

# YIDARRA

Catholic Primary School



## PARENT INFORMATION BOOKLET

Revised January 2015

## ***From the Principal***

*I would like to take this opportunity to welcome all new families to the Yidarra School Community.*

*As a Catholic school which strives to build a community central in Christ, we acknowledge the fact that parents are the first educators of their children. The purpose of this publication is to inform parents of the programmes, routines and procedures that contribute to the culture of Yidarra.*

*We look forward to building a positive relationship with all families in the school and to many successful years with the Yidarra Community.*

*Ms Carmel Costin  
Principal*

# YIDARRA CATHOLIC PRIMARY SCHOOL

## PARENT INFORMATION BOOKLET

*Revised January 2015*

This booklet has been prepared to inform parents of details which will make the cooperation between home and school easier. Please keep it for reference while your family is part of the Yidarra Community.

Updates will inform you of any alterations to procedures and will keep the information current.

### YIDARRA CATHOLIC PRIMARY SCHOOL

**Marsengo Road, BATEMAN WA 6150**

**Phone: 9332 3011      Fax: 9310 7825**

**Email: [admin@yidarra.wa.edu.au](mailto:admin@yidarra.wa.edu.au)**

**Website: [web.yidarra.wa.edu.au](http://web.yidarra.wa.edu.au)**

### SCHOOL HOURS

**YEAR 1 - YEAR 6:                      8.40AM - 3PM                      MON-FRI**

**PRE-PRIMARY:                      8.40AM – 3PM                      MON-FRI**

**KINDERGARTEN:                      8.55AM – 2.45PM                      MON, TUE, WED**

*Weeks 1 of Term 1:                      8.55am – 2.45pm (Phasing- in timetable)*

3 full day sessions per week for the remainder of the year

**MORNING RECESS & LUNCH WHOLE SCHOOL:      K-YR 6**

Morning Recess                      10.40-11.00am

Lunch                                      12.40-1.20pm

**OFFICE HOURS: 8AM - 4PM MON-FRI**

**EXCEPTIONS:**

**Closed on some Tuesdays:                      3.00-4.00pm (for Staff Meetings)**

# CONTENTS

1.2	Vision Statement.....	5
1.5	Yidarra’s History .....	8
1.6	School Plan 2015 .....	9
<b>PARENT INVOLVEMENT POLICY.....</b>		<b>10</b>
2.1	Rationale .....	10
2.2	Close Links .....	10
2.3	Family Involvement.....	11
2.4	Guidelines and Confidentiality for Parent Helpers .....	12
2.5	Parent-Teacher Communication .....	12
2.6	Ways Parents Can Work with Teachers to Support Children’s Learning .....	13
2.7	Parental Concerns .....	14
2.8	How to Deal with a Dispute or Complaint in a Catholic School	14
<b>ROUTINES AND PROCEDURES.....</b>		<b>15</b>
3.1	School Hours .....	15
3.2	Before and After School.....	15
<b>ROUTINES AND PROCEDURES .....</b>		<b>16</b>
3.3	Dropping Off/Picking Up of Children & Parking of Cars .....	16
3.4	Using the Crosswalk.....	16
3.5	Staff Meetings.....	16
3.6	Bicycles.....	16
<b>ROUTINES AND PROCEDURES .....</b>		<b>17</b>
3.7	Children's Attendance.....	17
3.8	Signing In & Signing Out Register .....	17
<b>ROUTINES AND PROCEDURES .....</b>		<b>18</b>
3.9	Students Leaving Premises Register & Principal’s Pass K-Year 6	18
3.10	Monies .....	18
<b>ROUTINES AND PROCEDURES .....</b>		<b>19</b>
3.12	Book Club Orders .....	19
3.13	Emergency Procedures .....	19
3.14	Lost Property .....	19
3.15	Assemblies .....	19
4.1	The School Board .....	20
4.2	Parents and Friends’ Association .....	20
4.3	OSHClub – Outside School Hours Care & School Holiday Programs .....	20

