A Warm Welcome to St Patrick’s Gundagai

St Patrick’s Parish Primary School is part of the Archdiocese of Canberra and Goulburn and situated at the Gateway of the Riverina, on the banks of the Murrumbidgee River at Gundagai, NSW.

St Patrick’s is a welcoming family school. We provide a contemporary quality Catholic education for our students. The school caters for 90 students from Kindergarten to Year Six. The Catholic community of the Archdiocese challenges its schools and teachers to share with parents the sacred responsibility for the well-rounded development of the young people in its care. This responsibility is at the heart of St Patrick’s school.

We are proud of the unique educational environment we offer. We also acknowledge parents as the first educators of their children. St Patrick’s staff are committed to supporting parents in this vital education process. They are caring and are dedicated to ensuring that the school-home partnership is productive and successful; a strong partnership that makes certain the best interests of the children is realised. Our personal approach with each family is central to our mission. We endeavour to achieve this goal through our Catholic culture and traditions.

Our vision, ‘Walk Together in Faith and Knowledge’ calls us to nurture and challenge each other within a caring Catholic environment where the love of life and an intrinsic motivation for learning are fostered. We encourage all to participate in creating and maintaining a positive learning environment. We believe that every child is unique.

Our Vision is lived out through our involvement within our Parish, school and the wider community of Gundagai and surrounds. To realise this mission, we provide a contemporary, quality education for the children in our care in all aspects of life. At St Patrick’s, education encompasses the spiritual, social, emotional, intellectual and physical aspects that are necessary to develop well rounded young people. We emphasise the uniqueness of each person. Our aim is to develop resilient, self-confident and informed individuals. Individuals who are able to voice their opinions in order to make a positive difference in society as young people and as adults. We achieve this by providing a rich curriculum and pedagogy that empowers the learner. Students are encouraged to embrace many opportunities offered including, music, public speaking, art, sport, physical education and a variety of excursions.

Our learning environments contain the support systems that establish the conditions in which students learn best – systems that accommodate the unique learning needs of every learner and support positive human relationships needed for effective learning. These environments engage, enable and empower all learners in a context that is flexible, promotes collaboration and a sense of community while addressing the multiple and interconnected learning needs of the whole child. Our 21st century learning environments foster personalised learning that takes place in a context of relevance. Such differentiated learning offers the student “just what I need” to move forward and experience success. St Patrick’s is committed to working in partnership to build a capacity and culture that supports a safe and secure Catholic educational environment.
St Patrick’s support the integration of ICT as both a means and a catalyst to innovative education. We demonstrate this commitment by enriching our classroom environments with technologically-based teaching and learning opportunities that are engaging, flexible, differentiated, creative and challenging. One of our key School Improvement goals over the past two years has targeted the creation of flexible learning environments enabling the school to effectively respond to student data and maximise learning. At St Patrick’s we have high expectations of our students and a belief that all students can and will learn. Our teachers are constantly encouraging our students to move forward with their learning.

At St Patrick’s, showing care and concern for others is a big part of transformational leadership; and this is the leadership we strive to equip our students of the 21st century with. We aim to build leaders who have the capacity and courage to strive for the common good of our community. St Patrick’s can be based on 3 foundational pillars; Building Community, Building Capacity and Building and Celebrating Catholic Culture. Leadership is developed through the Student Representative Council, leadership days and peer support programs. The school places a strong emphasis on student welfare, student teacher relationships and a positive behaviour for learning. A focus on the core values of Respect, Responsibility and Safety are central to our school's culture.

In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Patrick’s Catholic Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Please come and experience for yourself the warmth and energy of the St Patrick’s community. We look forward to welcoming you personally to our great school.

Vincent Powell
Principal

Credo -
Let it be known to all who enter here, Jesus Christ is the reason for this school. The unseen but ever present teacher, the model for us all and the inspiration for this school.
HISTORY

St Patrick’s is a Catholic Primary School located in Gundagai, NSW. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 90 students. St Patrick’s Primary School has a very proud tradition of excellence dating back to 1886 when the Sisters of Mercy commenced Catholic Education in Gundagai. The Sisters of the Divine Saviour (Salvadorian Sisters) and the Holy Faith Sisters were also involved in educating the students for periods of time during the last century. From 1900 to 1979 St Patrick’s School was known as St. Stanislaus School after Sister Stanislaus who originally led the Mercy Sisters to Gundagai. The school's name was changed in 1979 back to St Patrick’s. In keeping with its proud Catholic traditions. The school works closely in partnership with the Parish and School community to provide a contemporary quality education for all students; an education that guides our young people to become independent discerning learners.

PRIORITIES AND TARGETS

These priorities have been discerned from NAPLAN data and other school data evidence collected throughout 2014 and from the 2015 school priorities.

Priority 1

Further development of whole school agreed practices and use of best pedagogies across all learning areas is an ongoing priority for the school for 2016.

To improve student outcomes and whole school agreed practices the school/teachers will:

1. Set own goals in line with the Australian Professional Teaching Standards (http://www.teacherstandards.aitsl.edu.au/). Teachers will set goals each term and work towards reaching criteria provided during the year. Teachers must attend professional learning events regularly to support their professional journeys. The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students.

2. Plot student progress on Literacy and Numeracy continuums and respond to the data.

3. Continue to raise expectations for/from their students. To this end it is intended that teachers across the school visually display outcomes in user friendly language for students so students know what outcome targets they need to work towards during learning experiences.

