

St John Fisher Catholic Primary School



Information Booklet

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

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Letter from Principal

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General Information

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

Telephone: 4388 5800

Facsimile: 4389 8058

Website: www.sjfdbb.catholic.edu.au

Email: sjf@dbb.catholic.edu.au

Priests: Father Raul
Father Alex

Telephone (Parish Office): 4352 1011

School Executive Team 2020

Principal: Mr Barry Shanley

Assistant Principal: Mr Chris Burns

Religious Education Coordinator: Mr Scot Frazer

Support Staff

Administration: Mrs Jan Moorman
Mrs Bronwyn Newson
Mrs Ranée Baggiozzi

Class Makeup:

Each grade from Kindergarten to Year 6 has two classes which predominantly work independently. Every class receives a Library lesson, a Physical Education Lesson and a Music Lesson each week from a specialist teacher.

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

School Hours

| | |
|--------------------------------|---------------------------------------|
| Morning classes: | 8.50am to 11.00am |
| Recess: | 11.00am to 11.40am |
| Mid-Morning classes: | 11.40am to 1.00pm |
| Lunch: | 1.00pm to 1.35pm |
| Afternoon classes: | 1.35pm to 3.15pm |
| Playground Supervision: | 8.20am to 8.50am and 3.15pm to 3.35pm |

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

St John Fisher Catholic School Community works together to develop students who are called to Catholic discipleship through our motto of Growing in Faith and Knowledge.

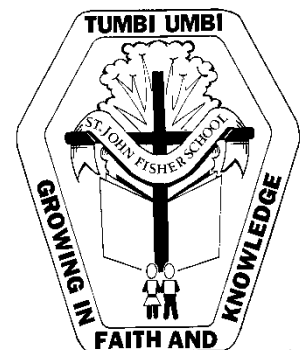
As a community we value quality relationships and emphasise the key values and attitudes of: Respect, Responsibility and Reconciliation

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.

As a community we value lifelong 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

St John Fisher Catholic School

Pastoral Care Policy

Summary

St John Fisher Catholic School Community works together to develop students who are Growing in Faith and Knowledge.

As a community we value quality relationships and emphasise the key values of:

*Respect
Responsibility
Reconciliation*

Purpose

The Pastoral Care Policy looks to achieve our motto of **Growing in Faith and Knowledge** by facilitating quality behaviour in our community through;

- clear agreed values, behaviour expectations and learning attitudes
- strategies to educate and reinforce these values and expectations
- consequences for not following the expectations

This policy can be found on the school website and this booklet provides a summary for parents and caregivers.

Philosophy

The St John Fisher Pastoral Care Policy and Procedures are based on a Restorative Justice Philosophy which encourages schools and organisations to shift their thinking from a more traditional model of punishment to a model that promotes education, accountability and meaningful change. Restorative Practice, the hands on element to Restorative Justice, assists schools by focusing on important values and beliefs that emphasise rights and responsibilities, positive relationships, productivity and cooperation but at the same time meets individual needs within a community. A significant outcome for restorative schools is the alignment of student discipline practice with school values. Central to Restorative Justice philosophy is the underlying belief that human beings are happier, more productive and cooperative, and are more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.

The process used at St John Fisher to work through restorative justice is the Behaviour Recovery Process which involves working through the following questions with the student either in an informal oral method or a formal written method.

Reflection:

What were my actions?

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 do I need to do to make things right again?

Achieving Quality Behaviour in the Classroom

Procedures to Reinforce Quality Behaviour

Each teacher will work with the students to develop a set of expectations which flow from the values of respect, responsibility and reconciliation. This will be done with all classes through lessons and discussions in the classroom.

Teachers will conduct lessons which explain and model the school values and the behaviour expectations. Quality Behaviour will be acknowledged verbally as well as through formal acknowledgement and 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

For inappropriate behaviour in the classroom:

- The first step would be to clarify classroom expectations. This may involve working with an individual, group or the whole class to reinforce what positive behaviour looks like in relation to the behaviour being observed.
- If the inappropriate behaviour continues a Yellow Card is presented. Depending on what the class are doing, the student may be sent to a time out area in the room or in a buddy class. As soon as possible the teacher would verbally work through the Behaviour Recovery Process with the following questions:
 - What was my action?
 - How did my action go against school values?
 - How can I change my thinking and actions to fit in with school values?
 - What do I need to do to make things right again?
- If behaviour continues after the Behaviour Recovery Process has been followed, the student would receive a red card. They would spend time in the time out area and a letter would be sent home to parents / guardians to be signed and returned the next day.
- After the note is returned and in the spirit of Reconciliation, the teacher would look to encourage the student when behaviour improves.
- If the inappropriate behaviour continues after parents have been made aware, teachers would use the same process of yellow then red cards. If a red card has been issued the teacher would complete the Behaviour Recovery Process Form and pass it on to a member of the Leadership Team who would work through the Behaviour Recovery Process with the student at the next lunchtime in the Behaviour Recover Room.
- If behaviour continues, the teacher would work with the Principal / Assistant Principal and parents to address behaviour. His may involve extended periods in the Behaviour Recovery Room.