<b>SCHOOL ORGANISATIONS AND SERVICES.....</b>	<b>21</b>
4.4 Canteen .....	21
4.5 Library Resource Centre.....	22
<b>UNIFORM .....</b>	<b>23</b>
5.1 Uniform Shop .....	24
<b>CHILDREN'S HEALTH.....</b>	<b>24</b>
6.1 The School Nurse .....	24
6.2 Health and Emergency Information .....	25
6.3 Infectious Diseases .....	25
6.4 Medication .....	26
6.5 Dental Clinic .....	26
6.6 Sun Damage Awareness .....	26
<b>SCHOOL PROGRAMMES.....</b>	<b>27</b>
1. RELIGIOUS EDUCATION.....	27
2. PASTORAL CARE.....	27
2.2 BUDDY SYSTEM.....	28
2.3 DISCIPLINE PROGRAMME.....	28
2.3 REWARDS.....	30
2.4 BULLYING .....	31
3. KINDERGARTEN .....	32
4. PRE-PRIMARY .....	32
6. THE ARTS .....	33
6.1 MUSIC/DRAMA .....	33
6.2 INSTRUMENTAL MUSIC.....	33
7. ENGLISH .....	33
SCHOOL PROGRAMMES.....	34
8. HEALTH AND PHYSICAL EDUCATION .....	34
9. LANGUAGES OTHER THAN ENGLISH.....	34
9.1 ITALIAN AND INDONESIAN CLASSES.....	34
10. MATHEMATICS .....	34
11. SCIENCE.....	35
12. SOCIETY AND ENVIRONMENT/HISTORY.....	35
13. TECHNOLOGY & ENTERPRISE.....	35
13.1 INFORMATION & COMMUNICATION TECHNOLOGY (ICT) ...	35
14. EARLY INTERVENTION PROGRAMME .....	35
15. ACTIVE LEARNING: EXCURSIONS & INCURSIONS .....	36
16. CAMPS.....	36
17. HOMEWORK POLICY.....	37
18. NOTES (BLANK) .....	38

# **YIDARRA**

## **1.1 A Catholic School**

We believe that a Catholic school is a Christian community with a common vision which is centred on the person of Jesus and His teachings. Christian values such as respect, concern, care, compassion and forgiveness, are seen in the relationships among all who make up the school community - students, staff, parents and parishioners. It is a place where staff and students participate in the sacramental and liturgical life of the school and parish.

In a Catholic school, the atmosphere and the curriculum provide the conditions for the faith of staff and students to be active and conscious and to be continually growing. Consequently, Religious Education is explicitly taught and the total curriculum is designed and implemented within the context of Catholic values and attitudes.

The curriculum of the Catholic school provides for the total growth of the child and so offers a variety of experiences which will give the student a sound educational grounding. The education offered in our Catholic school should prepare each student for further education and also develop in the child a personal relationship with Christ and a desire to be an active member of the Church community. In such an environment we believe each student will come to believe in his/her worth as an individual and as a child of God.

## **1.2 Vision Statement**

At Yidarra Catholic Primary School we strive to develop students who continually **GROW**, are given the skills and opportunities to **SHINE** and are nurtured to **BECOME** Christ like and share their gifts and talents with others.

### **Grow in our Learning**

**Grow-** We aim for our students to grow and achieve success spiritually, academically, emotionally, socially and physically.

### **Shine like a Star**

**Shine-** We aim for our students to be inspired through learning, to be positive, resilient and confident in order to develop their talents and abilities.

### **Become like Jesus**

**Become-** We aim for our students to develop a relationship with God, share his message and contribute to make our school and world a better place.

# YIDARRA

## 1.3 Goals

Yidarra Catholic Primary School endeavours:

- To guide the development of the whole child spiritually, intellectually, emotionally, socially and physically;
- To integrate all areas of learning with knowledge and experience of the Christian values of Catholicism;
- To value the dignity of the individual as a child of God and a member of God's family;
- To provide a range of experiences which will allow the discovery and development of the full potential of the child;
- To provide a Curriculum where:
  - there is a coverage of the guidelines set down by State, National and Catholic Education authorities;
  - there is an awareness of the realities of today's society and the children's need to adapt to change;
  - Jesus is our model of the Gospel values. With His help we can grow in love, justice, freedom and forgiveness;
- To encourage an atmosphere which nurtures positive, caring relationships with God and with each other; and
- To work with the family in encouraging the full development of the child.



# YIDARRA

## 1.4 Crest and Motto

Yidarra (pronounced like Pinjarra) is a word from the language of the Noongar Aboriginal people, the original inhabitants of the South West of Western Australia. The English translation of Yidarra means to be in the act of going upward. The name is linked directly to our vision statement “grow, shine, become”. It is a reference to the importance in the school of moving towards God and spiritual growth.

The name of the school was suggested by Noel Morich, a local Catholic Aboriginal educator and a member of the Noongar community.



### Our Crest

The image of the tree is a symbol of the spiritual, physical, emotional, social and intellectual development of our children. It also represents the personal and collective growth of the whole school community comprising of staff, children, parents, parish and the wider community.

The triangle in which the school crest is set represents the Holy Trinity, and illustrates the strength of God's presence in the school.



# YIDARRA

## 1.5 Yidarra's History

In 1982 a steering committee was formed to set in motion the beginnings of a new school. The first buildings - an administration block, the Pre-Primary and four classrooms, were ready for use in 1985. Pre-Primary to Year 4 students were enrolled. Stage Two - another four classrooms and the library, was ready in 1986. Four more classrooms were established in 1987, and occupied in 1988. The next stage, consisting of two classrooms, a multi-purpose room, a teachers support room and a Canteen was completed in 1989.

In 1995 a second Pre-Primary was completed, along with a new staff room and administrative facilities. In 1999 the Kindergarten programme commenced.