4. Give Instant feed-back to students at point of need. This means that task design must have an open-ended component in place so that students have multiple opportunities to demonstrate their knowledge, skills and understandings. Constant dialogue with students will provide more opportunities for rich feedback and ways to improve on a daily basis are discussed. We expect students to be asking three questions: Where am I going? Where am I now? What do I do next to move my learning forward?
5. Continue to write and use rubrics for major learning tasks in all key learning areas.

6. Focus on higher order thinking and inquiry in reading comprehension; especially to support students in making informed inferences and better connections between characters and events in narratives, poetry and persuasive texts. This will be a more particular focus in later Stage One, Stage Two and Stage Three classes.

7. Ensure our Whole School Approach to Spelling is extended into all aspects of reading and writing.

**Priority 2**

The school and community will revisit Partnerships and Relationships within the context of the school and community; in particular, relational culture, consultation and communication, engagement with parents and caregivers, partnerships and School Governance. Towards these ends staffs will:

1. Revisit St Patrick’s Vision statement, Walk Together in Faith and Knowledge. This will allow the staff to revisit our vision of the future and the changes needed to achieve that vision. This journey will continue at various points during 2016.

2. The Community Council in consultation with the school, parents and the wider community will revisit school governance and the role of this leadership body in the context of the school community.

**NAPLAN**

Congratulations to our students for achieving great results in last year’s NAPLAN. Our Year 3 were ranked in the high achievement range, (% in the top 2 bands above the State average), for Reading, Grammar and Punctuation and Numeracy. They were additionally graded in the very high achievement range in Writing. Our Year 5 ranked in the achievement above State, (% in the top 2 bands above the State average) for Reading and Grammar and Punctuation; with a very high achievement range in Writing. Outstanding results which continue to display a growth trend in academic achievement. Obviously the challenge is to maintain this growth trend but also, and most importantly, to identify and target those students needing support so that they are enabled to move forward in their learning.

One of the great qualities of the teachers at St Patrick’s, is that they strive to know the children and how they learn. This standard of quality teaching engages, challenges, supports and affirms the growth of the whole child allowing the students to move forward along the learning continuum.

**CURRICULUM**

The curriculum at St. Patrick’s fulfills all guidelines and syllabus requirements set down by the N.S.W. Board of Studies. Students undertake their learning in seven main Key Learning Areas (K.L.A.’s);
1. Religious Education
2. English
3. Mathematics
4. Science and Technology
5. Human Society and Its Environment (H.S.I.E.)
7. Creative Arts.

Each K.L.A. has its own Rationale, Aims, Student Outcomes, Implementation: Topic/Theme, Overview and Assessment strategies. Based on these documents, teachers program for their class, endeavouring to meet the individual needs of all students.

The curriculum works within stages set out by the Board of Studies
Early stage 1  Kindergarten
Stage 1    Year 1 and 2
Stage 2    Year 3 and 4
Stage 3    Year 5 and 6

RELIGIOUS EDUCATION

The Religious Education component of our school curriculum is fundamental to St. Patrick's existence. Children have a Religious Education lesson every day, in which they learn about Catholic traditions, doctrine and practices.

The teachers follow the Catholic Education Office guidelines by basing their lessons on a sequential program called “Treasures New and Old”. Children also celebrate School Masses or Liturgies of the Word at 12 noon every Friday.

Teachers accept responsibility for their ‘pastoral care’ role within the school. They show genuine care and concern for all students at St. Patrick's. The example and modelling given by teachers is crucial in providing a climate of care within the school.

Sacramental Programmes are conducted in the follow classes:
Year 2 – Reconciliation (Penance)
Year 3 - Eucharist (First Communion)
Year 5/6 – Confirmation (alternate odd years)
Although every child will participate in Sacramental Programs - only baptised Catholics can receive sacraments. Non-Catholic children will play a part in the celebrations and be acknowledged for their contributions and participation.

**Learning Support Programme**
The Learning Support teacher and Learning Support Assistant work in classrooms where there is a need. This is reviewed every school term and is determined by the class teachers and the learning support teacher in conjunction with the Principal.

The Learning Support programme included the *Reading Recovery* strategy for students in Year One at risk of not reading and writing successfully. It is a proven strategy that works for those students that need intervention.

**CO-CURRICULAR ACTIVITIES**
We have a breadth of extra Co-Curricular Activities that we offer.

They include:
- School Choir
- School of Music
- Year Six Camp
- Peer Support
- Buddy System
- Poetry competitions
- Public Speaking
- Archdiocesan & State Sport Carnivals
- Travelling Stock Route Lease
- ANZAC Day March
- Biggest Morning Tea
- Teddy Bear’s Picnic
- Visits to Aged Care Residences
- Biannual School Performances

**SPECIALISED MUSIC PROGRAMME**
Tuition is provided during school hours on the school premises on Wednesdays. Booking and fees payments are to be made through the Wagga School of Music. Please contact the front office for further details.

**PEER SUPPORT PROGRAMME**
A K-6 programme focusing on peer support and development exists to assist all students. A comprehensive programme educating Year Five and Six students as leaders is organised annually. The programme aims at helping each student develop resilience, self-esteem, cooperation and empathy and connectedness to their peers, teachers and school.
Aspirations Philosophy Programme
We have participated in a Philosophy Enrichment Program this year for Years Five and Six students. This has been part of a joint project by Questacon and the Australian Catholic University.

Western Region Choir Festival
We have participated in the inaugural Western Region Catholic Primary School Choir Festival this year. This will be an annual event on the school’s calendar. It is an opportunity for students who would like to be involved in this activity as part of school life. Anyone can join the school choir.