In extreme cases there are options for suspension and expulsion. Corporal punishment is explicitly and implicitly prohibited at St John Fisher Tumbi Umbi either at school or by any member of the school community, including parents, to enforce discipline at the school.

Achieving Quality Behaviour on the Playground

The process on the playground is also based on restorative justice and behaviour recovery. Students are taught the playground expectations as listed on the following page. Positive behaviour will be acknowledged and encouraged.

In cases of inappropriate behaviour they will be shown a yellow card and the teacher will clarify expectations. If the behaviour continues they will receive a red card and be asked to spend the rest of the session in the allocated time out area. The next day they will attend the Behaviour Recovery Room and work with a member of the Leadership Team to work through the Behaviour Recovery Process. If the behaviour continues, parents will be contacted to work with a member of the Leadership Team and the student.

St John Fisher Catholic School Playground Expectations

| <i>Value</i> | <i>Expectations</i> |
|------------------------------|---|
| | |
| <i>Respect</i> | <i>* Keep your hands to yourself</i> |
| | <i>* Play fairly and allow others to play in peace</i> |
| | <i>* Speak appropriately and with manners</i> |
| | <i>* Do not bully or tease</i> |
| | <i>* Respect the environment</i> |
| | |
| <i>Responsibility</i> | <i>* Respond to bells and to instructions</i> |
| | <i>* Play in the correct area</i> |
| | <i>* Look after property</i> |
| | <i>* Wear your correct uniform (no hat play in the shade area)</i> |
| | |
| <i>Reconciliation</i> | <i>* Never see a need without doing something about it</i> |
| | <i>* Be tolerant of others</i> |
| | <i>* Reach out to include others</i> |

Pastoral Care – Summary of Anti-Bullying Policy

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.**”

We take a proactive educational approach and include a teaching program on Anti-bullying to every class early in the year in the context of PD, Health and PE Key Learning Area. We also conduct a Student Support Group at the conclusion of this unit of work so the children are also hearing the message from the senior children.

A useful definition of Bullying is:

1. A repetitive attack causing distress not only at the time of the attack, but also by the threat of future attacks.
2. Involving an imbalance of power.
3. Its nature may be
 - verbal – name calling, put-downs, threats
 - physical – hitting, tripping, poking, punching, kicking, throwing objects, stealing
 - social – ignoring, hiding, ostracising
 - psychological – stalking, dirty looks, spreading rumours, hiding and/ or damaging possessions.

Adapted from Coosje Griffiths, Parent Booklet on Bullying, WA.

Procedures for the reporting of Bullying

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. If the student is reluctant to report, 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. 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 regarding matters that happen at school.

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.

The classroom teacher will record the incident, 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 matter will be followed up using the Behaviour Recovery Procedures as noted in the Pastoral Care Policy.

A key element to the success of handling these incidents is prompt communication to the school before things escalate.

***St John Fisher Catholic School – Pastoral Care Policy
Behaviour Recovery Process***

Name: _____ Class: _____ Date: _____

Teacher: _____

School Values

| | |
|------------------------------|------------------------------|
| <i>Respect</i> | <i>Responsibility</i> |
| <i>Reconciliation</i> | |

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?

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

| | |
|-------------------------------|---------------------------------|
| Tuesday and Friday: | 9.15am |
| Monday, Wednesday & Thursday: | 8.00 am |
| Saturday: | 5.00 pm |
| Sunday: | 8.30am and 6.00 pm /5.00pm(DST) |

Class Masses and Special Grade Masses

Specified Tuesdays or Fridays during Term : 9.15am

Special Event, Whole School Mass

Relevant Fridays during Term 9.15am

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

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Mathematics

The aim of Mathematics in K–10 is for students to:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

History

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Geography

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

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.

All students experience a class music lesson each week from a specialist music teacher which works through a developmental program of learning including singing, playing and composing. 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 to learn to play guitar. This is organised during the school day but organised and paid for by the parents who have a financial relationship with the external providers who are the Gosford Conservatorium of Music.

Personal Development Health & Physical Education (PDHPE)

The aim of this syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, the syllabus will form the basis for students to adopt a responsible and productive role in society.

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.