The undercover area and new additions to the administration building were completed in 2005.

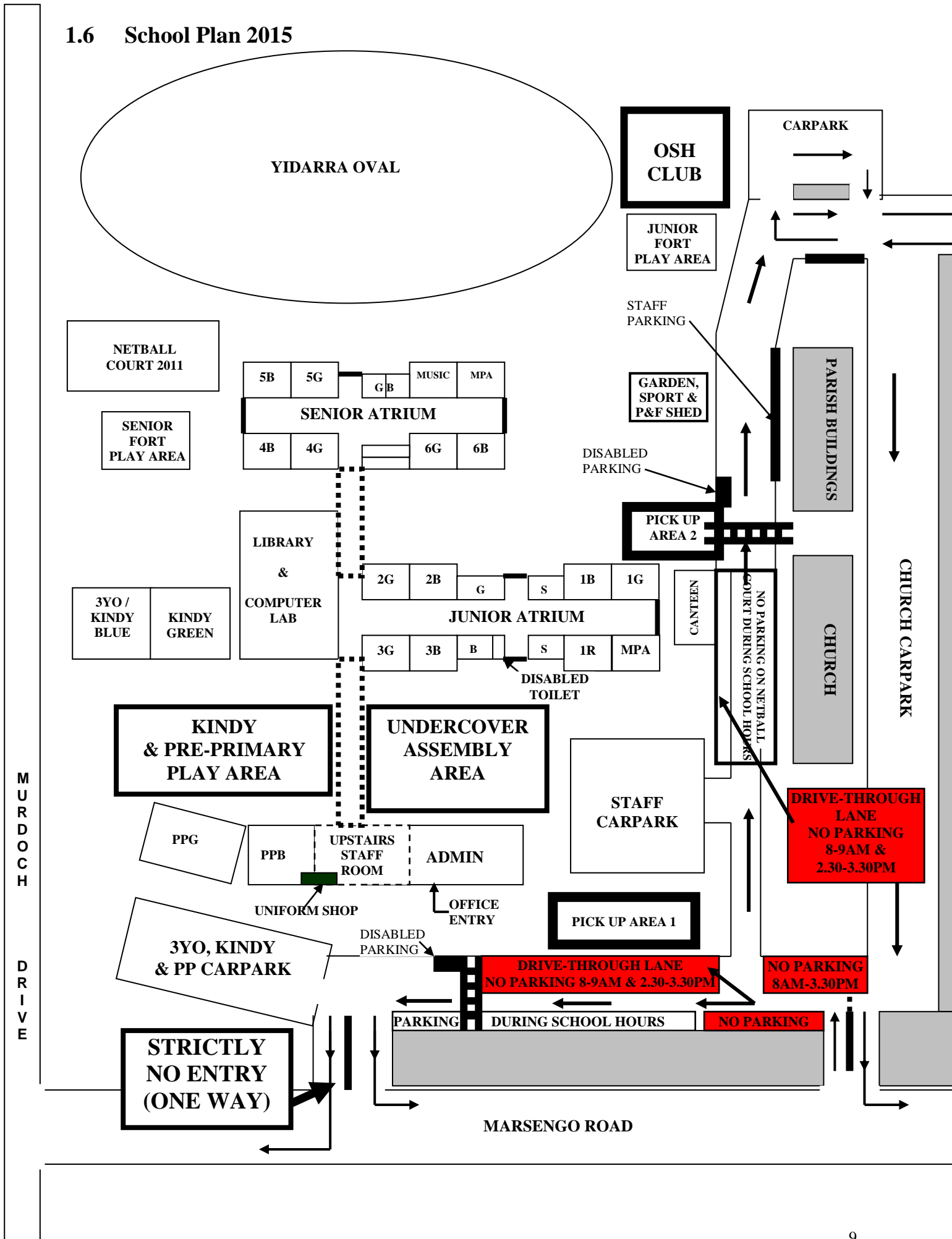
In 2010 the school initiated a 3 Year Old Pre-Kindergarten programme.

Yidarra's refurbished Library, new Computer Lab and two Kindergarten classrooms were opened and blessed at an official ceremony on 28 July 2011. The school received more than \$3 million through the Federal Government's Building the Education Revolution (BER) program to build these wonderful new facilities.



# YIDARRA

## 1.6 School Plan 2015



# **PARENT INVOLVEMENT POLICY**

## **2.1 Rationale**

Today, it is generally accepted that when parents express confidence in the school and are involved with it in some way, their children are likely to be happier and perform better in the classroom. When young children see their parents and teachers sharing common beliefs, attitudes and goals they therefore feel more secure and more purposeful.

It has been found that when home-based educational objectives clash with school-based objectives, the student normally resolves the conflict by rejecting the school. This underlines the importance of the need for parents and teachers to work together.

