Dear Parents,

Welcome to St. John Fisher Catholic School community.

As enunciated in our Motto, “Growing in Faith and Knowledge,” You have chosen a school whose basic belief is that God loves us and that we are asked to respond to Him in love, thanks and praise.

In our school we fully support the teachings of the Catholic Church. The truth of our faith is imparted by dedicated, conscientious Catholic teachers, in an atmosphere of Christian growth and development.

Christian courtesy is emphasised and pupils are encouraged to live as active members of the faith community through our key values of Respect, Responsibility and Reconciliation. St. John Fisher Catholic School, by its nature, has a spiritual dimension and it is this spirituality which influences all aspects of school life, vision and mission, staff selection, student interaction, academic pursuits, sport, health, discipline, fees and parent involvement.

We work towards our school being a constant example, day by day, of how life can be lived with a spiritual dimension. It is perhaps the most subtle but in many ways the most important contribution we can make to the children’s development.

While caring for the spiritual growth of our children we are also concerned with academic success. It is our endeavour to meet the needs of our children and to assist them in attaining the highest possible level of which they are capable in their academic skills.

The educational and religious goals of our Catholic school are more fully realised when there is a shared commitment. We hope that parents, at different levels at different times, will be active in their involvement, participation and partnership.

May we all enjoy a spiritually rewarding partnership.

Yours sincerely,

Mr Barry Shanley  
Principal
General Information

School Address: St. John Fisher Catholic School,
Hicks Lane, Tumbi Umbi NSW 2261

Telephone: 4388 5800
Facsimile: 4389 8058
Website: www.dbb.org.au/schools/tumbiumbi
Email: sjf@dbb.org.au

Priests: Father Raul
Father Alex

Telephone (Parish Office): 4352 1011

School Executive Team

Principal: Mr Barry Shanley
Assistant Principal: Mr Chris Burns
Religious Education Co-Ordinator: Mr Scot Frazer

Support Staff
Administration: Mrs Jan Moorman
Mrs Bronwyn Newson
Mrs Ranee Baggiossi

Class Makeup:

Each grade from Kindergarten to Year 6 has two classes which predominantly work independently. There are 14 classroom teachers, a Learning and Resource Centre (LARC) Coordinator. Every class receives a Physical Education Lesson and a Music Lesson each week from a specialist teacher.

There is Learning Support Team, consisting of a Learning Support Teacher and Teacher Assistants. This team support the classroom teacher in meeting individual student needs.
School Hours

Morning classes:  8.50am to 11.15am
Recess:           11.15am to 11.40am
Mid-Morning classes:  11.40am to 1.00pm
Lunch:            1.00pm to 2.00pm
Afternoon classes: 2.00pm to 3.15pm
Playground Supervision:  8.20am to 8.50am and 3.15pm to 3.30pm

Parents are asked to ensure that their children are punctual in arriving at school to begin classes on time.

School Motto

Growing in Faith and Knowledge

School Values

Respect, Responsibility and Reconciliation

School Vision Statement

United in faith. Called to Catholic discipleship. We are a learning community that gathers, celebrates and welcomes all. Nurturing the gift that is the individual. Developing a vibrant culture of learning. Journeying together. Growing in faith and knowledge.

School Logo

The spine of the book and the upright beam of the cross represents the path the children will walk through life. We rely on the teachings of Christ to help us walk this path.

The book represents the books of learning of faith and knowledge.

The tree represents the growth of the child, spiritually, cognitively, physically and aesthetically. The tree also represents strength and shelter. We hope the children will grow strong in faith and knowledge and that they will always share the community spirit experienced when sharing shelter, the shelter offered by their school and their church.

A school is for children who come to learn and play and to develop into caring and informed citizens.
**School Prayer**

Jesus teacher,

As we walk along the path of life help us to grow in Your image.

Give us the strength to carry any burdens that may cross our path, just as You were given Your cross to bear.

And, as a tree represents strength, shelter and life, let us be strong in our faith, find shelter in it when times are hard and rejoice in it when life is good.

Help us to learn Your ways Lord, and with this growing knowledge become more like You.

Amen.

**Beliefs about Teaching and Learning**

At Saint John Fisher Catholic School we believe:

- children learn in different ways and at different rates
- children learn best when activities are meaningful, relevant and reflect the real world
- that recordings can take a variety of forms
- that children should be empowered to take responsibility for their own learning
- that links to other KLAs should be explained and explored
- children need time to reflect on their learning

As a community we value life long learning and look to develop learners who:

- Collaborate with fellow learners
- Strive for their best
- Take responsible risks
- Listen with interest
- Communicate effectively
- Think flexibly and creatively
- Think about their thinking
- Organise their learning
**Pastoral Care**

We aim at the development of a well-integrated person with Jesus as the model. Pastoral Care is the overall atmosphere of care and concern for the emotional, spiritual and physical growth of each child, which ensures equal opportunities for each member of the school community to develop to his or her full potential in his or her own time.