Wagga Chess Competition
This year we have entered into the Riverina District Schools Chess Competition. This competition is open to any interested primary students. This will be an annual event on the school’s calendar. It is an opportunity for students who would enjoy this type of challenge to be involved as part of school life.

Public Speaking
Each year students from Year 3 – Year 6 present a speech on a given topic and present it to their class and teachers. The top students are chosen to represent our school in the regional public speaking finals and have the opportunity to progress to the Archdiocesan Public Speaking Finals.

Assessment and Reporting

Assessment
Teachers continually assess the progress of each child in their class through gathering a range of information in each of the Key Learning Areas. The Term program of each teacher takes into account results of each student’s assessment, with the teachers striving to meet the needs of individuals. Teachers make adjustments in weekly programs to meet the range of all students' needs in their classes.

Reporting
During Term 1 a Parent/Teacher interview takes place so that parents can share their knowledge with each teacher of their child’s interests and hobbies. This information is used to meet student's needs in class programming throughout the year.

St. Patrick's student reports that go home to parents are in the form of a written report twice each year. A half yearly Written Report is sent home to parents towards the end of Term 2. This Report is followed by an oral interview to break open the written report. During these interviews students may be invited to share their book work and learning products. In Term 4, a comprehensive written report is sent home to parents reporting on student outcomes. The A—E reporting table following, outlines each student’s achievement level for written reports.
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<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
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<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
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<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
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<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
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<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
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The Kindergarten report guide on written reports consists of each student’s achievement level on a three point scale:

- Competent
- Developing and
- Experiencing Difficulty

St Patrick’s strongly encourages parents to contact teachers at other times throughout the year when they have concerns. Teachers will contact parents when they have any problems/concerns about their child. The partnership between home and school is strengthened when the lines of communication are kept open in regard to any area - academic, emotional, social and physical.

**PARENT ENGAGEMENT IN LEARNING**

**What is it? Why is it important?**

Parents are the first educators of their children and are a vital part of a child’s education. The more actively parents are involved in their child’s learning, the more likely it is that their child will experience greater success at school.

- Parents who are engaged in their child’s learning:
  - Read regularly with their child
  - Discuss what their child has been learning at school.
  - Look for ways to practise skills at home that their child has been learning at school.
  - Regularly talk to class teachers to discuss their child’s progress and find out activities they can do at home to assist their child with learning.
  - Speak about school and teachers in a positive way.
  - Use everyday activities like cooking, card games, building jobs to teach skills like measurement and numeracy.
What happens when parents are engaged in learning with their children?

- Children experience greater academic success.
- Children complete more homework.
- Children have a more positive attitude to school.
- Children have improved behaviour.
- Children are more likely to complete high school and go onto further education.
- Children have improved social skills.

Research shows that:

- The more involved parents are in their child’s education, the more likely the child is to succeed in school.
- When determining a child’s level of success in education, parent support for learning is a more important factor than the child’s IQ, economic status or school setting.

Going to school every day is important and Kindergarten sets children up for the rest of their schooling.

What your child learns each day builds on what they learnt the day before. If your child misses school, their learning routine is broken, they lose confidence and they miss out on building their friendships.

You have a legal responsibility to send your children to school every school day. If you’re having difficulty getting your child to school every day and on time, please talk to the teacher or principal.

**HOW CAN I ENSURE I AM ENGAGED IN MY CHILD’S FAITH FORMATION?**

The family is the most vital part of the process of lifelong faith formation and however effective schools are in the creation of vital and passionate Christian communities, nothing is more important than parents in providing the most effective foundation for spiritual and religious life. Here are our top five tips for developing families of faithful Christians.

1. **Family Faith Conversations**

   Christian values are passed on to the next generation by lively and supportive conversations about matters of spirituality and faith. These types of conversations can range from supportive listening and compassion for hurts being experienced, praise and thanksgiving for family members’ successes, challenging the behaviours and actions of family members that are not based on Christian values and encouragement of family members to put others first and to find opportunities to serve others. These conversations are not always easy but they are always incredibly valuable.

2. **Family Prayer and Mass Attendance**

   Bedtime prayers, grace before meals and Bible stories are all essential works that help develop a strong Christian family life, but praying as a community, as the Body of Christ at church on Sunday is important in connecting each of us to one another and more deeply, to Jesus in the Eucharist.
3. **Family Service**
Engaging in service with members of your family can be one of the most powerful opportunities to grow in faith. Faith without the practical works of caring for the poor and needy is empty and does not appeal to the young. Look for opportunities in your community to give back as a family. Baking or shopping together for food for a food drive, volunteering time for charitable organisations, caring for sick relatives and friends and collecting spare change throughout Lent for the missions are all essential ways to show your children faith in action.

4. **Family Meals**
Studies constantly reveal this one humble practice is one of the most important aspect of not just a strong family life, but a strong faith life too. The research is clear: good things happen when family members gather together to eat. Sharing stories, being grateful for what we have to eat and celebrating together as a family around a table allow us to act out our love for one another and our desire to be together. Just as a meal was central to the ministry of Jesus, the family meal is central to the faith experience of a family.

5. **Family Rituals and Traditions**
Ask adults to recall their best childhood experiences and they'll frequently recall events involving family traditions or rituals. Family mealtimes, holiday get-togethers and nightly bedtime routine are examples of rituals and traditions that make deep and lasting impressions on children. Such rituals and traditions serve a number of important purposes:
- They give rhythm, shape and order to our lives.
- They connect us with others, giving us a sense of who we are and where we belong.
- They reflect and enact values, reminding us of what is important.