## **2.2 Close Links**

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

- greater understanding by parents of their children's schooling;
- greater understanding by teachers of the children and their needs;
- better communication between home and school;
- fewer crises and misunderstandings;
- higher pupil morale and confidence;
- more goodwill and mutual esteem between parents and teachers; and
- a happier school.

# **PARENT INVOLVEMENT POLICY**

## **2.3 Family Involvement**

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

Parents are involved in the following ways at Yidarra:

1. As community members, they elect and largely comprise the School Board, and are the basis of the Parents and Friends Association which builds our educational community and provides so many resources;
2. Through their communication with their child's teacher, home and school can complement each other in encouraging development of the whole child;

Parents can play a valuable role in the classroom in extending the children's experiences and access to adult assistance. The active, developmental style of learning we attempt to provide at Yidarra utilises parent support in areas including language activities, art and craft, physical education, library, canteen, excursions and camps.

Because teachers are entrusted with the development of whole classes of children and have the long term good of each child at heart, we ask that parent helpers also provide for all children the confidentiality, support and equal opportunities they would wish for their own child. The teacher, as the caring professional, will at all times provide the guidance needed by classroom helpers. If there is any part of the programme that helpers are not clear about, we ask that they discuss it with the teacher, and not outside the classroom.

Children benefit greatly from the involvement of their parents in classroom activities.

## **PARENT INVOLVEMENT POLICY**

### **2.4 Guidelines and Confidentiality for Parent Helpers**

The classroom teacher is responsible for the education and controlling the behaviour of the children. The parent is a helper, working under his or her direction.

The classroom teacher is the professional and knows what he or she is doing and why it is being done. The school expects parents to respect the teacher's expertise and maintain a professional attitude as they work alongside the teacher. The teacher will make it very clear exactly what is expected of parents when they come to help.

The school stresses the importance of being professional and it insists that parents do not discuss details outside the school.

### **2.5 Parent-Teacher Communication**

Communication between home and school is essential if we are to reinforce the benefits of the Catholic Education you have chosen for your child.

Avenues of communication are:

- **eNewsletters** are distributed electronically via email to families. Newsletters are in the process of being made accessible via the school website at [web.yidarra.wa.edu.au](http://web.yidarra.wa.edu.au). Please ensure you keep up to date with all current events.
- **Term Calendar** - to inform parents of events for the term and assist with forward planning. Calendars are also accessible via the school website at [web.yidarra.wa.edu.au](http://web.yidarra.wa.edu.au).
- **Parent Information Meetings** - which are held early in the year to discuss the year's programme and expectations in each class. It is essential that each family be represented at the meeting(s) relevant to their child/children.
- **SMS Messaging** – Yidarra has the facilities to SMS all parents when necessary.
- **Progress Reports** - Evaluation and reporting are important elements in the teaching/learning process.
- **Open Evening** – In Term 3 there is an evening when the classrooms are open so that the children can explain their learning to their families.

Teachers provide oral and written reports at various times throughout the year.

Parent-teacher interviews during the year provide an opportunity for the exchange of information regarding the child and his/her development.

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

## PARENT INVOLVEMENT

**P&F Meetings** - provide a good forum for gathering information about school happenings and are a way to make a real contribution to your children's education.

**Notes & Emails** - are sent periodically by class teachers and administration. Please respond promptly if an answer is required.

**General Meetings** - are scheduled during the year to ensure cooperation and understanding of current topics such as sacramental programmes, RE units of work, curriculum and learning activities. Parents are urged to attend these, as they provide an overview of your child's experiences.

### 2.6 Ways Parents Can Work with Teachers to Support Children's Learning

- **Know** what your child's teacher is trying to achieve.
- Keep your **expectations** reasonable and positive.
- **Support** your teacher's expectations and activities at home.
- Send your children to school **ready to learn** and on time each day.
- **Inform** the school early of your child's challenges and changes.
- Skill children to work with **others**.
- Respectfully **seek joint solutions** to problems and difficulties.
- **Participate** fully in class and school activities.
- **Trust** your teacher's knowledge, professionalism and experience.
- **Talk up** what happens at school.

*(Michael Grose - [www.parentingideas.com.au](http://www.parentingideas.com.au))*

## **PARENTAL CONCERNS**

### **2.7 Parental Concerns**

Parents are welcome to discuss concerns of any kind, at any time.

It is more efficient, considerate and convenient to both parents and teachers if an appointment is made so that full attention can be given to the issue at hand.

Please direct all classroom queries to the classroom teacher. If you would like to discuss an issue further please make an appointment to see either of the Assistant Principals.

You may also wish to discuss your concerns with the Principal.

