwear deemed safe.

**Unsafe shoes** include those with openings; platform or high heels; shoes made from non-protective, open-weave materials such as canvas and cottons or similar; and other materials that do not provide adequate protection.

We are committed to ensuring safety and comfort for our students.

School shoes are to be all black; the entire foot is to be enclosed by the shoe, including the upper section of the foot; the shoe is to have a stout sole; and the shoe is to have a very low heel.



## EXAMPLES OF ACCEPTABLE SHOES



## EXAMPLES OF UNACCEPTABLE SHOES



### **HATS...**

The school hats, slouch/bucket style may be purchased from the Uniform Shop. **The wearing of a School Hat is compulsory** during all breaks and sporting activities.

## **UNIFORM SHOP INFORMATION**

The College Uniform shop is now managed by Pickles Schoolwear. You can shop online at [www.picklesschoolwear.com](http://www.picklesschoolwear.com) (Price list also available at College Office)

EFTPOS is available in the shop and any cheques should be made payable to Pickles Schoolwear.

Some second hand clothes are available which can be purchased on a "cash only" basis.

*The College Uniform Shop is accessed from Queen Street and is open:*

Monday: 8.30 - 10.30am

Wednesday : 8.30 - 10.30am & 2.30 - 3.30pm

## **PROCEDURES**

### **LITURGIES...**

K - 12 Liturgies are held on a regular basis, along with class and Primary School Liturgies and Masses. Parents are warmly invited to attend these Liturgies and information will be made available through Schoolzine newsletters and newsflashes.

### **STARTING TIME...**

Primary students begin class at 9.00am. Parents are reminded that the playground is unsupervised before 8.35am. **All children arriving before this time are to sit under the covered Cola area, until 8.35am when Morning Duty begins.** We would also like to stress the importance of children arriving for school on time.

### **PARENTAL ASSISTANCE...**

Parental help is always needed and appreciated. Messages are delivered through Schoolzine or a note will be sent home asking for assistance in many areas of our College. It is now a legal requirement and also necessary before you become a parent helper to have your WWC volunteer number. To register please apply online at [www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check](http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check) for your WWC volunteer number. There is no payment associated with this application. It is a necessary requirement as part of child protection that you complete the Parent Volunteer Induction Course run by the school before volunteering in any area. Provide your WWC volunteer number to the College Office and complete a Prohibited Persons declaration.

### **VISITORS ...**

All visitors to St Catherine's Catholic College need to sign in using the Kiosk at the College Main Office. This includes every person who, for whatever purpose, will be spending time in the School, e.g. Canteen, Classroom Helpers, Library etc. This sign in will be used as a safeguard to all visitors in the event of an emergency. Please remember to sign out before leaving.

### **LEAVE OF ABSENCE...**

No Primary student will be permitted to leave the school's grounds for any purpose unless accompanied by a parent or carer.

Parents wishing to collect their child within school hours need to sign their child out using the Kiosk at Student Services. A phone call will be made to the classroom for the student to come to the Office.

When arriving late, parents need to sign their child in using the Kiosk at Student Services; no late pass needs to be issued as the notification automatically is recorded in Compass.

Students absent through illness or on leave (funeral, unexpected emergency etc) must bring a written note to the class teacher on their return to school. Alternatively, you can notify the school by phoning the school or by email. Notification must be received **WITHIN 7 DAYS** of the absence.

If your child is to be away for an extended period of 10 or more days an **Application for Exemption of Attendance** must be completed. This must be submitted prior to the date of intended leave. This exemption will be granted at the Principal's discretion.

### **AFTERNOON DISMISSAL...**

K-6 children are dismissed from their classrooms at 3.10pm. They line up outside their rooms to be walked to relevant pick-up spots by their supervising teachers.

K-4 students travelling by bus will be walked by their teachers to the bus bay and are to assemble in their bus lines under the Year 5 verandah. Year 5-6 students will assemble outside Year 5 classrooms to wait for their bus. A teacher is responsible for these students who will be called to their bus by the teacher on duty.

**Kindergarten – Year 6:** Students waiting to be collected by parents from the Pick-Up Line will be supervised until the completion of afternoon duty at 3.30pm. Any students remaining will be taken to the Office.

If children have a change to "going home" arrangements, they must bring a note from their parents or their parents must contact the school. Class teachers will inform the teachers on bus duty/walkers of any change of arrangements for a child in their class.

### **CARS...**

The Combo Lane carpark is designated for parents to park. Parents may also park in permitted areas in Queen Street and students will be walked across the road under the direction of the RTA attendant. **There is no parking in the Kiss and Drop Zone.**

*There is a 'Kiss and Drop' zone provided in the Combo Lane car park. Parents are reminded that, as a matter of courtesy to other parents and the safety of all children, you do not leave your car. If you want to walk your child into school, please park in the car park. Children should be dropped off and collected on the passenger side of the car. A reminder that all roads within this car park are marked with a speed zone of 10kms/hr for the safety of the children.*

**Wet Weather Arrangements:** On wet days all bus children will line up under the Yr 5 verandah to wait until they are called for their bus.

All children who go home by car are to be collected from the shade shelter closest to the admin block.

**Children are NOT permitted to play on the school playground equipment, including Harry's Climb, following afternoon dismissal. Teachers are rostered to supervise Kiss and Drop and children waiting under the shade shelter. They are not available to supervise children playing on playground equipment. It can make it difficult for staff to know which children are with parents and which children are meant to be under the supervision of teachers.**

## TRANSPORT...

As a large number of children travel to and from school by bus, parents are asked to regularly reinforce correct behaviour and good conduct to their children whilst travelling on buses.

**Bus Applications** are made online at [transportnsw.info/school-students](http://transportnsw.info/school-students) by applying for a School Opal Card. The Opal card gives eligible students free or discounted travel between home and school.

All children in the Kindergarten, Year 1 and Year 2 Classes are eligible for free bus travel. Years 3 – 6 who live outside 1.7km straight and 2.3km walking distance are eligible for free bus travel. Parents who have to transport their children more than 1.7km to the nearest bus stop are also eligible for a PVC car subsidy.

Once your child's application is completed and submitted online an endorsement sent and verified by the College completes the process and the Opal Card will be posted to your home address.