We strive to create a school atmosphere based on relations that support the growth of the individual within the community.

No corporal punishment can be carried out by any members of the school community at school or at home on behalf of the school.

**Summary of Pastoral Care Policy**

**Procedures to Reinforce Quality Behaviour**

It is essential that all members of the community have a clear view of the agreed values and what they look like in the school context. This will be done with all classes through lessons and discussions in the classroom. The majority of teacher talk will be to clarify the values and to draw student attention to positive behaviour.

Each class will agree on statements of expectations which will form the basis of quality classroom behaviour. On the playground this will be developed for the whole school and outlined to the students by members of the leadership team. These expectations will be displayed around the school and referred to regularly by the teachers.

In the classroom the students will experience forums to discuss the effectiveness of the values through regular class meetings.

Quality Behaviour will be acknowledged verbally as well as through formal awards from teachers and the Leadership Team.

The success of the Pastoral Care Procedures hinges on the ability of staff, students and parents to focus on the positive behaviours.
Consequences of Inappropriate Behaviour

When students behave outside expectations they will have their attention drawn to the stated values and expectations of the class.

When inappropriate behaviour is ongoing students and teachers will work through a series of questions aimed to educate the student and give them strategies to improve behaviour. This will be referred to as the Behaviour Recovery Process and will involve the following questions.

**Reflection:**
What was my action?
How did my actions go against school values?

**Recovery:**
How can I change my thinking and actions to fit in with school values?

**Reconciliation:**
What can I do to make things right again?

When inappropriate behaviour is repeated, students may be requested to take themselves to a time out area in the room or to a designated buddy class. At this point they continue their work until the teacher is able to meet with them to work through the Behaviour Recovery Process.

This process may be worked through orally or in writing using the Behaviour Recovery Sheet. Generally the teacher will record the discussion but with older children they may record their thoughts.

At a point where the behaviour becomes ongoing and the teacher discerns it would be beneficial to work with parents to improve behaviour they will send a Behaviour Recovery Process – Parent Communication Sheet home with a summary of the inappropriate behaviours. At this point it is essential that we work together to point out strategies to improve behaviour. Parents are requested to return the sheet signed the next day and are very welcome to add comments. Parents also have the option to request an interview or a phone conversation at this point.

If the inappropriate behaviour continues, the teacher will request a member of the School Leadership Team to work with the student to support the parents and teachers. Parents will be informed of this and may be invited to a collaborative meeting to develop a Behaviour Recovery Plan.

If student behaviour represents a serious breach of school expectations a member of the Leadership Team will become involved straight away and may discern to contact parents.

In extreme cases there are options for in-school suspension, suspension and expulsion. There is no place for corporal punishment at St John Fisher Tumbi Umbi by any member of the school community at school or at home on behalf of the school.
Parent – Teacher Communication

The success of the procedures relies on positive and open communication between parents and teachers as the adults looking after the needs of the students.

An effective form of communication is a note outlining questions or issues that need to be addressed. If an interview with the teacher is required please include in the note the content of the interview, suggested times and a phone number on which you can be contacted.

It is essential that teachers are not approached for discussions in the playground or classroom, as they are supervising and teaching a class of children.

The following pages include:
- An example of the Behaviour Recovery Process Page. In the first instance this will be completed in class. In more serious or ongoing cases or Playground Incidents a copy will be sent home to parents.
- Flow Chart of Quality Classroom Behaviour Procedures
- Flow Chart of Quality Playground Behaviour Procedures
- School Playground Expectations
St John Fisher Catholic School – Pastoral Care Policy
Behaviour Recovery Process

Name: ____________________________ Class: _________ Date: ____________

Teacher: __________________________

School Values

<table>
<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reconciliation</td>
<td></td>
</tr>
</tbody>
</table>

Reflection:

What was my action?

____________________________________________________________________

____________________________________________________________________

How did my action go against school values?

____________________________________________________________________

____________________________________________________________________

Recovery:

How can I change my thinking and actions to fit in with school values?

____________________________________________________________________

____________________________________________________________________

Reconciliation:

What can I do to make things right again?