Many family rituals and traditions can include a spiritual element that helps connect our family traditions to our faith. For example:
- Say a special prayer of thanksgiving for parents on Mothers’ and Fathers’ Day.
- Connect Lent to the idea of giving to the poor by having a family collection jar for spare change and pocket money donations.
You and time are the best resource your child has, however, there are some excellent books and online aids to use with your child. Board of Studies Booklets “Helping your child…”. These are available for purchase at https://bosho.boardofstudies.nsw.edu.au/links/shoponline.html

Workbooks on reading, writing and numeracy are available at newsagencies, bookshops and even Aldi.

Websites

www.abc.net.au/countusin  (numeracy site)

www.abckid.com.au  (loads of different school readiness activities for literacy, numeracy, social skills, coordination)

www.bbc.co.uk/schools/wordsandpictures/index.shtml  (literacy)

www.starfall.com  (American site with interactive learning activities)

www.literacyandnumeracy.gov.au

www.indijreaders.com.au

www.schoolatoz.com.au  (a great website with numeracy and literacy worksheets, homework and assignment help, info on well-being, technology and school lunches.

www.kahnaacademy.org Began by a Mathematics whiz in the States, this programme now has the backing of Bill Gates and is being trialled for use in schools in the US. It is an excellent Mathematics teaching site for both primary and secondary students. A clear explanation with examples is followed by interactive questions for your child to complete. Sign up for this free site.

www.memsaforkids.org/play Great literacy and numeracy learning games for children that they will enjoy.

How can I help my child succeed in school?

Stay involved and feel free to contact your child's teacher with any questions or concerns.

Do not talk negatively about your child's teacher or school.

Make sure your child is getting plenty of sleep and is ready for school each day.

Help your child with his/her homework every night.

Ask your children about school and encourage them to talk about their day.

Read with your child every night.

Teach your children to be responsible for their actions and their schoolwork.

fun-in-first.blogspot.com
Help your child become a better **READER**

Questions to ask your child while reading fiction text.

- Who is the main character?
- What is the setting in the story? Does the setting change?
- What was the problem in the story and how was it solved?
- Did the character change during the story? How?
- How are you like the main character? How are you different?
- What do you predict will happen next in the story?
- Why do you think the author chose this title for the story?
- Do you like the title of the story? Why or why not?
- Can you think of a different title for the story?
- Which character from the story would you choose to be your friend? Why?
- Which part of the story was the most exciting? Why?
- Did you like the end of the story? Why or why not?
- Which parts in the story could really happen? Which parts could not really happen?
Help your child become a better **READER**

Questions to ask your child while reading **nonfiction** text:

- What is the main idea of the text?
- Can you tell me something you already know about this topic?
- What did you learn from reading the text?
- Are there any words that you do not know what they mean?
- What are some new words that you learned?
- Do you have any questions after reading this?
- Were there any features (diagrams, charts, pictures) that were important?
- Where could you find out more information about this topic?
- What questions would you ask the author about this topic?
- What would be a good title for this text?
- Can you think of another book that you have read about this topic? How was it similar? How was it different?
- Did you like the text? Why or why not?

fun-in-first.blogspot.com
How can I help my child with math?

Count your steps as you take a walk. Count by 1's, 2's, 5's, and 10's.
Give your child story problems to try and solve. Have your child explain how to solve the problem.

Give your child coins to practice counting money.

Have children point out patterns they find.

Let your child help you cook. Cooking involves a lot of counting and measuring.

Help your child learn math vocabulary.

Show your child that math is in our everyday lives.
Reading at Home

Never underestimate the importance of reading with your children at home. This early exposure to a variety of texts helps develop a lifelong passion for reading and also provides a solid foundation for learning to read in a more formal school setting.

Below are some tips for reading with your children at home.

Before Reading:

- Look at the front cover of the story. What can you see? Who or what do you think will be in the story?
- Read the title of the story. What do you think might happen in the story? Make some predictions about the text.
- Read the name of the author and illustrator. What does the author do? What does the illustrator do?

During Reading:

- Pay attention to the layout of the book. Talk about holding the book the right way, turning the pages carefully and where to start reading on each page.
- Stop at any new or interesting words. Ask what they might mean. Discuss word meanings and come up with any other words that might mean the same thing.
- Stop at various points throughout the story to ask what might happen next. Why do you think that?
- Ask how certain characters might be feeling. Why?
- Make connections back to the children’s lives. Can you think of a time when this has happened to you? Do you remember a time when you felt like this?
- Refer back to what has already happened in the story.

After Reading:

- Give a basic retell of the story, if the story is not well known you may like to flick through the pictures to get the sequence right.
- Ask what might happen to the characters after the story.
- Allow children to identify their favourite part of the story or least favourite part and why.
- Discuss any other books that you might know that are similar to this story.

More than anything else, reading to and with your child should always be an enjoyable, relaxing and fulfilling experience. It is always a good idea to read together just because you want to!
A-Z Quick Guide to Information

AFTER SCHOOL WALKERS / CHILDREN PICKING UP

Parents picking up children from school are to come into the school grounds to do so. Children are not allowed to wait for parents outside school grounds. If you come to school during the day please sign in and out at the front office for our official records. Parents of walkers must provide permission notes to allow students to walk to various local destinations otherwise children will be sent home in their usual way.

AWARDS

Awards in recognition of good behaviour and achievement are given out at Friday’s Assembly and published in the following week’s Newsletter. Awards are given in accordance with the St Patrick’s Pastoral Care Policy. This policy can be viewed on the school web site: www.spg.nsw.edu.au

BICYCLES AND SCOOTERS

Children who ride bicycles to school or scooters must wear a helmet.