The major bus lines associated with the school and their contact numbers are:-

- Hunter Valley Buses  
Singleton Office: Phone: 5504 4002  
Student Transport Officer Phone: 4935 7200 (Head Office)
- Saxby's Phone: 6571 4666
- Linq Buslines Pty Ltd Phone: 4938 9394
- Gardner Buses Phone: 0409 997 399
- Ministry of Transport Phone: 131 500
- Web: [www.transport.nsw.gov.au](http://www.transport.nsw.gov.au) Or: [www.131500.com.au](http://www.131500.com.au)

## MEDICATION...

Should your child require prescription medication to be administered while at school, please complete the necessary forms and return to the College Office. Please ensure that this information is current and kept up to date at all times.

**In accordance with CEC NSW guidelines and advice from the Catholic Schools Office, staff are not permitted to administer medication, including paracetamol, which has not been specifically prescribed by a medical practitioner for an individual student for a specific condition. All medications must be in original prescription packaging. Over-the-counter medicines cannot be administered by school staff.**

## INJURY TO STUDENT AND ILLNESS AT SCHOOL...

We are able to treat minor injuries at school. However, our Sick Bay is very limited so we do ask if you are doubtful in any way regarding the fitness of your child for school on a particular day that you make arrangements for his/her care at home.

Should your child become ill while at school and it is considered advisable that he/she be sent home we will contact you by phone.

In the case of serious accident, we will call an ambulance to attend to the child at school and if necessary take the child to the nearest hospital. In all cases parents will be contacted immediately. Please ensure you complete and return the Medical form that is sent home at the beginning of each year.

**Please ensure all contact numbers and emergency contacts are kept up to date.**

### **SCHOOL BANKING...**

Children are encouraged to save on a regular basis. The children are able to bank with the Catholic Development Fund (CDF) on a weekly basis. **Tuesday is Banking Day.**

### **BOOK CLUB...**

Children from Kindergarten to Year 6 have the opportunity twice a term to purchase books from Ashton Scholastic Books. Children are encouraged to purchase books from the Book Club as reading a wide variety of text assists the child's reading development. The College Libraries can also earn valuable resources through this program.

### **LIBRARY...**

The Library is a major educational resource for the students of our school. We have two well-equipped School Libraries for the use of all students. Kindergarten to Year 6 students have access to the Primary Library. All students are encouraged to borrow and all books need to be returned the day before they borrow. Before a book is declared lost, it would be appreciated if a thorough search could be made for the item. If the book is still lost by the end of the term, the replacement cost will be required.

Students are required to provide a **waterproof library bag** to hold the library books they have borrowed. These can be purchased from the Uniform Shop.

### **ASSEMBLIES...**

Kindergarten – Year 6 Assemblies are held fortnightly, (K-2 Assembly 1.00pm-1.45pm and Yr3-6 Assembly 2.25pm-3.05pm on Friday of even weeks). The Assembly commences with a prayer and awards are acknowledged. Parents are welcome to attend. These Assemblies are held in the McAuley College Hall.

### **STUDENT AWARDS...**

Students are acknowledged for both academic achievement and effort and for positive contributions to the life of the College. Teachers individually award Encouragement Awards to students throughout the term. Students accumulate these awards to achieve higher levels of recognition.

#### **Primary:**

4 Encouragement Awards	=	Merit Certificate
4 Merit Certificates	=	Certificate of Excellence
3 Certificates of Excellence	=	Certificate of Distinction

### **SCHOOL CANTEEN...**

The School Canteen operates daily and is staffed by volunteer parents. Parents are asked to make themselves available for the Roster, a copy of which is forwarded to each family at the commencement of the year and as the need arises.

Lunch Orders– Can now be ordered quickly and conveniently through the Qkr App.

The Primary Canteen is open for **Lunch 1 (first break)** – 11.10 to 11.40am. (If your child wishes to purchase a drink to have with their lunch, please place an order as students may go to the canteen only after they have finished eating and have been dismissed).

The canteen pricelist can be accessed via Schoolzine.

Kindergarten – Year 6 children eat their lunch during this first break.

Students can purchase additional items after eating time at **first break** and during the first half of **second break** 1.45-2.00pm

**A detailed menu/price list will be sent home early Term 1 and via Schoolzine.**



**PLEASE NOTE: NUT PRODUCTS ARE NOT available at the School Canteen and it is required that they are not to be brought in lunch boxes from home.**

### **LOST PROPERTY...**

It is important that parents **CLEARLY LABEL** all items of clothing. After checking carefully, students should report lost property to the class teacher.

All unclaimed items will be placed in the **Lost Property Basket** situated outside the Student Service Office. At the end of each term, all unmarked items are donated to the College Uniform Shop.

### **PROCEDURE FOR CONCERNS...**

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Classroom teachers have both Curriculum and Welfare responsibilities for the children in their care. As such they are always the **first point of contact for parents**.

The College Assistant Principal, Mr Jim FitzGerald, Primary Religious Education Co-ordinator, Mrs Leanne O'Brien and Primary Co-ordinators, Mrs Pam Cillero and Mrs Helen Feeney can assist if the classroom teacher is unable to resolve the issue.

These staff members are available to meet with parents to discuss any concerns you may have.

	<b>WELFARE / CURRICULUM CONCERNS</b>
<b>Step 1</b>	Contact your child's Home Room Teacher
<b>Step 2</b>	Contact a Primary Co-ordinator: Mrs Leanne O'Brien – Kinder, Year 1 & 2 Mrs Helen Feeney - Years 3 & 4 Mrs Pam Cillero- Kinder, Years 5 & 6
<b>Step 3</b>	Contact Mr Jim FitzGerald – Assistant Principal Primary
<b>Step 4</b>	Contact Mrs Niamh Marzol - Principal

### **CURRICULUM...**

**KEY LEARNING AREAS** – all students in New South Wales follow the Curriculum mandated by the NSW Education Standards Authority (NESA) Syllabi are written in Stages to facilitate learning over a two year cycle. The content presented in any particular Stage represents the knowledge, skills and understanding that are to be achieved by a typical student by the end of that year. Each syllabus has a number of outcomes that are reported on to parents twice per year.