____________________________________________________________________

____________________________________________________________________
<table>
<thead>
<tr>
<th><strong>Reinforcing Quality Behaviour</strong></th>
<th><strong>Educating / Consequences of Inappropriate Behaviour</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value Clarification</strong>&lt;br&gt;Develop and display a list of classroom expectations based on the values of Respect, Responsibility and Reconciliation</td>
<td><strong>Behaviour Clarification</strong>&lt;br&gt;When children behave outside the expectations they will have their attention drawn to the class values and expectations. ▼</td>
</tr>
<tr>
<td><strong>Integrated Learning Sessions</strong>&lt;br&gt;Develop a shared understanding of the key values at the children’s level through the integrated learning sessions.</td>
<td><strong>Time Out / Behaviour Recovery Process</strong>&lt;br&gt;When children continue to behave outside the class expectations they may be given time out in class or in a buddy class. They will do their work in the time out area and may work through a Behaviour Recovery Sheet with the teacher before returning to work with the class. ▼</td>
</tr>
<tr>
<td><strong>Class Meetings</strong>&lt;br&gt;Spend time as a class sharing issues that come up and work collaboratively to solve problems. Allow and encourage children’s input at these sessions.</td>
<td><strong>Behaviour Recovery Process – Parent Communication</strong>&lt;br&gt;After a number of time out sessions, discerned by the teacher a Behaviour Recovery Process - Parent Communication sheet will be sent home. This will include a summary of the child’s behaviour. Teachers and/or parents may request a meeting or phone conversation at this point to work together to develop a behaviour recovery plan.</td>
</tr>
<tr>
<td><strong>Positive Behaviour Reinforcement</strong>&lt;br&gt;This includes:&lt;br&gt;• Class awards&lt;br&gt;• Leadership Team Awards</td>
<td><strong>Behaviour Recovery Process – Leadership Team</strong>&lt;br&gt;If behaviour still does not improve, the teacher will involve a member of the Leadership Team. They will reinforce the values and may inform parents. ▼</td>
</tr>
<tr>
<td><strong>Leadership Team / Teacher / Parent Meeting</strong>&lt;br&gt;If behaviour still does not improve parents will be requested to come in for an interview with the member of the School Executive and teacher to work out a behaviour recovery plan. At this point contracts, in-school suspension, suspension and expulsion will be discussed and considered. There is no place for corporal punishment at St John Fisher Tumbi Umbi by any member of the school community. <strong>Serious breaches of the school behaviour expectations</strong>&lt;br&gt;Child is sent straight to the supervision of a member of the Leadership Team.</td>
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</tr>
</tbody>
</table>
### Reinforcing Quality Behaviour

Develop and display a list of playground expectations based on the values of Respect, Responsibility and Reconciliation.

Develop a shared understanding of the values and expectations through integrated learning sessions.

Teachers make positive comment to individuals, groups and whole school to highlight positive playground behaviour.

Teachers give out playground behaviour awards.

**Bucketfiller Awards**
Year 6 leaders give out Playground Awards.

Teachers refer children displaying quality behaviours to an Executive Teacher for awards.

### Educating / Consequences of Inappropriate Behaviour

**Behaviour Clarification**
When children behave outside the expectations they will have their attention drawn to the playground values and expectations.

**Serious breaches of the school behaviour expectations**
- Disrespect, disobedience, Swearing, violence
- Child is sent straight to the supervision of an executive teacher.
- Teacher reports incident to an executive member.

**Minor breaches of the playground behaviour expectations**
The teacher involved explains to the child how their behaviour breached school expectations. The teacher then chooses an appropriate consequence that will reinforce quality playground behaviour.

**Moderate breaches of the playground behaviour expectations**
Students are sent to the school office with a Long Time Out Sheet and supervising teacher complete a Long Time Out Form.
Forms are collected and analysed by the Leadership Team.

**Serious Breaches - Executive Involvement**
In serious cases that involve violence, swearing or blatant disobedience or insolence the teacher refers the child’s behaviour to an Executive to follow through with the child and parents.

**Further Consequences**
If the child continues to work outside the expectations the Executive and parents will work through a process which may include inschool suspension, suspension or expulsion as per the Diocesan Pastoral Care Policy.
### St John Fisher Catholic School
### Playground Expectations

<table>
<thead>
<tr>
<th>Value</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>* Keep your hands to yourself</td>
</tr>
<tr>
<td></td>
<td>* Play fairly and allow others to play in peace</td>
</tr>
<tr>
<td></td>
<td>* Speak appropriately and with manners</td>
</tr>
<tr>
<td></td>
<td>* Do not bully or tease</td>
</tr>
<tr>
<td></td>
<td>* Respect the environment</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>* Respond to bells and to instructions</td>
</tr>
<tr>
<td></td>
<td>* Play in the correct area</td>
</tr>
<tr>
<td></td>
<td>* Look after property</td>
</tr>
<tr>
<td></td>
<td>* Wear your correct uniform (no hat play in the shade area)</td>
</tr>
<tr>
<td><strong>Reconciliation</strong></td>
<td>* Never see a need without doing something about it</td>
</tr>
<tr>
<td></td>
<td>* Be tolerant of others</td>
</tr>
<tr>
<td></td>
<td>* Reach out to include others</td>
</tr>
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</table>
St John Fisher School Policy Against Bullying

Purpose
At St John Fisher School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing it. This policy builds on the school's Pastoral Care and Behaviour Management Policies to provide clear procedures and strategies to prevent, reduce and respond to bullying.