BOOK CLUB

Scholastic Book Club leaflets are handed out twice a term and children are encouraged to take advantage of these reasonably priced books.

BUS TRAVEL

Free bus travel is available to children in Kinder to Year 2. Children in Year3-6 have free travel if they live more than 1.6 kilometres from school. (see online application form for more details) A subsidy is also paid where children have to be driven by private vehicle to school or to meet the bus.

Bus contacts are:
Tumblong/Mundarlo Bus: Paul Eccleston 6944 1894
Adjungbilly/Nanangroe Bus: Chris Eccleston 0437 441 071
Tarcutta Bus: Robert Levien 0418 193 356
Burra Bus: Mark Hewit 0498 442 017
Cooininee Bus: Mick Pigram 0418 961 877
Gobarralong Bus: Trevor Jones 0447 293 307
Tumblong/Edwardstown: Makehams 6971 9255
Nangus Bus: Makehams 6971 9255
Jackalass Bus: Makehams 6971 9255
A Working with Children Check is a prerequisite for anyone in child-related work. It involves a national criminal history check and review of findings of workplace misconduct.

The result of a Working with Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

The Check is fully portable which means it can be used for any paid or unpaid child-related work in NSW for as long as the worker remains cleared. Further information can be viewed at http://www.kidsguardian.nsw.gov.au/Working-with-children/working-with-children-check.

Volunteer school parents are not required to apply for a Working With Children Check at present to help out around the school.

St. Patrick’s Primary School, Complaints Policy describes the process for effectively managing complaints whilst protecting the right of all parties involved and seeking solution to the problem in the best interests of all affected. The Archdiocesan Complaints Policy has been incorporated into St. Patrick’s Primary School Complaints Policy and complies with the provisions of the Archdiocesan Policy. A copy of St. Patrick’s Complaints Policy can be obtained from the School Office upon request or downloaded from our School Website at www.spg.nsw.edu.au

Due to legal responsibilities parents are asked NOT to drive cars in any school area between 8:00 a.m. and 3:30 p.m. Parents are also requested NOT TO PARK IN THE TOP DRIVE WAY at any time as access to this area is constantly needed each day.

To be enrolled in Kindergarten at St. Patrick’s, children should turn five years of age by 30th April in the year of enrolment. Exceptions to these guidelines may be made by making an appointment and discussing enrolment with the Principal. Children in other classes will be enrolled into the appropriate year level.

Our School Excursion Policy aims to provide the children with a wide range of learning experiences. The students in all classes experience a one-day excursion during the year. These excursions may incur a cost (no more than $30 per student). Year six students attend a four or five-day camp during late Term 3 or the early part of Term 4 each year. Costs for travel, accommodation and planned activities are the responsibility of parents.
**Definition of Excursion**: An excursion is a trip by a group of people, usually made for leisure, education, or physical purposes. It is often an adjunct to a longer journey or visit to a place, sometimes for other (typically work-related) purposes. Short excursions for education or for observations of natural phenomena are called field trips. One-day educational field studies are often made by classes as extracurricular exercises, e.g. to visit a natural or geographical feature, trip to the swimming pool.

**Definition of Performances**: An act of presenting a play, concert, or other form of entertainment or educational knowledge. School Performances or excursions where visiting performers or groups of people come to the school come under the banner of School Excursions.

Occasionally the school invites visiting performer/s to entertain the children, or may be involved in locally organised cultural events. Usually the cost is covered in the School Fees eg. Healthy Harold (Life Education).

### FEES

Payments of school fees are necessary to Catholic schools as we do not receive the same level of funding from the Government, as do the State schools. Therefore, we are dependent on school fees and other fundraising activities to cover the shortfall in running costs. School fees go up annually between approx. 2.5% and 3% in line with CPI.

The setting of local fees and the arrangements for their collection at St. Patrick's is a matter which is determined by our School Community Council finance committee. This committee consists of the Parish Priest, the School Principal and one Community Council representative. If at any time during your association with St. Patrick's, you feel that the level of fees is too burdensome, please talk to the School Principal, who will hear your case confidentially and suggest ways to help. The expectation is that payment of termly school fees must be paid by the end of each term. Failure to do so without discussing family circumstances may result in placing outstanding fees in the hands of a debt collection agency.

The basic School Tuition Fee is charged by the Catholic Education Office (CEO) in Canberra. The amount is determined by the Catholic Education Commission (CEC) and endorsed by our Archbishop. (Please see back of booklet for outline of Fee Structure).

### HOMEWORK

Teachers normally set homework activities on a contract basis whereby a variety of activities are to be completed within the week. Reading is a vital activity that should be encouraged at an early age and all children would be expected to read daily. Children in the Infants classes are given home readers.

It is important that children at this early stage are encouraged in their efforts to read, and that you take time to listen to them. In the Infants classes letters/sounds/sound blends/words. If homework cannot be completed a note to the teacher explaining reasons why homework could not be finished, should be sent to school.
LIBRARY

Children attend library lessons once per week and are required to have library bag for the protection of borrowed books.

MEDICATION

Children requiring medication while at school must have a written note from home stating dosage, timing and other relevant details which should be handed to the classroom teacher. This medication will be sent to the front office where it will be kept under supervision by the office administrator and administered at the allotted time during the day.

For Asthma sufferers there must be an Asthma Action Plan filled in by parents and the family doctor and sent in to school for medical purposes.

Epi pens (for those students with severe allergic reactions) must be provided to the school in case of allergic episodes along with an Anaphylactic Plan at the beginning of each year. These are kept in Sick Bay and taken on any local or other excursion with the First Aid Kit in case of an allergic episode.