In addition, students at St Catherine's follow the Maitland-Newcastle Religious Studies Syllabus.

**Religion** – The Religion Syllabus has four strands that apply to Kindergarten to Year 10, these are – Jesus and Scripture, History and Beliefs, Celebration and Prayer, Justice and Morality. The following extract from the syllabus explains the focus for each Stage.

#### **Kindergarten**

Students are focused on themselves, their family and immediate world. They relate their own experiences to ideas, events and information.

#### **Years 1 and 2**

Students have a natural curiosity, a sense of wonder and enthusiasm for fantasy and play. They mix with others in a more complex way and friendships become increasingly important. They are growing in self-awareness and beginning to make choices and decisions. Learning is generally through direct experience.

## **Years 3 and 4**

Students are more aware of belonging to the wider community. The peer group becomes increasingly important and they also see fairness as a core moral principle. They are absorbed in collecting and organising information and can see the relationship between ideas and information. They are able to interpret and communicate ideas more proficiently.

## **Years 5-6**

Students have a deeper awareness of the wider world and its impact on their lives. They are more self-motivated and able to absorb a considerable amount of information. They have a more sophisticated sense of reasoning and a greater understanding of consequences. Peers have a significant influence on their values and judgements.

**English** – The English syllabus has three strands – these are Speaking and Listening, Reading and Viewing and Writing and Representing. The following extract from the syllabus outlines the focus of English lessons – “In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected....The study of English from Kindergarten to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.” All teachers are teaching from the new NSW Curriculum in English.

**Mathematics** – The Mathematics syllabus is organised into the following strands – Number and Algebra, Statistics/Probability, Measurement/Geometry and the process of Working Mathematically which underpins all strands. Students will “have the opportunity to develop an appreciation of mathematics and its application in their everyday lives and in the world of science, technology, commerce, the arts and employment” (Syllabus). Many of the activities associated with Mathematics, particularly in the early years, involve a ‘hands on’ approach. All teachers are implementing the new NSW Curriculum in Mathematics.

**Science & Technology** – Science and Technology develops students’ skills in thinking, investigating and problem solving. It gives them knowledge and skills in scientific investigation, design and applied technology. This subject builds on the curiosity children have about their natural and built environments. “The study of Science and Technology enables students to develop a positive self-concept as learners as well as confidence in and gain enjoyment from their learning. They become self-motivated learners through active participation in challenging and engaging experiences in order to develop innovative solutions.” (Science Syllabus) All teachers are teaching from the new NSW Curriculum for Science.

**PDHPE** – The aim of the PDHPE Syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes to lead healthy, active and fulfilling lives. It is based on “the notion of health that encompasses all aspects of an individual’s wellbeing, inclusive of social, mental, physical and spiritual health” (Syllabus). There are eight strands in the PDHPE Syllabus – Active Lifestyle, Dance, Games and Sports, Growth and Development, Gymnastics, Interpersonal Relationships, Personal Health Choices and Safe Living.

**HSIE History** – The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. Through investigation, students develop knowledge and understanding about the nature of history, key changes and developments from the past, key historical concepts and they develop the skills to undertake the process of historical inquiry.

**HSIE Geography** – The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. Through investigation, and focusing on geographical skills and tools, students learn about people, places and environments.

### **Creative Arts**

The Creative Arts K-6 syllabus provides information about teaching and learning in Visual Arts, Music, Drama and Dance.

### **Homework...**

Homework is set by individual class teachers and is based on the College Homework Policy. Teachers will forward a note home at the commencement of the year, indicating when homework is set and due.

### **SPORT...**

Children in the Primary School, aged 8 years and older, compete in School, Regional and State Diocesan Swimming and Athletic Carnivals each year. Our children have access to full State and National Representative Teams. The pursuit of excellence is nurtured. Sport Day for K-6 will be held on a Friday unless the sport choice necessitates another week day. P.E. Programs to develop basic movement activities take place at a class level. For the purpose of competition on carnival days and for other school activities children are placed in one of the following House Teams:-

**Xavier (Blue)**

**Chisholm (Red)**

**McAuley (Green)**

Children are placed in a House Team on enrolment and will remain in this team for the duration of their schooling. Families are placed in the same House Team.

### **SPORTS DAY...**

Correct sports uniform will be worn on SPORTS DAYS. Children who do not have sports uniform are to wear school uniform. Children participate in appropriate fitness exercises as part of PDHPE.

### **PRIMARY DEPARTMENT LEADERS...**

In 2019 Primary will have four (4) Primary and six (6) vice sports leaders who will represent the Primary Department and the College. These leaders will be elected from the Year 5 classes during Term 4 to be leaders the following year. These students will also take on responsibility for organising house events and promoting House and College spirit. There may be opportunities for other Primary students to become involved in leadership activities through the Student Representative Council.

### **SCHOOL EXCURSIONS...**

These form an integral part of the children's education. Ample notice is given to parents in writing regarding such excursions. Parents are asked to make every effort to support their children attending an excursion. If financial circumstances are a barrier to children attending excursions, special assistance is available.

## EQUIPMENT REQUIRED

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Kindergarten students will be given requirements in Term 1.

Students in Years 1 to 6 need to provide the following materials. We encourage children to clearly label these materials.

- ☒ Lead pencils / Pens
- ☒ Coloured pencils (textas & crayons optional)
- ☒ Ruler - NOT METAL
- ☒ Pencil sharpener
- ☒ Eraser
- ☒ Scissors
- ☒ Glue Stick
- ☒ Headphones
- ☒ Whiteboard marker and eraser
- ☒ Tissues

## PASTORAL CARE AND WELFARE

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### MAKING JESUS REAL (MJR)...

Making Jesus Real is centred around the belief that we are the image of Jesus to all those people around us. We are His representatives and our actions should reflect His values. MJR is not a program, but a way of life - Christ's way and it is easy to implement as we are doing it every day.

*MJR is a simple message, it is part of our lives, the way we live our daily lives.*

*Ask yourself: **Where was Jesus in my life today?***

At St Catherine's Catholic College MJR aligns with the Religious Education program and the Catholic ethos of the College. It is embedded across all Key Learning Areas and into the daily life of students and staff. Year 6 students will participate in workshops to implement and lead MJR within the school community.