Information Communication Learning Technology (ICLT)

ICLT is a tool for learning and is integrated into all areas of learning when it is deemed to improve student outcomes. All classes have an interactive whiteboard and access to the internet. The LARC has 30 computers for the use of classes when necessary. Each class also has a bank of iPads which are integrated into learning. Teachers may choose to share these across the grade to make 1 to 1 access to technology.

Learning and Resource Centre (LARC)

The major purposes of the school Learning and Resource Centre (Library) 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 during lunchtimes.

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 adaption is embedded with in 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 (teacher, student and parents) |
| Term 2/3 | Semester 1 Student Report (End of Term 2) Parent Teacher Interviews |
| Term 4 | Goals revisited when necessary Semester 2 Student Report (End of Term 4) |

Parent – Teacher Communication

Communication between parents and teacher is essential for the wellbeing of the Child. This may take many forms including a short note. Should you wish to meet with any member of staff, other than during a formal interview time, it is necessary to telephone the school office or write a short note requesting an appointment. Please include your availability, best contact number and a short outline regarding the purpose of the meeting.

School Fees

Catholic systemic schools work to maintain the lowest possible school fees. Tuition Fees are set by the Broken Bay Diocesan Schools Board and reflect the shortfall between government grants and the costs 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.

The Parent Contribution is coordinated with the P&F and has replaced fundraising events. It supports the school in projects that directly affect the students and has included increasing classroom and Library technology as well as projects such as air conditioning in classrooms.

The Diocesan School Building and Maintenance Levy is coordinated through the Catholic Schools Office and is fed back to schools to cover capital works and support school maintenance.

We rely on families to keep their fees up to date to be able to maintain the running of the school for all students and families. In times of financial hardship we encourage families to contact the school Principal to develop appropriate arrangements. The following up of overdue school fees are centralised through the Catholic Schools Office.

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 and a day when students are timetabled on to individual assessments. 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 designated Staff Development Days.

School Counsellor

The Diocese employs a school counsellor to work with parents and students in areas of mental health. The counsellor is shared among several schools and visits St John Fisher weekly. To access the counsellor parents can speak to the class teacher or a member of the school executive. They will check with the counsellor that the reference is appropriate and pass on a referral form to be completed and returned to begin the process.

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.

Calls to the school office for a change in afternoon procedures are only to be used in the case of emergency. They involve stopping the learning in a class and affect all students when a class is not in their room and a general announcement needs to be made. Please keep them for emergencies only.

The late arrival of students can be very distracting for both themselves and other students. Children, who arrive after the students have left the hall, need to report to the school office with the parent/guardian who will sign them into the kiosk in the foyer of the office.

In the event that it is necessary for a child to be absent from school for a family holiday for 10 days or more during the school term, parents must first complete an application of extended leave form, then submit it to the school office for approval by the Principal. This form is available on the school website in the News and Events section under the heading Forms. Any time your child is absent from school it must be entered through the parent portal in Compass or 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 can be 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. If you are using the drive through pick-up, parents/carers of students in Years 3-6 are to wait until after 3.20 pm before approaching the pick-up area. This maintains traffic flow in Hansens Road

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.

At St John Fisher our Uniform Shop is run by Cowan and Lewis. A representative will be working at the school uniform shop on Tuesday mornings from 8.00 am to 9.00 am each week during school terms. Online shopping is available at the Cowan and Lewis site: www.cowanlewis.com.au

Girls Uniform

Summer Uniform

- * Green and Lemon check dress
- * Green socks and black shoes
- * Wide brim school hat

Winter Uniform

- * Lemon long sleeved shirt
- * Green checked pinafore/slacks
- * Green socks and black shoes
- * Wide brim school hat and/or cap

Sports Uniform

- * Unisex gym shorts
- * Green 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 short sleeved shirt
- * Dark green tailored pants
- * Green socks and black shoes
- * Wide brim school hat and/or cap

Sports Uniform

- * Unisex gym shorts
- * Green Polo shirt with school logo
- * White socks and sneakers.

Boys and Girls

- * 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.

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

School Website

www.sjfdbb.catholic.edu.au



Our School uses Compass as a Parent Portal

Compass will streamline many school operations such as attendance, reporting and communication. Currently, the following features of Compass are available to you:

- View information on the attendance of your child/ren
- Use the Kiosk for late arrivals and early departures
- Enter explanations for full day absences via the parent portal
- Updating contact numbers and email addresses
- Newsletter
- View your child's timetable and the school calendar
- Book parent-teacher conferences
- Download and view your child's reports

Our school will advise parents when more features become available for parent use.

Accessing Compass

Compass is a web-based system that is accessible on any modern web browser (Internet Explorer, Firefox, Chrome, Safari) or by using the Compass iOS or Android apps. Search for 'Compass School Manager' in the store.