MONEY

All money sent to school for any purpose should be placed in a sealed envelope and clearly marked with your name and what the money is for, plus the amount enclosed. Special envelopes are provided for some events.

NEWSLETTER

Newsletter, any inclusions for the newsletter must be given to the office administrator by 11am on the Friday before newsletter day. As the newsletter is the only way the school can communicate with parents, on a regular basis, it is CRUCIAL that you read it. The newsletter is available via our school web page at: www.spg.nsw.edu.au

OPEN DAY AND KINDERGARTEN ORIENTATION DAYS

On Open Day school parents and prospective school families are invited to join in school activities with the staff and students in classrooms and for other outdoor activities.

The Kindergarten Orientation Days and Information Evening are held each year during Term 4. The Principal addresses the parents on our St Patrick's Primary School's Vision and Mission, co-curricular programmes etc. and ways parents can participate in being part of our school family.

Teachers explain the curriculum. Support staff shares with parents some of the school routines relating to the overall running of the school. Representatives from the School Community Council attend and share with parents their leadership roles within the school community. Parents from this year's kindergarten class will be available to speak to you about their experiences.

The 2017 Information Enrolment Evening will be held on Tuesday, 18 October 2016 at 6pm at the school.
Kindergarten Orientation Days in 2016
The children will be invited to attend school for a whole day over a three-week period starting Thursday, 20 October from 9am – 3.15pm in the classroom in order to become familiar with school routines. These experiences are intended to make the children become more familiar with the school context and make them feel at ease when they begin the next year.

St. Patrick's Little Learners - Playgroup
This is a new opportunity for all pre-school students and their parents to come and experience a range of fun activities involving learning in small groups. Running for 4 weeks from Friday, 26 August from 9am – 10am. NB: You do not have to be enrolled at St Patrick’s to attend these sessions. Parents and younger siblings are welcome to join.

PARENT BODIES

School Community Council
The School Community Council assists the Principal in ensuring that the Catholic ethos of the school is maintained. The Council has:
- a decision-making role in certain policy areas and
- an advisory role in others and operates to give advice and direction to the Principal in an advisory capacity and to ratify certain school policies.
Community Council meetings are generally held on Thursday evenings on the third and seventh weeks of each Term at 7pm and are advertised in the School Newsletter. A Parent Forum will generally be run in the fifth week of each term. Under the guidance of the School Community Council, School Community Committees have been formed under three main areas under a Committee coordinator/s. All parents may belong to these Committees depending on time and talents.

School Community Committees might include:
School Services Committee: This includes the Uniform shop and Canteen services.
Fundraising Committee: This committee is for fundraising and runs school community hospitality events
Maintenance Committee: Usually a parent/s coordinates School Grounds Working Bees depending on what maintenance is scheduled throughout the year.

These Committees meet in their own time during the life of a particular project. Coordinators may be asked to attend Council meetings but only when advised. Other Committees may be formed for special projects and conclude when project is completed.

Community Council Members include:
Father Sijo Parish Priest (ex-officio member)
Vincent Powell Principal (ex-officio member)
Chris McDonnell Community Council Chairperson
Renee Lindley Community Council Vice Chair.
Louise Sullivan Treasurer
Donna Scott Secretary
Charli Hackett Member
Jodie Crossley Member
Melissa Carberry/Anne Saunderson Staff Member
If parents wish to meet with a teacher, please make a suitable appointment. It is preferable to arrange a meeting after school. Other information is included under Assessment and Reporting.

At St. Patrick's the teachers aim to promote positive and acceptable behaviour through the development of a healthy self-concept. The school accepts the responsibility, along with the home, for the children to develop good manners, the virtues of obedience and dignity in behaviour, and socially acceptable behaviour. We expect that parents will already have established at home, acceptable standards in both speech and behaviour.

St Patrick's children work towards Wild Cat awards for Respect, Safety and Responsibility. When children are caught and given five gotcha cards of the same rule they then receive the Wild Cat award. The Wild Cat awards are then hung from ceiling to floor in classrooms. When these awards reach the floor a whole class reward is negotiated with the class teacher and the Principal.

Our Pastoral Care Policy incorporates Welfare and Discipline and sets out clearly acceptable behaviour at school and outlines the consequences and procedures for contacting parents in the event of a serious breach of school rules. It rewards and encourages positive behaviours through awards and special acknowledgements.

The school has developed a number of Management Policies which are reviewed at School Registration or as the need arises. As part of the school’s Evaluation Policy, all policies will be evaluated over a four-year cycle. A copy of St. Patrick’s Pastoral Care Policy (Incorporating Welfare and Discipline) is supplied to each family so parents and children understand fully that we are all working together for the welfare, safety, education and faith development of our children.

The Archdiocese allows four professional development days for staff. These take the form of Pupil Free Days when students are not expected to attend school. This allows uninterrupted time to review school policy documents and update professional skills and qualifications. These days normally occur on the first day of each term. Parents will receive notification about Pupil Free Days. In addition to these days, individual teachers attend professional courses throughout the year. Relief teachers are engaged to replace classroom teachers and they follow the normal timetabled lessons.

Children are expected to attend school every day unless they are sick or are away for a legitimate reason. When a child is absent from school a note explaining the
absence and the relevant dates must accompany the child when he/she returns to school (There is no need for parents to ring the school when a child is absent unless the child will be away for an extended time.)