MJR incorporates the values of: showing care and compassion, respect, honesty and trustworthiness, understanding, tolerance and inclusion. These values also encourage students to do their best, treat others fairly, be responsible for their actions and follow school rules and procedures.

An important aspect of MJR is learning how to recognise God Moments in an encounter with a friend, a cheerful greeting, a smile, a wink of encouragement, an offer of a helping hand or an unexpected compliment. MJR leads us to be 'winners and grinners' rather than 'moaners and groaners', to look for positives in each day, and to make sure we let others know how much we appreciate them in our lives. MJR encourages us to share the Good News each day.

### RESTORATIVE JUSTICE...

Schools today play an initial role in building resilience and an understanding of the connection between emotions and an appropriate/acceptable response, particularly for many young people with little capacity to deal with their emotions positively. Restorative practice offers processes that can help all students learn to understand and deal with their own emotions in ways that build stronger relationships.

The teachers in their classroom and on the playground use the following format to deal with issues that arise between children.

**When things go wrong:**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

**When someone has been hurt:**

- What did you think when you realise what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

It has worked effectively in dealing with issues of someone being hurt and incidents when things go wrong.

We cannot stress enough the need to maintain direct communication with the College regarding your concerns. If we become aware of your concerns at an early stage, we will be able to attempt to rectify the situation while it is manageable.

**SEASONS FOR GROWTH...**

At St Catherine's students who have experienced grief, loss or significant change are offered the opportunity to participate in the Seasons for Growth Program. This program is supported by resources prepared by an external organisation and members of staff are trained in implementing the program in a small group setting based upon student needs.

**POSITIVE BEHAVIOURS...**

Students K-6 are explicitly taught the classroom and playground behaviours expected at St Catherine's Catholic College. Please refer to the appendix at the end of this handbook for classroom and playground flowcharts and minor and major behaviour matrices.

**BULLYING PREVENTION...**

**Further information for Parents can be found in the College and Diocesan Pastoral Care Policies.**

**Preamble**

Bullying is not acceptable. Bullying can impact on the capacity of children to achieve their God given potential. Bullying is not a normal part of growing up and it is not a part of any 'toughening up process' that a child has to go through. Bullying can seriously harm a child physically and emotionally.

St Catherine's Catholic College, as part of the schools in the Maitland-Newcastle Diocese, is committed to supporting schools in continuing to develop positive, supportive, physically and psychologically safe schools.

**Definitions**

Bullying is repeated and systematic attacks on others. It often occurs where there is a power imbalance. It can include psychological as well as physical attack, teasing and exclusion from the peer group. It may also result from a misuse of technology (cyberbullying). Although bullying may often be invisible to adults, it is very visible to children.

Bullying involves unwanted and unwarranted behaviour which takes place against a person over a period of time. The key to bullying is an intention to hurt someone and the power to inflict that hurt – whether through physical, psychological, positional or social power. The bully oppresses the victim using the imbalance of power in such a way that the victim feels powerless to respond in either defence or retaliation.

Bullying differs from harassment in terms of occurrence; harassment can occur as a single incident whereas bullying is characterised by repeated attacks.

A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. (Olweus, 1993)

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.

Bullying can occur in schools when:

- Students bully other students
- Staff bully other staff
- Staff bully students
- Students bully staff

NB. Bullying can also have negative effects on the school culture in general, by building divisions between and alienating groups.

**What are the behaviours? They are both physical and psychological:**

- Ongoing physical violence and attacks
- Verbal taunts, name calling and put-downs
- Threats and intimidation
- Extortion and stealing of money and possessions
- Exclusion from the peer group
- Persistent cyber attacks

***When discussing bullying with your child, please be aware that bullying is not:***

- Developmentally appropriate rough and tumble play including verbal games
- A one-off fight or an isolated incident of teasing
- Playful teasing
- An action of criminal behaviour such as assault with a weapon, grievous bodily harm, a serious threat to cause harm, theft or sexual assault.

**Who are the bullies?**

- May have average to above average self-esteem
- May lack empathy for the victim
- May often present as confident and aggressive
- May be generally attracted to situations with aggressive content
- May have an impulsive and disruptive temperament

**Who are the victims?**

There is no single victim type. Students become victimised for many different reasons. For some, the following may be present before bullying occurs; or they may develop as a result of bullying:

- May be quiet, passive and with few friends
- May experience depression (particularly as a result of bullying and victimisation)
- May be 'over-protected' by parents
- May not respond well to aggressive actions
- May often feel ashamed, do not tell adults
- May often suffer from fear, anxiety and low self-esteem
- A small sub-set may be 'provocative'; poor social skills, irritating, impulsive 'provocative' victims may be bullies themselves.

**Recognising that Students may be being Bullied**

Some tell-tale signs that parents and school staff can look for among students are:

- bruises, scratches or cuts that the child can't really explain
- torn or damaged or missing clothing or belongings
- headaches, stomach aches and other pains that the child can't put a finger on

- unexplained tears or depression
- unusual outbursts of temper
- not wanting to play with friends
- wanting changes in the way the child travels to and from school
- school work falling off in quality.

Your child may show other signs of unhappiness as well, e.g. problems with sleeping. These signs may not necessarily mean being bullied but you need to check out what is worrying your child.

### **What parents can do**

- Listen to your child and take his/her feelings and fears seriously.
- Try not to take everything into your own hands, unless it is absolutely necessary, because this is likely to make your child feel less in control.
- Help your child to work out what ideas he/she has about coping with the problem. Write them down. Include a few of your own if needed to get started. Then talk with your child about which ones might help or not help and why. Choose an idea that he/she would like to try and then check out how it works.
- Don't call your child names, e.g. "weak" or "a sook" and don't let anyone else do so.
- If the bullying is verbal teasing you may be able to help your child to learn to ignore it, so the child who is doing it does not get any satisfaction out of it. You could practise at home ways to help your child gain confidence, e.g. the way to walk past with their head up.
- Help your child think of ways to avoid the situation, e.g., by going a different way home, or staying with a group.
- Some children are helped by imagining a special wall around them that protects them so that the hard words bounce off.
- Work on building your child's confidence in things he/she does well.