Policy Framework
Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people.

Like all aspects of Pastoral Care the core values of Respect, Responsibility and Reconciliation form the foundation of our approach to Bullying incidents. Our stance on Bullying is clearly stated in our school expectations with the statement, “Do not bully or tease.”

Definition
Whilst there is no universally accepted definition of bullying, there is general consensus that bullying behaviour:

• is deliberate intending to cause fear, distress, hurt or harm to another
• is action by a more powerful individual or group over a less powerful individual or group
• is ongoing and repetitive

Bullying takes many forms. Examples of bullying actions that could occur against a group or individual in a deliberate and repetitive pattern include:

• Physical - hitting, pushing, tripping, kicking, spitting on others etc
• Verbal - teasing, using offensive names, kicking, spitting on others etc
• Non-Verbal - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc
• Psychological – stalking, dirty looks, spreading rumours, hiding and/ or damaging Possessions.
• Social - ignoring, hiding, ostracising, extortion
• Property - stealing, hiding, damaging or destroying property etc
• Cyber - any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, ‘sms’, web page etc

How do we prevent bullying at St John Fisher School?
We believe based on research that prevention strategies through education that involve the whole school community [students, staff and parents] are more likely to reduce bullying. Therefore, at St Catholic’s School we recognise that we all share the responsibility to prevent bullying. The Catholic Worldview which represents the antithesis of bullying will be taught explicitly, continually modelled, clearly demonstrated and generously affirmed across all facets of school life.
At St John Fisher School we adopt the following strategies to prevent bullying:

- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc
  
  • The school has placed a series of lessons based on the Diocesan Units and the Bounceback program in the first term of each year in each grade. These are concluded with a student support group session.

- Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships
  
  • This is reinforced in the classroom and is regularly the focus of school awards.

- Vigilant classroom, playground and transition supervision
  
  • Include procedures for collection and review of bullying data that review ‘high risk areas’
  • Teachers are to actively supervise children at all times. Teachers should note supervisory duties for the day and turn up promptly to duty. Teachers are asked to be aware of playground ‘hotspots’ – toilets, and visit these areas regularly throughout their supervision duty.
  • To assist Kindergarten children they have access to the assistance of an older student with whom they develop a relationship through the buddy program.

- Provision of safe and structured playground spaces and activities at break times
  
  • Students have access to a shared playground space in the quadrangle and are rostered onto an open space with their stage.

At St John Fisher School students are encouraged to:

- take some positive action to stop the bullying if they observe an incident
- report the bullying incident to a teacher on duty and as soon as possible tell their class teacher
- make it clear to their peers that bullying is not accepted

At St John Fisher School, staff are expected to:

- follow the Procedures to respond to Bullying to take positive action to stop the bullying when they observe an incident
- pass on information about any reported or observed bullying behaviours to Principal / Assistant Principal / Religious Education Coordinator / for further action

At St John Fisher School, parents are encouraged to:

- listen to their child and encourage their child to speak to their teacher / year coordinator at school
- contact the school if they have a concern (eg Teacher first then Principal, Assistant Principal)
Procedures for investigating bullying and follow up

- Students are educated that for all people to be happy and to learn at St John Fisher we must treat each other with respect. Students learn that if they are experiencing or witnessing behaviour that does not show respect they are to tell someone so we can work together to make things right again.

- Children who have experienced bullying or have witnessed bullying are to speak to their class teacher first and if necessary a member of the executive as soon as possible. While the incident may have happened on the playground and may have been reported to the teacher on duty we strongly suggest students also report the incident to their classroom teacher.

- If the student is reluctant to report to teachers, parents are encouraged to communicate for them. The first point of call should be the classroom teacher and this could be done through a note or through a request for an interview. A key element to the success of handling these incidents is prompt communication to the school before things escalate.

- In cases that are ongoing a parent may request an interview with the Principal or Assistant Principal. It is not appropriate for parents to approach other parents or students regarding matters that happen within school environment.