With new School Attendance compliance requirements parents in some circumstances must fill in an exemption form to be approved by the Principal or in some circumstances by the Director of the Catholic Education Office. The new School Attendance Policy is available on our website or at the front office. Exemption forms are available at the Front Office and from the school website. A letter from the principal is available with this Enrolment Booklet to further explain these new requirements. Parents must ensure that the class teachers are informed beforehand if their child/children will be away from school for any length of time, for any particular reason.

If your child becomes sick at school, you or your emergency contact person will be notified. The school does have a sick bed should your child become unwell during the course of the day. Therefore, if your child is genuinely sick, we request that they stay at home, until they are well.

The last day of each Term is normally spent on regular school activities; therefore, parents should ensure their children attend classes. Please note that when staff and children attend representative sporting events and the like, work has been set for the class to complete, and once again children must attend school on that day. The First day of every Term, except Term 4 will be a day of Professional Development for teachers in line with state schools. Children do not attend school on these days.

Did you know?... If your child misses as few as eight days each school term, by the end of primary school they will have missed a year of education.

**SCHOOL BANKING**

Children may choose to do School Banking with the option of using the Commonwealth or Westpac Banks.

**SCHOOL COUNSELLOR**

St Patrick’s offers students and families a school counselling service each term. The school counsellor is available twice a term. The dates are determined each year and are posted in the School Newsletter. This is a free service to families.

**SPORT**

Thursday is Sports Day where the correct sports uniform must be worn. It is important that all students are involved in some form of weekly organised sport. Therefore, if your child is unable to participate for a particular reason, they should bring a note of explanation.

Children representing the school in Swimming, Cross Country and/or Athletics events travel by bus; for other sports children travel in parents’ cars - permission to travel and participate in the event MUST be sent to the school PRIOR to leaving. On occasions when a large percentage of students are involved in a sporting activity on another day, other than Thursday, then that particular day will be the Sport Day, for the rest of the children, for that week.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40 am</td>
<td>Supervision commences</td>
</tr>
<tr>
<td>8:55 am</td>
<td>Morning Line-up bell rings</td>
</tr>
<tr>
<td>9.00 am</td>
<td>Morning assembly; Prayer and Messages</td>
</tr>
<tr>
<td>9.05 -11.00am</td>
<td>Learning time this includes a Fruit Break at 10.00</td>
</tr>
<tr>
<td>11:00 - 11:25am</td>
<td>Recess</td>
</tr>
<tr>
<td>11.25 - 1.00pm</td>
<td>Learning time</td>
</tr>
<tr>
<td>1:00 pm - 1:55pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:55 – 3:15pm</td>
<td>Learning time</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Conclusion of school</td>
</tr>
</tbody>
</table>

Supervision concludes after the last bus departs or the last student has been collected. The school grounds are supervised by a teacher before school, at recess, at lunch and after school. No child should be in the school grounds outside of these times.

Before children can travel out of the school grounds by car or bus to attend any event, e.g. sporting, excursion, they MUST have returned a signed consent by their parent/guardian.
No child will be allowed to leave the school grounds unless:-
   a) They have a note from their parents requesting that they leave for a specific purpose, or
   b) They are granted permission by the Principal
Accidents at school vary in nature. Minor accidents are dealt with by the staff. For more serious accidents parents are promptly contacted and if necessary an ambulance is called. The school has joined the Ambulance fund, so this service is at no cost to parents.

**SCHOOL WEBSITE**

The school website [www.spq.nsw.edu.au](http://www.spq.nsw.edu.au) contains further school and parent information. The school newsletter is posted weekly. School policies displayed on the website include: the Pastoral Care Policy, the Complaints Policy, the Homework Policy and the Uniform Policy. Absentee forms, School Attendance forms, Uniform Order forms, Enrolment forms, term dates, up and coming event information and the Annual School Report can be accessed amongst other school information on this site.

**STAFFING**

The school provides an education from Kindergarten to Year 6. There are ten teachers including two part time teachers, a part time teacher/librarian, a part time Learning Support teacher and four support staff including a Learning Support Assistant, a Secretary (Office Administrator), a Cleaner and a Grounds Person.

**St. Patrick's School Executive**

Principal Mr Vincent Powell
Assistant Principal Mrs Lisa Wilson
Religious Education Coordinator Mr Craig Ferguson

**Staff 2017**

Mr Vincent Powell Principal/Teacher
Lisa Wilson Assistant Principal/Teacher
Craig Ferguson REC/Teacher
Lesley Pettitt Learning Support/Reading Recovery
Melissa Carberry Teacher
Justine Hughes Teacher / Librarian/ Resource
Natasha Flanagan Teacher/Sport Coordinator
Craig Ferguson Teacher
Kate Howe Teacher
Anne Saunderson Teacher, Part Time
Sharon McCarthy Office Administrator
Heidi Luff Learning Support Assistant
Leonie Winters School Cleaner
TBA Grounds person

**TUCKSHOP**

Tuck-shop operates on Fridays, with different winter and summer menus. The children bring their lunch orders to school in a lunch bag, clearly showing their name, class and order details, plus the amount of money enclosed. A roster of mothers or fathers who are able to help out is drawn up early each term. Children are not permitted to enter the tuck-shop at any time due to WHS regulations. Children are to come to the window for service. Volunteer parents for tuck-shop are not permitted to have under school aged children in the tuck-shop.
Students are required to wear the correct school uniform, which should be in good repair, well laundered, pressed and clearly labelled. All clothing that can be removed, e.g. tracksuit pants and jackets, MUST be labelled in some way that we can identify its owner, e.g., initials, surname etc. Other items such as lunch boxes and drink bottles must also be labelled.