**N.B.** Be very careful that your child does not feel that being bullied is their fault.

### **Talking to the school**

When bullying happens it is often at school and you will need to talk to the school about it as soon as possible.

- Make a list of the things that have happened to your child. Be clear and be firm about his/her suffering. Be prepared to name the children who bully. If bullying persists, write down WHO, WHAT, WHERE and WHEN.
- Talk to the teacher about what can be done to help your child. Keep in contact until the problem is sorted out.
- Talk to a Primary Co-ordinator about the issues and discuss the school's way of dealing with bullying and what steps they take to prevent it and protect children from it.
- If you find it difficult to go to the school and ask about this, it might help to take a friend with you.

### **Special note**

It is important to get professional support if:

- this is an ongoing problem rather than an occasional one for your child
- it happens to your child a lot, in different situations and with different children.

## Reminders

- Let your child know that bullying is wrong.
- Take your child's fears and feelings seriously.
- Reassure your child that being bullied is not his/her fault, and that something can be done about it.
- Let your child know that he/she is not the only one who is bullied. It happens to lots of children.
- Help your child as far as possible to work out his own ways of dealing with the problem.
- Don't allow the bullying to continue.
- Protect your child – involve the school wherever it is happening.
- Help your child to feel good about the other things in his/her life.

## Action Hierarchy

For greater detail of this process, please refer to the College Anti-Bullying Policy 2012, to be reviewed 2019.

The processes used by St Catherine's Catholic College in preventing and/or responding to bullying are:

- i) Preventative Programs
- ii) Reporting and Record Keeping
- iii) Investigations and Responses
- iv) Reflection and Further Support

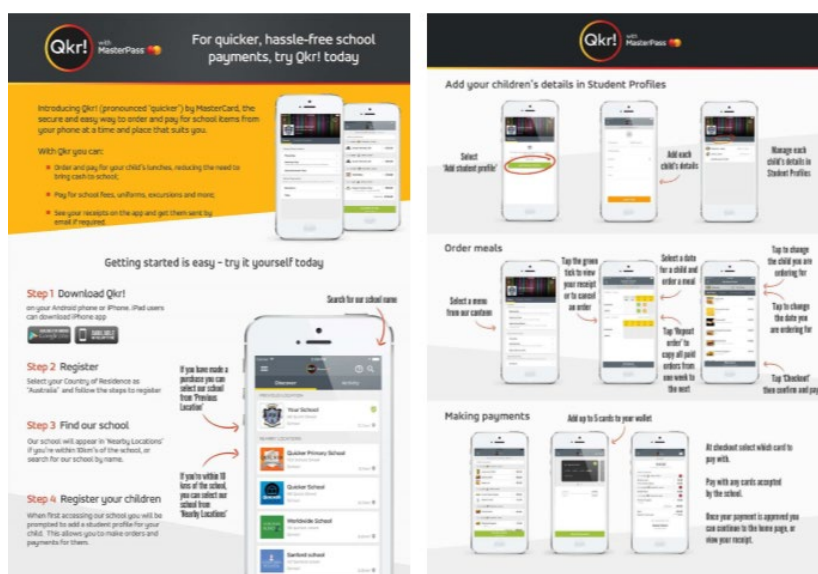
## What are our Legal responsibilities?

Harassment and bullying are unlawful. Racial vilification and Sexual harassment legislation, Anti-discrimination legislation, as well as WHS legislation, place a requirement upon schools to put into effect preventative and remedial procedures for dealing with both bullying and harassment.

## PAYMENTS

Finance office is open at 8.30am-10.00am and 2.30pm-3.30pm.

The College offers a mobile App for payments to be easily made called the Qkr App. Examples for payments are canteen orders, fees, excursions and school activities. Directions for installing the App are as follows:





## COMMUNICATION

### COLLEGE NEWS...

In 2019, a fortnightly Newsletter will be circulated electronically to each family.

**FACEBOOK** - Please like and follow our page. We are aiming for this page to become our 'good news' place, where articles and stories previously published in the newsletter will appear as soon as possible after events and activities occur. Student work will be showcased as often as possible, and results from carnivals, competitions, etc will be published here.

### SCHOOLZINE APP



#### Apple Devices:

1. On your device, open the App Store.AU
2. Search the App Store for SZapp.
3. Download and install SZapp.

#### Android Devices:

1. On your device, open the Play Store.
2. Search the Play Store for SZapp.
3. Download and install SZapp.

### LED SIGN

The College LED sign is located in Queen Street. Please check our sign regularly for College information.