### **2.8 How to Deal with a Dispute or Complaint in a Catholic School**

A copy of the policy and guidelines is available upon request from the school office or the e-policy statement and e-brochure are accessible on the Catholic Education Office website at:

[http://cms.ceo.wa.edu.au/about\\_us/governance/policies/community.jsp](http://cms.ceo.wa.edu.au/about_us/governance/policies/community.jsp)



## **ROUTINES AND PROCEDURES**

### **3.1 School Hours**

**Pre-Primary:**                **8.40am – 3.00pm**

**Year 1-6:**                    **8.40am - 3.00pm**

Morning Recess:            **10.40 - 11.00am**

Lunch:                        **12.40 - 1.20pm**    Children sit supervised for 10 minutes

**Kindergarten:**            Monday, Tuesday, Wednesday 8.55am - 2.45pm  
*Phasing in plan for the first week.*

### **3.2 Before and After School**

- A Yidarra staff member is on duty in the Junior & Senior Atria from **8.20am**. **Children should therefore not arrive at school before this time.** (Teachers open their classrooms by 8.30am).
- K and PP children are to be supervised by their parents until the gates open. Running and playing in the undercover area and on the paths is not permitted.
- Children must leave promptly when school concludes unless taking part in an authorised, supervised activity. After school, two teachers are on duty from **3.00 - 3.20pm** to supervise Years 1-6 children waiting to be picked up from the correct areas outside the administration building or near the canteen.
- As all other areas are not supervised at this time and for safety reasons, the oval, forts and atria are **“out of bounds”**. Play equipment is not to be used before or after school unless students are supervised by parents.

*It is a good idea for parents to discuss a contingency plan with their children in the event that they are not collected from school on time. Kindergarten & Pre-Primary children are to be dropped off and picked up directly to and from the classrooms by their parents or an authorised adult.*



## ROUTINES AND PROCEDURES

### 3.3 Dropping Off/Picking Up of Children & Parking of Cars

Our large number of children necessitate that dropping off and picking up be done in an orderly fashion for the good of the community. The staff car park is for staff only. Others who need to park vehicles between **8-9am** and **2.30 - 3.30pm** may only do so on the left side of the driveway near the Administration Building or the right side of the driveway between the canteen and the Church. All other traffic is to be kept flowing.

**There is STRICTLY NO PARKING in the drive-through lanes between 8-9am and 2.30-3.30pm.**

Those who need to stop and get out of their cars will usually find ample parking areas around the church grounds. It is important to keep the **public bus stop** on Marsengo Road **clear at all times**. It is also important that the centre lane in the school service road remains clear, particularly at the entrance. More detailed information, outlining Car Park Safety Routines is available from the office.

### 3.4 Using the Crosswalk

Children may only cross the driveway at the marked crosswalks. At pick-up time an adult must supervise crossings.

Children crossing Murdoch Drive should do so at the marked crosswalk when directed by the crosswalk attendant.

### 3.5 Staff Meetings

Staff Meetings - Staff meet weekly on Tuesdays from 3.15pm.

### 3.6 Bicycles

On the recommendation of safety authorities we have a policy that only children 10 years and above are permitted to ride to school without a supervising adult.

Riders must wear an approved safety helmet and keep to the cycle paths. Bikes should be chained to the bike rack and helmets secured to bikes or kept in the classrooms. Students are not permitted to ride in the school grounds.



## ROUTINES AND PROCEDURES

### 3.7 Children's Attendance

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

- If a child is to be absent or will be arriving late on a particular day, parents are asked to notify the school by **8.30am** before school starts. Notification is also needed for dental and other appointments;
- When a child returns to school after being away, a written explanation must be given to the teacher;
- Prior notification in writing, to the Principal, is required for any planned lengthy absences;
- Late arrival and early departure registers are located in the office and must be signed by parents/guardians for duty of care reasons;
- Children are not permitted to leave the school grounds during school hours without written consent of parents and permission from the Principal.

### 3.8 Signing In & Signing Out Register

1. **All visitors** to the school, including parent volunteers, must sign in and out in the **Sign In Register** located on the Reception desk in the Administration Office and wear the Visitor's Pass for the whole period they are on the school premises. On leaving the school premises, visitors must also write their time out in the same register, tear up the Visitor's Pass and return the card holder. ***NB : Parents who bring toddlers or other children with them, must also complete a slip for those children.***
2. In the event of an evacuation, all visitors must report to the person in charge at the assembly point for evacuations located on the school oval (or if necessary in the Church car park on Dean Road).

## ROUTINES AND PROCEDURES

### 3.9 Students Leaving Premises Register & Principal's Pass K-Year 6

1. Parents are required to complete the **Students Leaving Premises Register** on the Reception desk if they are collecting their children from school during school hours for appointments or other reasons.
2. A **Principal's Pass** is then given to the parent and this must be handed to the class teacher or duty teacher before the child is permitted to leave the school premises. Parents must also provide a written and signed note to the class teacher, stating the reason the child is leaving the premises.
3. If a person other than the parent is collecting the child, a written and signed note and contact phone number must be provided to the school by the parents. The Students Leaving Premises Register must also be completed by the nominated person and a Principal's Pass is then given.
4. **Identification may be requested at any time at the discretion of the school.**
5. When the child is returned to school, the parent/guardian must enter the time of return in the register.