- The classroom teacher will record the incident on the Record of Interview Form, alert a member of the School Leadership Team as well as ensure firstly that the child is safe from any further threat of bullying.

- The leadership team will make a decision on the severity of the matter and follow up using the Behaviour Recovery Procedures as noted in the Pastoral Care Policy.

- The leadership team will bring incidents to weekly Leadership Team Meetings to track patterns in Bullying behaviour.

- The following actions may be part of the follow-up procedures:
  o Student and leadership team member may complete a Behaviour Recovery Sheet which may be sent to their families.
  o Parent / guardian may be contacted immediately
  o Development of a Behaviour Management Plan with ongoing supervision
  o age appropriate and consistent sanctions for the student who bullied (eg consistent with School Pastoral Care Policy)
  o guidance and other support for the recipient of the bullying (eg re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc) Strategies suggested in Appendix 1: Method of Shared Concern used
  o guidance and support for ‘bystanders’, ‘supporters’ and witnesses of the bullying (eg intervention strategies etc)
  o Discipline action involving the CSO Consultant including in-school suspension, suspension and expulsion
**Enrolment Procedures**

St John Fisher follows the Enrolment Policy as set out by the Diocese of Broken Bay. This policy and other information about enrolments are available on the Catholic Schools Office website, http://www.cso.brokenbay.catholic.edu.au

**Parish Centre**

Wyong Parish is one Parish that is made of the St. John Fisher Faith Community at Tumbi Umbi and the St Cecilia’s Faith Community at Wyong.

The school has been developed through the generosity of the faithful of the Parish and is an important part of the parish faith community. It is in the education of faith that the school is able to support parents and parish in the development of the religious education of the community.

**Mass Times**

**St. John Fisher, Tumbi Umbi**

- Friday: 9.30am (During School Terms)
- Saturday: 5.00 pm
- Sunday: 8.30am, 5.00pm (Eastern Standard Time).
  - 8.30am, 6.00pm (Day Light Saving)

**St. Cecilia’s, Wyong**

- Saturday: Vigil 6.00pm
- Sunday: 7.30am and 9.00am

**Sacramental Program**

The receiving of sacraments is a vital part of the child's continuing growth in the Catholic faith and participation in the parish community. As the family is the faith setting where the child experiences sacramental life, sacramental programs (Confirmation, Reconciliation and Eucharist) are family based.

The parish sets the timetable each year and invites each family to respond to the programs offered. The school's Religious Education Program is designed to complement the Parish Sacramental Program.
School Curriculum

Our Catholic School Community recognises the God given dignity of each of its members and strives to organise its curriculum so that we acknowledge, with respect, individual differences. We are striving to continually provide quality teaching-learning experiences to best facilitate this.

The teachers are highly motivated, well organised and work collaboratively to carry through our philosophy of providing quality teaching-learning experiences based on the needs of individual students.

We acknowledge the important role that parents play in the learning process and expect them to be actively involved in a school partnership, which fosters the intellectual, social and emotional growth of all children.

Religious Education

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic discipleship: offering them experiences of following Jesus as members of the Catholic community. This educational activity is not simply a human activity; it is a genuine Christian journey of faith. It is within this environment of faith that children are offered an education that develops the whole person, an education in being Catholic.

Systemic, coherent and co-ordinated Religious Education is essential to education and formation in Catholic Discipleship. The Diocesan Religious Education curriculum provides teachers in the Diocese with the opportunity to develop engaging and challenging learning experiences for their students. The curriculum is built around the development of the knowledge and understanding, skills and chosen values and attitudes necessary for a person to respond as a disciple of Jesus within the Catholic community.

This curriculum recognises that learning in Religious Education is one part of a web of formative experiences offered by the Catholic school in partnership with the home, the parish and the wider Church community.

English

Language is central to students' intellectual, social and emotional development and has an essential role in all key learning areas.

Competence in English will enable students to learn about the role of language in their own lives, and in their own and other cultures. They will then be able to communicate their thoughts and feelings, to participate in society, to make informed decisions about personal and social issues, to analyse information and viewpoints, to use their imagination and to think about the influence of culture on the meanings made with language.

We aim to encourage positive attitudes towards learning English, to develop students' ability in using language effectively and to enable critical reflection on how language works.

The children will develop knowledge, skills and understanding about the English language and literature through programs based on the English K-6 Syllabus.

The children will learn about grammar and the structure of a variety of text types.
Spelling

Spelling Knowledge

A balanced approach to the teaching of spelling knowledge is essential and aspects of the four areas will be covered each week.

Phoneme level – How the word sounds

How the sound is taught and introduced each week using a synthetic phonics approach.

Visual Knowledge – How the word looks

Visualising – Recognising correct and incorrect words.