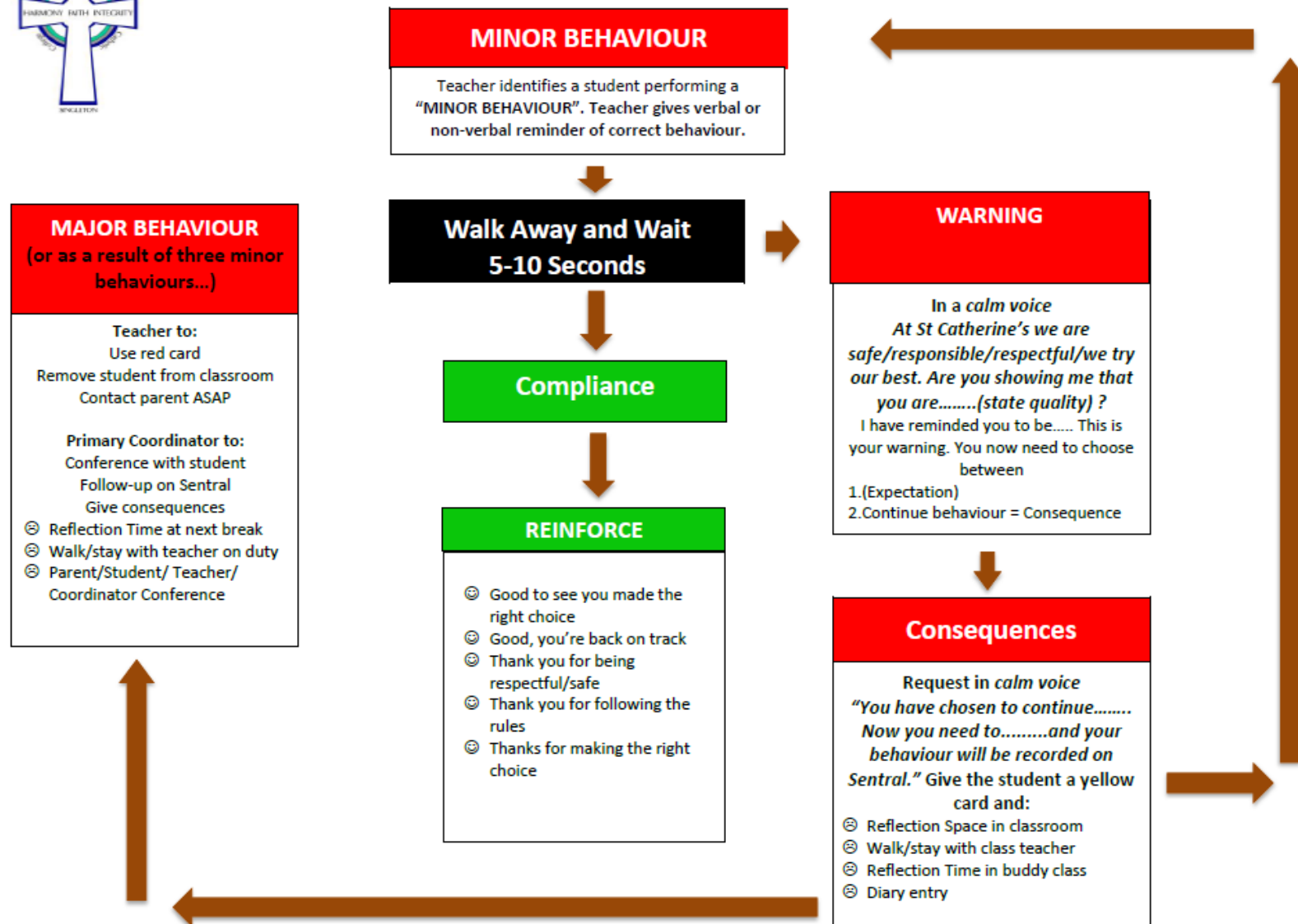
### ST CATHERINE'S PARENTS AND FRIENDS ASSOCIATION...

Meetings of the Parents & Friends Association are held on the second Tuesday of each month in the Administration Building or the Senior Library at 6.00 pm.

We encourage all parents to attend our meetings as they serve as a forum for parents and friends of our College to voice ideas and concerns with the aim of supporting our staff, school and ultimately our children.

# Appendix I

## CLASSROOM FLOWCHART





## Appendix 2

# St Catherine's Catholic College Singleton – Classroom

(including liturgies, Masses, assemblies, incursions and excursions)

**Three Minor Behaviours\* in two weeks may constitute a Major Behaviour**

*\* At discretion of Primary Coordinator, Assistant Principal and/or Principal*

Behaviours	Minor (Tier 1) Teacher handled infringements recorded on Sentral	Major (Tier 2/3) Primary Coordinator Referral
Physical contact/ aggression	<b>Student engages in non-serious but inappropriate physical contact;</b> <ul style="list-style-type: none"> <li>• Annoying hands on</li> <li>• Playful push, shove, pull, trip, slap or pinch</li> </ul>	<b>Student's actions involve serious and intentional physical contact where injury may occur;</b> <ul style="list-style-type: none"> <li>• Deliberate physical contact e.g. rough play, fighting, biting</li> <li>• Inappropriate touching or exposure</li> <li>• Verbally or physically threatening others</li> </ul>
Inappropriate language	<b>Student uses low intensity (one off) but inappropriate language;</b> <ul style="list-style-type: none"> <li>• Unintentional and non-directional mild swearing</li> <li>• Arguing with a fellow student</li> <li>• Mean and unfriendly language</li> <li>• Inappropriate tone</li> <li>• Screaming and yelling at another person</li> <li>• Non directional rude gestures</li> </ul>	<b>Student's messages are deliberately abusive;</b> <ul style="list-style-type: none"> <li>• Directed and/or severe swearing</li> <li>• Directed rude gestures</li> <li>• Use of words that are of a racial, sexual or embarrassing nature</li> <li>• Writing offensive words on books, paper or any other medium</li> </ul>
Teasing, harassing	<b>Student engages in low level / one off isolated incident;</b> <ul style="list-style-type: none"> <li>• Name calling, teasing and low level put downs</li> <li>• Excluding others</li> <li>• Spreading a rumour or gossiping</li> <li>• Bystanders encouraging anti-social behaviour</li> <li>• Students dominating activities or games</li> </ul>	<b>Student engages in repeated serious, abusive and deliberate teasing and harassing behaviours;</b> <ul style="list-style-type: none"> <li>• Gang mentality teasing or harassing</li> <li>• Cyber bullying</li> <li>• Intentional misuse of power i.e Intimidation of others</li> </ul>