All parents will receive a separate email with information about our Compass Parent Portal and App, including login details and instructions. Please let the school office know if you have not received one.

To access the parent portal, go to <https://schools.compass.education>

To download the app click the following links from your mobile.



School Newsletter

Weekly newsletters are distributed on Wednesday. This is the school's main form of communication and parents are responsible for keeping themselves well informed.

Email Updates

You can also subscribe for updates to be sent to your email account.

Visit our website at www.sjfddb.catholic.edu.au

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CHILD PROTECTION INFORMATION

We take our responsibility to protect children seriously. All staff are expected to promote child safety by having a clear understanding of their legal child protection responsibilities and act in accordance with those responsibilities.

In particular the school will:

1. Maintain professionalism in our interactions with children at all times by exercising appropriate duty of care and maintaining appropriate professional boundaries.
2. Follow an established process to address allegations of inappropriate behaviour by staff towards children.
3. Ensure all people working in our school are required to complete a Working With Children Check have a valid clearance.
4. Respond appropriately when we suspect a child is at risk of significant harm due to possible abuse or neglect by a parent/carer or other adult.

Maintaining Professionalism

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

We understand that staff have a duty of care to:

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

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

Staff strive to:

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

Addressing complaints of inappropriate behaviour by staff

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

Such complaints are handled differently to other types of complaints which may arise in the school because of legal obligations established by the NSW Ombudsman Act 1974.

The NSW Ombudsman is a government agency which requires schools and other organisations working with children to ensure systems are in place for recording and responding to all allegations of a child protection nature against staff. You should be aware that 'staff' includes volunteer helpers as well as paid staff

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

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

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

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

Screening of those working in schools

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

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

The participation of all volunteers, including parents and carers are welcome and appreciated for various activities both in school and on excursions. It is important that all volunteers are aware that they are subject to child protection legislation. This means all volunteers must:

- Have a Working with Children Check (WWCC) which can be applied for online through Service NSW.
- sign on at the front office and get a visitor's sticker from the office as per school procedure.
- not engage in any inappropriate behaviour towards any children. While volunteers are technically not employed by the school, they need to be aware that complaints about inappropriate behaviour towards any child or young person must be investigated.

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

Phone: 9847 0618 or Office Fax: 9847 0611

Responding to risk of harm

All school staff are mandatory reporters. This means that if there are reasonable grounds to suspect that a child is at risk of 'significant harm' from abuse or neglect, then a report must be made to the Community Services Child Protection Helpline (CP Helpline).

School staff are expected to inform the Principal if they are concerned that a child may be at risk. It is the role of the Principal (or delegate) to make the report to the CP Helpline.

In making a report the Principal will consider all of the information and seek appropriate advice from the CSO's child protection team (CP team). Any information about a child at risk is kept confidentially by the Principal.

In situations where a child is considered to be at risk the school will work with the child and family to assist them as much as possible.

If you have concerns about a child who you consider may be at risk, please discuss your concerns with the Principal as soon as possible and maintain confidentiality.

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. **All Broken Bay systemic schools require medical authorisation from a prescribing medical or health practitioner to administer any medication to students (including over the counter medications such as Paracetamol, Claratyne, etc).** Parents whose children require such medication, may pick up the guidelines and necessary forms from the school office or are available on the school website in the News and Events section under the heading Forms.

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.

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.

Canteen orders are submitted using the Qkr app which is available for download.

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 orders can be completed online.

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 Tuesday.

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 3 main roles and goals:

ADVISORY / SHARING PARENT / SCHOOL PERSPECTIVES AND LEARNING

To provide An advisory forum for open communication between the school and parents.

PARENT LEARNING

To coordinate Parent Learning initiatives including the Diocesan Parent Council.

BUILDING COMMUNITY

To build a friendly and welcoming faith filled community which seeks to involve all members.

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.

Family Liaison Officer (FLO)

St John Fisher Catholic Primary School has a Family Liaison Officer (FLO) Honor McGill, whose main focus is to provide support for our schools parent community.

Working in conjunction with the schools staff, The FLO assists in maintaining contact with parents and carers while providing understanding and emotional support during challenging times. The FLO can also provide information, advocacy and referral to agencies such as Catholic Care or other external organisations as required.

In addition our FLO encourages and helps to provide opportunities for families to engage with their schools community by focusing on building capacity and skills for parents which enhance learning outcomes for children, cultivating a sense of wellbeing for all.

The FLO also plays an integral part in facilitating various educational and social programs run by the school, such as the Transition to School Program, Seasons for Growth and 123 Magic.

Our FLO Honor is available at the school 2 days a week, usually Mondays and Thursdays. You can contact the FLO through the school office or approach her on the playground on her work days. Anything discussed is always treated with the utmost confidence and respect.