### 3.10 Monies

- **Annual School Fee Accounts** are sent home at the beginning of Terms 1, 2 and 3, via your eldest child at Yidarra.
- Fees should be paid at the office. If paying by cash, please enclose correct money. Cheques should be made payable to "Yidarra Catholic Primary School".
- BPay, EFTPOS and Credit Card payment facilities are available. There is a small surcharge for Credit Card transactions. American Express & Diners not accepted.
- Direct Debit facilities are available (please enquire at the school office).

**All Other Monies** (unless specifically directed) should be paid by the child to his/her teacher first thing in the morning.

**ALL MONEY** should be:

- The correct cash amount or a cheque made payable as per instructions. Securely enclosed in an envelope clearly labelled with student's name, class and the purpose for which it is intended with the order form/permission slip attached to the outside of the envelope.

### 3.11 The School Banking

School Banking Day (Commonwealth Bank) for Kindy – Year 6 is currently held on Tuesday 8.15am during the term in the undercover area. This day may change depending on the suitability for our volunteer parent helpers who process deposits at school. Any changes will be advertised in the school newsletter. Sibling children may also bank via the Kindy – Year 6 students.

## **ROUTINES AND PROCEDURES**

### **3.12 Book Club Orders**

Ashton Scholastic Book Club orders are available 7 times per year. Correct cash, credit card payments or a cheque made payable to "Scholastic Australia" must accompany orders, which should be securely enclosed in an envelope clearly marked with: "Book Club", student's name, class and amount enclosed.

### **3.13 Emergency Procedures**

The school has an evacuation plan in case of emergencies and has practice drills as required. Sometimes parent helpers can be in charge of groups of children when an emergency or drill siren sounds. Helpers are asked to check:

- that their entire group is present;
- that they re-join the main class group as soon as possible by a safe route;
- classes assemble on the oval, or if necessary, in the Church car park on Dean Road.

### **3.14 Lost Property**

No responsibility is taken by the school for lost articles. Parents are most welcome to check for lost items such as clothing, drink bottles etc in the lost property collection box situated outside the Library. Please enquire at the school office for smaller lost items such as watches, sunglasses, keys etc.

We make every effort to have lost items returned, but unmarked, unclaimed items left at the end of each term will be donated to a worthy charity.

### **3.15 Assemblies**

**Morning Assembly** - is held each week on **Fridays at 8.40am**. At these whole school gatherings, a prayer is recited, birthdays announced, merit certificates are presented to affirm children's individuality and successes and information is shared.

**Special Whole School Assemblies** - are held on some Fridays at **9am** as indicated on the Term Calendars. Classes take turns to present an entertaining performance item. Parents are always invited to attend assemblies.

## **SCHOOL ORGANISATIONS AND SERVICES**

### **4.1 The School Board**

The School Board is the body responsible for the financial management of the school, for improvements and financial planning. The Board comprises of the Parish Priest, the Principal, a representative from the Parish Council, a representative from the Parents & Friends Association and a minimum of four and a maximum of six other elected persons.

### **4.2 Parents and Friends' Association**

The Yidarra Parents and Friends' Association fosters community interest in education, promotes closer liaison between school and community and assists with school amenities. Meetings are held monthly and are advertised in the school newsletter and term calendar.

New families are always welcome to form friendships and contribute to the school community. Parent Representatives are appointed to each classroom to facilitate strong communication within the school.

### **4.3 OSHClub – Outside School Hours Care & School Holiday Programs**

In Term 4 2011, Yidarra gained an on-site service for Yidarra students for before and after school care, provided by OSHClub.

OSHClub provides high quality Before & After School Care and Holiday Programs for Kindergarten and Primary aged children. Programs are run in a classroom in the Junior Atrium. The motto is “Happy Children Learning” which covers two of their important values: children at the programs must be happy and they should learn something new each day.

At each session OSHClub provides a selection of structured and unstructured activities, offering children plenty of choice. The structured activities teach children a variety of skills based on their core principles of Play, Discover, Engage and Share. Unstructured activities give children the opportunity to relax and play with their friends – and to just be children! But that's not all – children also love coming to the programs for the fun, the caring staff and the great equipment.

The programs are great value too, as many families receive a Child Care Benefit (CCB) discount on their fees and just about every family receives the **50% Tax Rebate**, as it is not means tested.

Information brochures can be collected from the Yidarra school office, the OSHClub staff before and after school in the Junior Atrium or [www.oschclub.com.au](http://www.oschclub.com.au)

## SCHOOL ORGANISATIONS AND SERVICES

### 4.4 Canteen

- The Canteen can be directly contacted on 6332 2520 or email: [cafeteria@corpus.wa.edu.au](mailto:cafeteria@corpus.wa.edu.au)
- Our Canteen operates on every school day.