<b>Disruption</b>	<p><b>Student engages in low-intensity, but inappropriate disruption;</b></p> <ul style="list-style-type: none"> <li>• Disruption of games and activities</li> <li>• Talking loudly, while someone is speaking</li> <li>• Talking during instruction</li> <li>• Interrupting other children's learning</li> </ul>	<p><b>Student's persistent behaviour causes interruption to school activities;</b></p> <ul style="list-style-type: none"> <li>• Disruption of evacuation or lockdown procedures</li> </ul>
<b>Defiance / Non-compliance / Disrespect</b>	<p><b>Student engages in brief or low-intensity disrespectful behaviours;</b></p> <ul style="list-style-type: none"> <li>• Moving around classroom without permission</li> <li>• Littering / Throwing rubbish</li> <li>• Not following teacher's instructions</li> <li>• Negative attitude</li> <li>• Poor sportsmanship</li> <li>• Not respecting the privacy of others (teacher's desk, student belongings, etc)</li> </ul>	<p><b>Student's sustained refusal or ignoring of teacher directions or school rules;</b></p> <ul style="list-style-type: none"> <li>• Refusal to comply with safety instructions</li> <li>• Challenging teachers' instructions – refusal to comply</li> <li>• Back chatting/arguing</li> <li>• Leaving classroom/school grounds without permission</li> </ul>
<b>Property Misuse</b>	<p><b>Student engages in low-intensity misuse of school/student property;</b></p> <ul style="list-style-type: none"> <li>• Misuse of personal property e.g. snatching, throwing, flicking hats, clothes, books, toys</li> <li>• Taking property without permission</li> <li>• Misuse of school property e.g. toilets, bubblers, furniture, seats, sports equipment</li> <li>• Swinging on chairs</li> <li>• Littering and throwing rubbish</li> </ul>	<p><b>Student deliberately damages/ misuses of another student's/ school property;</b></p> <ul style="list-style-type: none"> <li>• Graffiti / vandalism</li> <li>• Stealing</li> <li>• Intentionally destroying and damaging school and personal property.</li> <li>• Destroying and damaging school and personal property through disregard of school expectations</li> <li>• Unsafe use of property</li> </ul>
<p><b>Misuse of Technology</b></p> <p><i>Technology includes phones, ipads, ipods, hand-held game consoles and tablets</i></p>	<p><b>Student engages in misuse of technology;</b></p> <ul style="list-style-type: none"> <li>• Use of technology without teacher permission</li> <li>• Off task behaviour ie on unrelated website or game</li> </ul>	<p><b>Student deliberately damages/ misuses technology;</b></p> <ul style="list-style-type: none"> <li>• Filming, recording, photographing self or others without teacher permission</li> <li>• Calling or messaging during school hours</li> <li>• Hacking</li> <li>• Use of software/websites that are not age appropriate</li> </ul>

## Appendix 3

### PLAYGROUND FLOWCHART



**MAJOR BEHAVIOUR**  
(or as a result of three minor behaviours...)

Teacher to:  
Use red card  
Remove student from playground

Primary Coordinator to:  
Conference with student  
Follow-up on Sentral  
Give consequences:-

- ☹ Reflection Time at next break
- ☹ Walk/stay with teacher on duty
- ☹ Parent/Student/ Teacher/ Coordinator Conference

Make contact with parent

**MINOR BEHAVIOUR**

Teacher identifies a student performing a "MINOR BEHAVIOUR". Teacher gives verbal or non-verbal reminder of correct behaviour.

**Walk Away and Wait  
5-10 Seconds**

**Compliance**

**REINFORCE**

- ☺ Good to see you made the right choice
- ☺ Good, you're back on track
- ☺ Thank you for being respectful/safe
- ☺ Thank you for following the rules
- ☺ Thanks for making the right choice

**Warning**

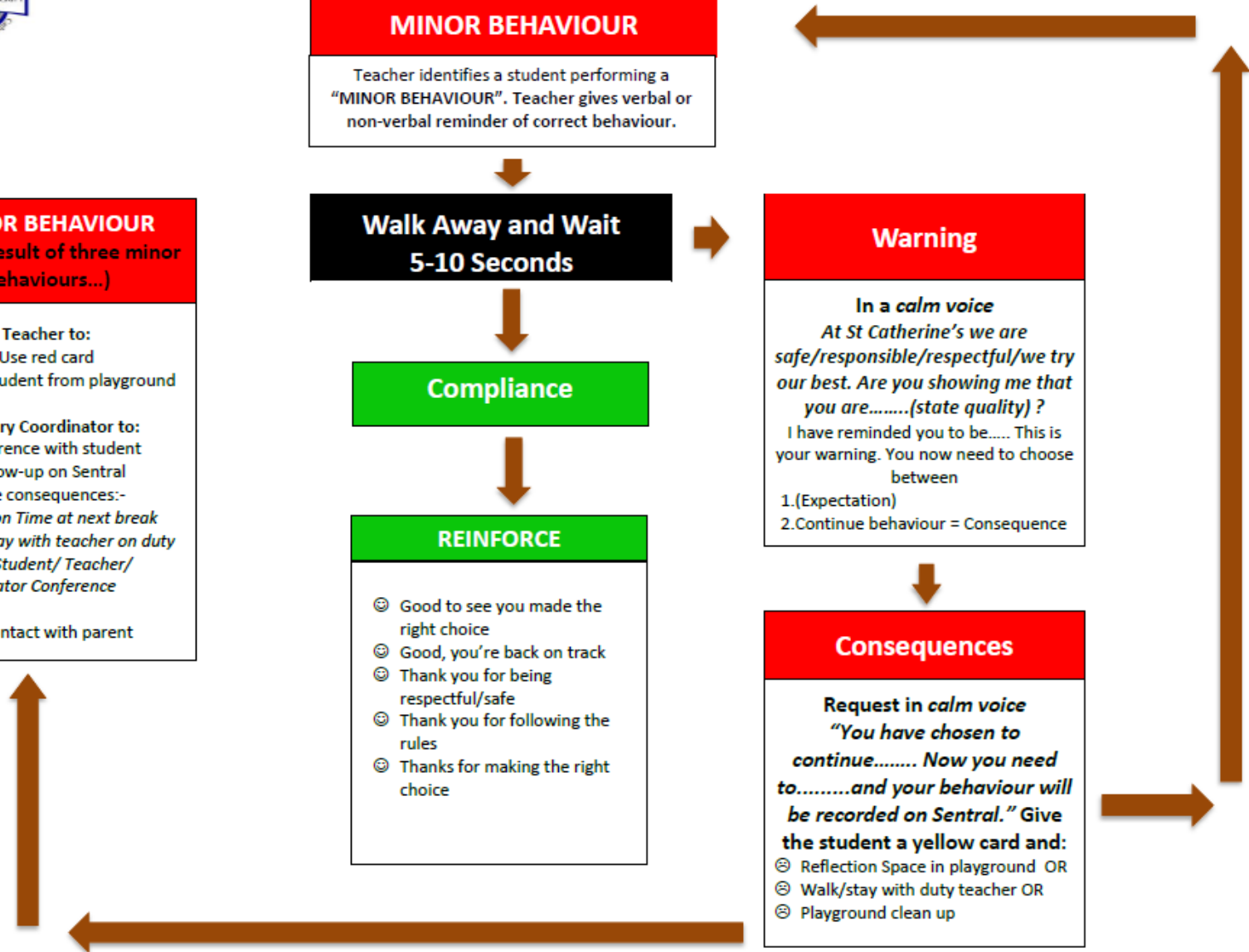
*In a calm voice*  
*At St Catherine's we are safe/responsible/respectful/we try our best. Are you showing me that you are.....(state quality) ?*  
*I have reminded you to be..... This is your warning. You now need to choose between*