Morphemic Knowledge - How the words change form

Word building, breaking words into morphemes (the smallest units of meaning that carry meaning), compound words, suffixes and prefixes and the associated rules.

Etymological Knowledge – where the words come from

Learning the origins and meanings of non-phonetic words, roots of words and associated words, antonyms, synonyms, homophones etc.

Spelling Skills in a Writing Context

In an environment of high expectation the community will value and facilitate self regulation and independence through:

- Environmental Print, word charts
- Agreed word attack process
- Have-a-go booklets
- Proofreading and editing process

Spelling will be a key teaching focus during planned regular:

- Modelled Writing
- Individual Writing
**Mathematics**

Mathematics has a major impact on our lives because it is used to describe and help us to understand our world. Mathematics is about ways of thinking which are logical and analytical and about seeing connections between things.

As a creative activity, mathematics involves invention, intuition and exploration. It involves representing things using diagrams, graphs and symbols. Mathematics also involves the ability to use mathematical ways of thinking to make decisions and to solve problems.

Our school policy is based on the Board of Studies Kindergarten to Year 6 Syllabus. Children participate in mathematical activities that have been sequenced to allow a positive development in attitude and skills. We firmly believe in the use of equipment and resources to facilitate children's learning of mathematical concepts.

We believe that success in school mathematics should be independent of gender, social class or ethnicity. Calculators are available in all classrooms and mathematical-based computer software is continually being added to our resource list.

**Human Society and It's Environment (HSIE)**

The future well-being of human society and its environment depends upon the quality of people's interactions with each other and with their cultural, social and physical environments as they strive to meet each other's needs.

The aim of Human Society and It's Environment is to develop in students the values and attitudes, skills and knowledge and understandings that:

Enhance their sense of personal, community, national and global identity,
Enable them to participate effectively in maintaining and improving the quality of their society and environment.

HSIE encompasses investigation of the following content strands:

* Change and continuity,
* Cultures,
* Environments,
* Social systems and structures.
Science and Technology

The aim of the Science and Technology K–6 Syllabus is to:

- foster students’ sense of wonder and expand their natural curiosity about the world around them in order to develop their understanding of, interest in, and enthusiasm for science and technology
- develop students’ competence and creativity in applying the processes of Working Scientifically and Working Technologically to appreciate and understand the Natural Environment and Made Environment
- enhance students’ confidence in making evidence-based decisions about the influences of science and technology in their lives
- enable students to confidently respond to needs and opportunities when designing solutions relevant to science and technology in their lives.

Creative Arts

Creative Arts in K-6 is designed to enable students to gain increasing understanding and accomplishment in the visual arts, music, drama and dance. Creative Arts is also designed for students to appreciate the meanings and values that each of the artforms offers personally, culturally and as a form of communication.

The artforms can be thought about in a variety of ways. They play a significant role in how meaning is made in people's lives. Visual arts, music, drama and dance offer students of all ages opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings.

Personal Development Health & Physical Education (PDHPE)

In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. The resultant good health is characterised by improved quality of life, less sickness and disability, happier personal, family and social experiences and the opportunity to make choices in work and recreation.

PDHPE is an important key learning area within the primary curriculum as it:

- Encourages an understanding and valuing of self and others,
- Promotes physical activity,
- Emphasises informed decision-making leading to effective and responsible action.
More specifically, the study of PDHPE is concerned with:

* Physical, social, cognitive and emotional growth and development patterns,
* The development and maintenance of positive interpersonal relationships,
* The factors influencing personal health choices,
* Living and learning in a safe and secure environment,
* The adoption of an active lifestyle,
* Fundamental movement patterns and coordinated actions of the body,
* Skills that enable action for better health and movement outcomes.

**Computers in the Classrooms**

Computers in the classrooms enrich the educational environment of all children and support the achievement of quality in education.

Computers are an excellent resource that can assist children, with teacher guidance, to achieve across a wide range of curriculum areas.

Knowledge of computers and computer skills are a significant part of education for the future.

**School Music Program**

Children experience class music lessons each week from a specialist music teacher. Children from Year 3 – 6 are able to join the school choir who meet weekly and work towards a number of presentations each year.

We offer children the opportunity, through our music program, the chance to learn to play a musical instrument including guitar or a band instrument. This is organised during the school day but organised and paid for by the parents who have a financial relationship with the external providers.

**Learning and Resource Centre (LARC)**

The major purposes of the school Learning and Resource Centre are:

- to provide a meeting place for interactive learning where all learning possibilities are explored and maximised.
- to support and enhance the school's teaching and learning programs.
- to provide an environment that encourages reading, literacy and information usage.