Gym boots, make-up, jewellery and nail polish are not acceptable. Diverse hairstyles and different hair colour are not acceptable. Girls should wear only green or navy ribbons, with yellow ribbons acceptable only with sports uniform. It is **COMPULSORY** for **ALL** children to wear the school hat while outside. The rule “No Hat - No Play” will apply.

**Summer Uniform**

**Boys**
Grey shorts, lemon shirt, brown sandals or black shoes or boots, black socks & school hat.

**Girls**
Green check dress, brown sandals or black shoes, white socks (short ankle socks may not be worn) & school hat.

School polar fleece jumper may be worn with summer uniform, Terms 1 & 4. Green woollen jumper will be worn with winter uniform, Terms 2 & 3.

**Winter Uniform**

**Boys**
Grey trousers, lemon shirt, school tie, black shoes or boots, black socks, green woollen jumper, parka (black, navy or green) and school hat or green beanie.

**Girls**
School tartan tunic or tartan slacks, lemon shirt, school tie, black shoes or boots, black socks or tights, green woollen jumper, parka (black, navy or green) and school hat or green beanie.

**Sports Uniform**

**Boys**
Green boy’s shorts, green and yellow polo neck shirt, green tracksuit pants, school polar fleece jumper, joggers, white socks and school hat.

**Girls**
Green girl’s shorts, green yellow polo neck shirt, green tracksuit pants, school polar fleece jumper, joggers, white socks and school hat.

All of the above items can be purchased from the School Uniform Shop (with the exception of a parka) which is open on Tuesday afternoons at 3pm or on Kindergarten Orientation days. If you are unable to come to the school to purchase items, please contact the front office or Mrs Paula Cotterill via the front office to make other arrangements. School Uniform Order forms are available from the Front Office or on the school web site [www.spg.nsw.edu.au](http://www.spg.nsw.edu.au)
St Patrick’s boasts of its Year Six/Kinder Buddy system. This wonderful support system is a very pastoral way of ensuring that new Kindergarten children are well looked after for the first twelve months of their primary school life by staff and students. Year Six kinder buddies are chosen very carefully each year to ensure that are a good match for each kinder child. Kindergarten children usually have one buddy assigned to them but depending on the number of students in the Year Six class they may have two.

When do the new Kindergarten class meet their buddies and what happens when they come to school?

1. The Kindergarten children’s first experience of our wonderful student leaders (Year 5’s this year) is when they meet them at the two Kindergarten Orientation Days in the year prior to starting school. The Kindergarten teacher and the Year Five teacher observe student interactions during these days very carefully before making decisions about assigning buddies for the following year.

2. The Year Fives write a letter to their Kinder Buddies including a photo of themselves before the yearly holidays. These letters are posted during the Christmas holidays to ensure parents can read letters and talk to their children about their new buddy.

3. On the first day of the new school year the new Year Six students welcome their buddies to school and stay for a period of time in the morning session to assist and ease the new children into school routines. They have Recess and Lunch with them for some weeks to show them what primary school life is like.

4. Throughout the year the two classes will do activities together during class times.

5. At the end of the year the Year Six buddies give the Kindergarten buddies a memento of their time together.

This is a wonderful lasting experience for our new students. They never forget their buddies.
The daily expenditure at St Patrick’s for one child/children in 2016 is:

One child $11.14 per day
Two Children $12.90 per day
Three children $14.68 per day

Family Fees per term as follows for 2016

1 child $557.00
2 children $645.00
3 children $733.00

Note that school fees go up between 2.5% and 3% each year in line with CPI
I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child’s mind
And they fashioned it with care.
One was a teacher:
The tools she used were books and music
and art;
One was a parent
With a guiding hand and gentle loving heart.
And when at last their work was done,
They were proud of what they had wrought.
For the things they had worked into the child
Could never be sold or bought!
And each agreed she would have failed
If she had worked alone.
For behind the parent stood the school,
And behind the teacher stood the home!
School Fee/Family Fee
This is set by the Catholic Education Commission and is imposed by the Catholic Education Office. Each term the school forwards this set fee to the Catholic Education Office.

Resource Levy
This fee is set by the School and Community Council. Resource costs include things like text books, exercise books, craft supplies and so on.

Administration Levy
This fee is set by the School and Community Council. This fee is used to assist in the ongoing running costs of the school.

School Building Fund Levy
This fee is set by St Patrick’s Parish and the Community Council. All monies collected are to be handed to the Parish to help fund building and maintenance projects.

Cleaning Levy
This fee is set by the School and Community Council. A cleaner is employed and paid by the Catholic Education Office. The CEO invoices the school. The school then reimburses the CEO from monies collected from the fee collected.

Maintenance /Grounds Levy
This fee is set by the School and Community Council. This fee is paid each term for the grounds man with no surplus funds remaining.

School Fees 2016 - First child only

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fee/Family Fee</td>
<td>$276</td>
</tr>
<tr>
<td>Resource Fee</td>
<td>$37</td>
</tr>
<tr>
<td>Cleaning Fee</td>
<td>$69</td>
</tr>
<tr>
<td>Grounds/Man Fee</td>
<td>$47</td>
</tr>
<tr>
<td>Performance/Bus Fee</td>
<td>$14</td>
</tr>
<tr>
<td>IT Fee</td>
<td>$37</td>
</tr>
<tr>
<td>School Admin Fee</td>
<td>$37</td>
</tr>
<tr>
<td>School Building Fund (Tax ded)</td>
<td>$40</td>
</tr>
</tbody>
</table>

Fees: per term

$557