It is the aim of the school Canteen to provide a balanced nutritious menu for recess and lunch. Students from Pre-Primary to Year 6 are able to order from the Canteen. All food and drinks available will be presented in a manner to encourage good healthy eating habits. Educationalists are aware of the necessity for good nutrition and eating habits and the school Canteen supports and promotes this aim as much as possible.

The successful operation of the Canteen is due, in a large way, to the many parents who have volunteered to give their time in helping on a rostered basis. This assistance is important if the Canteen is to offer food at a reasonable price. A call for volunteers will be sent home early in each new school year, along with the current menu.

- **The Yidarra Canteen does not stock jam, honey or Peanut Butter.**

### Ordering of Lunches – Online Ordering and Support

- To set up your account visit [www.ouronlinecanteen.com.au](http://www.ouronlinecanteen.com.au)
- All lunch orders must be completed online by 9am on the day
- Any queries call our online help coordinator Melissa on 1300 484 888
- Orders not received – every child will be given a meal on the day
- Canteen is closed before school and at recess
- There are lunch time sales of ice-creams, icy-poles and drinks.

### **ALLERGIES & FOOD INTOLERANCES:**

If your child has any allergies e.g. NUTS or food intolerances, **please indicate clearly, on your child's lunch order, all the foods to be avoided.**

## **SCHOOL ORGANISATIONS AND SERVICES**

### **4.5 Library Resource Centre**

The Library Resource Centre serves the Yidarra community by providing a centralised collection of books, audio-visual and other resources. These enable teachers to programme resource based learning and the children to develop independent learning skills and literacy through enjoyment of real literature.

The children come to the library weekly to select reading materials and for sessions planned in cooperation with class teachers to develop their learning skills. Because the resource centre is fully automated, students have the opportunity to use a computer in a real life situation. Children are introduced to the automated catalogue and taught skills that enable them to locate material.

The details provided through the computerised search terminals supply meaningful information related to each resource - thus, enhancing the efficiency of the library and encouraging children to become independent information seekers capable of making informed judgements and decisions about available resources.

Parents can help by sharing their children's library books with them - either reading with them or by discussion about them. While the responsibility for regular returning is the child's, gentle reminders from home on library day can help. Parents are welcome to borrow from our collection. The resource centre opens at lunchtime to provide games, recreational reading, films, stories and sometimes computer activities for children.

By being a volunteer library worker, parents rostered to assist approximately on a monthly basis can make a valuable contribution to keeping our library running well while enjoying an opportunity to work with the children in their learning situation. Watch the newsletter for details.

## UNIFORM

Our uniform is a sign of our community. It has been chosen by the community and all are expected to support it.

- Children are expected to be attired in correct and complete school uniform at all times.
- Summer uniform is worn in Term 1 and Term 4. Winter uniform is worn in Term 2 and Term 3, with a short change-over period, usually 2 weeks, allowed at the beginning of each season. During the changeover period students may wear either the full winter uniform or the full summer uniform, but not a combination of the two.
- Hair must be neat and tidy and tied back off the face and should be checked weekly by families to prevent lice infestation.
- Hair colouring or tinting and tipping is not permitted.
- Hair ribbons, clips and hair bands should be in school colours only (jade green, navy or white).
- Students are not permitted to bring aerosol deodorant to school.
- Earrings (sleepers or studs only) may be worn - one in each ear only.
- Parents must be aware that watches may be worn at the owner's risk.
- Other jewellery is not encouraged for safety reasons.
- Nail polish and make-up is not permitted.
- If some accident or problem prevents children from wearing their full uniform on any particular day, parents need to send a note of explanation.
- Hats are part of the uniform and children need to wear them every day while outside in the sun. **"No hat, no play"**.
- Students wearing incorrect uniform will be issued with a Uniform Notice.

### **GIRLS SUMMER**

Dress

White socks (with stripes)

Navy wide brimmed hat (with school crest)

Black shoes with white school socks

Black or navy sandals (no socks)

### **WINTER / FORMAL**

White long sleeved or short sleeved shirt

Navy knitted school jumper (with crest)

Navy tartan tie ("loop" or traditional)

Tartan skirt

Navy tights or navy school socks

Black lace up school shoes (no sneakers)

### **BOYS SUMMER**

White short sleeved shirt (crest on pocket)

Navy school shorts

Navy socks (with stripes)

Navy wide brimmed hat (with school crest)

Black shoes with navy school socks

Black or navy sandals (no socks)

### **WINTER / FORMAL**

White long sleeved or short sleeved shirt

Navy knitted school jumper (with crest)

Navy tartan tie ("loop" or traditional)

Grey trousers

Grey socks

Black lace up school shoes (no sneakers)

**\* SHIRTS ARE TO BE WORN TUCKED IN\***



## UNIFORM and CHILDREN'S HEALTH

### GIRLS & BOYS SPORTS UNIFORM

Jade green polo shirt (with stripes and crest)  
Navy microfibre shorts (quick dry fabric)  
Navy tracksuit (with crest)  
White sport socks (with stripes)  
Sneakers - white or black  
Sandals - only Pre-Primary children during  
the summer months  
Yidarra Hat

1. **KINDERGARTEN.** Children are not required to wear a school uniform.
2. **PRE-PRIMARY.** Children are required to wear a **compulsory Yidarra Sports Uniform** throughout the year. Sandals may be worn with the summer sports uniform during the summer months. Both the Winter Sports Uniform and Summer Sports Uniform may be purchased from the Yidarra Uniform Shop.