The L.A.R.C. is opened on specified days before school, lunchtimes and after school. Parents are invited to borrow with their children.
Learning Support

St. John Fisher Catholic School is a setting which offers inclusive education. A Special Needs Team provides support for teachers to meet the needs of all children. We see parents as an integral part of this team. Other members include:

- Principal
- A Learning Support Teacher
- Learning Support Teacher Assistants
- Catholic Schools Office Special Needs Advisor
- Itinerant Support where needed
- Specialist Support where needed

The class teacher is responsible for the support process to ensure any curriculum change is embedded within the classroom context.

“We believe that:

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning.
- Every child has unique characteristics, interest abilities and learning needs.
- Education programs should be designed and implemented to take into account the wide diversity of these characteristics and needs.”

Salamanca Statement
UNESCO 1994

Assessment and Reporting

Term 1
Parent Information Night
Three-way Goal Setting Conferences (including teacher, student and parents)

Term 2
Goals revisited when necessary
Student Report
Formal Interviews offered

Term 4
Goals revisited when necessary
Student Report

Interviews

Communication between parents and teacher is essential for the good of the child. This may take many forms including a short note. If you wish to meet with any member of the staff other than during the formal interview time it is necessary to telephone or jot a note requesting an appointment, noting your availability and indicating the purpose of the meeting.

Class teachers are NOT available during school hours and in their time of supervising the children.
**School Fees**

Tuition Fees are set by the Broken Bay Diocesan Schools Board. It reflects the shortfall between the government grants and the cost of providing teachers, other resources and administrative support.

The school based fee covers incursions and excursions, sport levies, curriculum resources, security, cleaning of the school and associated ground maintenance.

In cases of financial hardship please make an appointment to discuss your needs with the Principal.

**Diocesan School Building Levy**

An annual Diocesan School Building and Maintenance Levy will be charged to all families with children attending regional and parish schools.

The Catholic Schools Office, instead of parishes, will manage the collection of the levy that replaces any existing school building and maintenance levies.

The responsibility for building and maintaining school is being given to one Diocesan fund, administered by a Diocesan Planning Board, to make life easier for schools, parishes and priests.

The Diocese recognises that for some parents this Levy may cause genuine financial hardship. Parents who find themselves in this situation should consult with the School Principal.

**Non Smoking Policy**

In agreement with this principle and Diocesan Policy the school has a non smoking policy. All areas of the school including school grounds are smoke-free zones.

**Staff Development Days**

Each school is allowed four or five pupil-free days for staff development. They are usually held once each term and parents are notified well in advance through the school newsletter. The first day of the school year and the last two days of the school year are designates Staff Development Days.

**Attendance**

Regular attendance is essential for progress. Please ensure your child arrives on time each day. Please also keep picking children up early to an absolute minimum as it disrupts their learning time and that of the rest of the class. If it is necessary to pick up your child early you will need to come to the school office to sign your child out.

The late arrival of students can be very distracting for both themselves and other students. Children, who arrive after 9.30 am for school need to report to the school office before going to class.

In the event that it is necessary for a child to be absent from school for a family holiday during the school term an application for non attendance must be submitted in writing to the Principal. If your child is going to be absent due to illness for more than 2 days please call the school. Any time your child is absent from school must be followed up with a written explanation on their return.
**Excursions**

Excursions are valuable educational activities and usually serve as input to or as the culmination of a unit of work. They are carefully planned to ensure maximum benefit to the children. All children are expected to attend.

**Supervision**

Supervision of the children commences at 8.20am. NO responsibility is taken for children arriving at school before this time. In the afternoon staff supervise children waiting for buses and transport home. Children should be picked up PROMPTLY after school.

To maintain a calm learning environment we request parents to wait near the COLA in the afternoon until the bell rings.

**Uniform**

Children are expected to wear correct school uniform including specified school hat and be neatly groomed and to take pride in their appearance. The correct items of uniform appropriate to the season should be worn. Winter, summer and sports uniforms are not interchangeable.

Boys and girls are encouraged to wear their hair in a style suited to their age and in keeping with school regulations. For reasons of safety and hygiene long hair should be tied back. Hair clips and ties should reflect the school colours. Haircuts are to be kept to a modest standard. Bleaching and colouring of hair is unacceptable.

The only form of jewellery to be worn is a watch, signet ring and one pair of simple studs or sleepers. Nail polish is not permitted.

Children are encouraged to display good taste. As parents you are expected to assist them to do so.

School Uniform may be purchased from the school only. Some items such as socks and tights are available from a variety of stores.