- 1.(Expectation)
- 2.Continue behaviour = Consequence

**Consequences**

*Request in calm voice*  
*"You have chosen to continue..... Now you need to.....and your behaviour will be recorded on Sentral." Give the student a yellow card and:*

- ☹ Reflection Space in playground OR
- ☹ Walk/stay with duty teacher OR
- ☹ Playground clean up





## Appendix 4

# St Catherine's Catholic College Singleton – Playground

**Three Minor Behaviours\* in two weeks may constitute a Major Behaviour**

*\* At discretion of Primary Coordinator, Assistant Principal and/or Principal*

Behaviours	Minor (Tier 1) Teacher handled- infringements recorded on Sentral	Major (Tier 2/3) Primary Coordinator Referral
<b>Physical contact/ aggression:</b>	<b>Student engages in non-serious but inappropriate physical contact;</b> <ul style="list-style-type: none"> <li>• Annoying hands on</li> <li>• Playful push, shove, pull, trip, slap or pinch</li> </ul>	<b>Student's actions involve serious and intentional physical contact where injury may occur;</b> <ul style="list-style-type: none"> <li>• Deliberate physical contact e.g. rough play, fighting, biting</li> <li>• Inappropriate touching or exposure</li> </ul>
<b>Inappropriate language:</b>	<b>Student uses low intensity (one off) but inappropriate language;</b> <ul style="list-style-type: none"> <li>• Unintentional and non directional mild swearing</li> <li>• Arguing and answering back</li> <li>• Mean and unfriendly language</li> <li>• Inappropriate tone</li> <li>• Screaming and yelling at another person</li> <li>• Non directional rude gestures</li> </ul>	<b>Student's messages are deliberately abusive;</b> <ul style="list-style-type: none"> <li>• Directed and/or severe swearing</li> <li>• Directed rude gestures</li> <li>• Use of words that are of a racial, sexual or embarrassing nature</li> <li>• Writing offensive words on books, paper or any other medium</li> </ul>
<b>Teasing, harassing</b>	<b>Student engages in low level / one off isolated incident;</b> <ul style="list-style-type: none"> <li>• Name calling, teasing and low level put downs</li> <li>• Excluding others</li> <li>• Spreading a rumour or gossiping</li> <li>• Bystanders encouraging anti-social behaviour</li> <li>• Students dominating activities or games</li> </ul>	<b>Student engages in repeated serious, abusive and deliberate teasing and harassing behaviours;</b> <ul style="list-style-type: none"> <li>• Gang mentality teasing or harassing</li> <li>• Cyber bullying</li> <li>• Intentional misuse of power i.e Intimidation of others</li> </ul>

<b>Disruption</b>	<p><b>Student engages in low-intensity, but inappropriate disruption;</b></p> <ul style="list-style-type: none"> <li>• Disruption of games and activities</li> <li>• Poor sportsmanship</li> </ul>	<p><b>Student's persistent behaviour causes interruption to school activities;</b></p> <ul style="list-style-type: none"> <li>• Unsafe interference of games and activities</li> <li>• Poor Sportsmanship with physical retaliation</li> </ul>
<b>Defiance / Non-compliance / Disrespect</b>	<p><b>Student engages in brief or low-intensity disrespectful behaviours;</b></p> <ul style="list-style-type: none"> <li>• Moving out of bounds including classrooms</li> <li>• Running on hard surfaces</li> <li>• Not following teacher's instructions</li> <li>• Negative attitudes e.g eye rolling, comments under the breath, back chatting</li> <li>• Not wearing hats</li> <li>• Not responding to the bell/whistle</li> </ul>	<p><b>Student's sustained refusal or ignoring of teacher directions or school rules;</b></p> <ul style="list-style-type: none"> <li>• Refusal to comply with safety instructions</li> <li>• Being on Harry's Climb without direct teacher supervision</li> <li>• Verbally or physically threatening staff and visitors</li> <li>• Back chatting / arguing with staff</li> <li>• Leaving school grounds / playground without permission</li> </ul>
<b>Property Misuse</b>	<p><b>Student engages in low-intensity misuse of school/student property;</b></p> <ul style="list-style-type: none"> <li>• Misuse of equipment and belongings e.g. snatching, throwing, flicking hats, clothes, books, toys and sports equipment</li> <li>• Inappropriate use of school property e.g. toilets, bubblers, furniture, seats,</li> <li>• Littering and throwing rubbish</li> <li>• Annoying/interfering with farm animals</li> </ul>	<p><b>Student deliberately damages/ misuses of another student's/ school property;</b></p> <ul style="list-style-type: none"> <li>• Graffiti / vandalism</li> <li>• Stealing</li> <li>• Intentionally destroying and damaging school and personal property.</li> <li>• Destroying and damaging school and personal property through disregard of school expectations</li> <li>• Intentionally injuring farm animals</li> </ul>
<b>Misuse of Technology</b> <i>Technology includes phones, ipads, ipods, hand-held game consoles and tablets</i>	<p><b>Student engages in misuse of technology;</b></p> <ul style="list-style-type: none"> <li>• Use of technology eg phones, ipads, ipods, hand-held game consoles and tablets on the playground</li> <li>• Use of the above noted technology before and after school ie bus lines, kiss and drop</li> </ul>	<p><b>Student deliberately damages/ misuses technology</b></p> <ul style="list-style-type: none"> <li>• Filming, recording, photographing self or others without teacher permission</li> <li>• Calling or messaging during school hours</li> <li>• Inappropriate use of technology eg phones, ipads, ipods, hand-held game consoles and tablets on the playground</li> </ul>

**Loving Father,  
we, the family of  
St Catherine' s Catholic  
College,  
offer you our words and  
actions this day.**

**May Faith, Harmony and  
Integrity  
shine in our hearts in**

**all  
we do  
say.  
Amen**

**and**