**Girls Uniform**

<table>
<thead>
<tr>
<th><strong>Summer Uniform</strong></th>
<th><strong>Winter Uniform</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Green and Lemon check dress</td>
<td>* Lemon long sleeved shirt</td>
</tr>
<tr>
<td>* Green socks and black shoes</td>
<td>* Green checked pinafore/slacks</td>
</tr>
<tr>
<td>* Wide brim school hat</td>
<td>* Green bow-tie</td>
</tr>
<tr>
<td></td>
<td>* Green socks or tights, black shoes</td>
</tr>
<tr>
<td></td>
<td>* Wide brim school hat and/or cap</td>
</tr>
</tbody>
</table>

**Sports Uniform**

| * Unisex gym shorts        |
| * Lemon Polo shirt with school logo |
| * White socks and sneakers. |
**Boys Uniform**

**Summer Uniform**
* Lemon short sleeved shirt
* Green shorts
* Green socks and black shoes
* Wide brim school hat

**Winter Uniform**
* Lemon long sleeved shirt
* Dark green tailored pants
* Green check tie
* Green socks and black shoes
* Wide brim school hat and/or cap

**Sports Uniform**
* Unisex gym shorts
* Lemon Polo shirt with school logo
* White socks and sneakers.

**Other - Girls and Boys**
* Wet weather jacket
* V-neck sloppy joe with school logo
* Jacket with school logo
* Sloppy Joes are not part of the formal school uniform.
* Dark green tracksuits may be worn in winter but the children must be able to remove them when involved in Physical Education and sporting activities.
* School bag is compulsory. Two sizes are available.

NOTE: black school shoes are to be ones that can take a polish eg; leather

**Sun Hat Policy**

The school has a policy of "No Hat, Play in the Shade". The school hat is dark green with the school logo printed on it and is a compulsory part of the school uniform.

**Terms 1 and 4:** Wide brim hat (no caps during these summer terms)

**Terms 2 and 3:** Wide brim hat or baseball-style cap.

**Communication**

Weekly newsletters are sent home on Wednesday. This is the school's main form of communication and parents are responsible for keeping themselves well informed. The Newsletter can also be accessed on the school website.

From time to time teachers send home individual class bulletins.
**Medication**

When administration of medication is necessary to support children during the course of a normal school day or in school activities outside of normal activities of school hours (camps, etc), strict procedures are to be followed. Parents whose children require such medication, may pick up the guidelines and necessary forms from the school office.

All medication must be in the labelled container as dispensed by the Pharmacy. No medication will be given to a child without the written permission of a care-giver.

**Injuries and Illness**

In the event of a serious injury or illness the parents or emergency contact person will be notified as soon as possible. If that contact cannot be made, then the doctor nominated on the child's file, or the nearest doctor will be contacted.

It is imperative that the school be supplied with the name and telephone number of an emergency contact person, preferably someone with whom the child is familiar, nearby and available. Please ensure all contact details are accurate and notify the office immediately of any change.

The school will always take the necessary steps to ensure the comfort and well-being of the child.

**Canteen**

The canteen opens every Monday, Wednesday and Friday for recess and lunches. Our canteen supervisor is supported by parent volunteers.

Lunch orders are to be written on a paper bag clearly marked with the child's name and class. Money is to be placed inside the bag which is put in the child's class lunch basket.

The canteen strives to provide a variety of foods for the children with nutrition and a balanced diet taking priority. A summer and winter menu is available from the office.

**Book Club**

We encourage the children to be enthusiastic about books and reading. The school participates in the Ashton Scholastic Book Club. Order forms are sent home through the class and should be returned promptly in an envelope, marked clearly "Book Club" with the correct money.

**Banking**

The school uses the E.F.T. services of the Commonwealth Bank, The Entrance Branch. Children who do not already have an account may open one. Banking day is Monday.
Parents and Friends Association

The Aim is:

The P&F recognises and values the role the parents and carers play in the education of their children and aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their children’s overall development and learning.

The P&F Association has 4 main roles and goals:

**SHARING PARENT / SCHOOL PERSPECTIVES AND LEARNING**
To provide a forum for open communication and learning between the school and parents.

**BUILDING COMMUNITY / SOCIAL ACTIVITIES**
To build a friendly and welcoming faith filled community which seeks to involve all members

**FUNDRAISING**
To raise funds to provide resources and opportunities for enriching the learning and physical environment of the school.

**MAINTENANCE**
To assist with the maintenance of the school grounds

On joining Saint John Fisher School Community all parents and guardians become members of the P&F, and as such are welcome to all meetings and are encouraged to share their gifts for the betterment of the school. P&F General Meetings are usually held in the third week of the term. Meetings are on Tuesday evenings at 7.30 in the LARC.