#### 5.1 Uniform Shop

A uniform shop is operated by the school. Items may also be ordered through the Uniform Order Form system (forms available from the office or the Yidarra website). The shop is open (excluding school holidays):

**2.30pm – 3.45pm: Every Thursday during the term**

All components of the uniform can be purchased at the shop. There is also an opportunity for families to purchase second hand uniforms, should they be required.

## CHILDREN'S HEALTH

### 6.1 The School Nurse

A Community Nurse visits Yidarra periodically.



The Nurse's main role is to conduct a screening programme for Kindergarten children, continuing on from the services at the Child Health Clinics.

Routine School Health screening is carried out in Kindergarten - and from these screening results, referrals are made, if necessary, to other agencies after discussion with parents.

## **CHILDREN'S HEALTH**

**Kindergarten:** Vision, hearing and health appraisal by Community School Nurse.

Children will be checked for fine motor skills, gross motor skills and speech development **ONLY** if parents or teachers have any concerns.

The School Nurse can be contacted on 9339 1362.

**Pre-Primary & Year 1:** Follow up of any outstanding 4 year old vaccinations will be carried out by the Health Department.

### **6.2 Health and Emergency Information**

It is vital that all details on the Emergency Medical forms and emergency action plans are kept up to date. If at any time your address, phone number or emergency contact numbers have changed, please notify the school immediately.

It is also vital that the school administration and class teachers are kept informed of any special medical needs of students, such as **asthma puffers, antihistamines** or **Epipens** for severe allergies etc.

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

The school should be notified of any absence prior to 8.30am on the day of the absence and written notes should be sent to school immediately after any absence, explaining the reason why the child was absent from school.

### **6.3 Infectious Diseases**

We require the following exclusion table to be observed in cases of infectious diseases:

#### **HEAD LICE:**

Most schools suffer from periodic outbreaks of head lice. Parents are asked to routinely check their children's hair. Children must not attend school while either lice or nits (eggs) are attached to their hair.

#### **CHICKEN POX:**

Children are infectious in the early stages from 2 days before rash appears until all blisters have crusted. Exclude until at least 5 days after the eruption first appears. Return when fit.

#### **MUMPS:**

Infectious from 6 days before, to 9 days after the onset of swelling. Exclude for at least 9 days after onset of symptoms.

## **CHILDREN'S HEALTH**

### **MEASLES & RUBELLA (German Measles):**

Until a medical certificate is produced or 7 days from onset of rash (4 days for rubella).

### **WHOOPING COUGH:**

Medical certificate or 4 weeks from onset. In any case not before "whoop" has ceased.

### **IMPETIGO (school sores):**

Until treated and covered.

### **RINGWORM:**

Until medical certificate is produced stating that treatment has been carried out.

### **SCABIES:**

Until medical certificate is produced stating that treatment has been carried out.

### **CONJUNCTIVITIS:**

Until discharge from eyes has ceased.

### **OTHERS:**

Please enquire about less usual infectious conditions.

## **6.4 Medication**

Staff are generally not authorised to administer medication. Children who require medication for on-going medical health conditions (i.e. asthma) need to be encouraged to self-manage their condition(s). A Medication Permission Form needs to be completed by parents for any vital short term administration of medication (this form is available from the office).

**Children needing Asthma Puffers need to ensure that they carry their own puffers at all times. Medications or Epipens should be supplied to the school with full instructions for children who suffer with severe allergies.**

## **6.5 Dental Clinic**

Students from Pre-Primary to Year 11 are eligible for free general and preventative dental care. No work is attempted until parents sign an authority to do so. Yidarra's designated dental clinic is the Leeming Dental Therapy Centre situated at the Leeming Primary School, Meharry Road, Leeming. Phone 9332 3194.

## **6.6 Sun Damage Awareness**

The Anti-Cancer Council warns that exposure to harmful rays of the sun can cause skin damage. Children should be protected by an adequate sunscreen and always have their hat before leaving for school. *\* Throughout the whole year, children are required to wear their Yidarra school hat, when outside in the sun.*

# SCHOOL PROGRAMMES

## 1. RELIGIOUS EDUCATION

Religious Education programmes are based on the Religious Education Units of Work for the Archdiocese of Perth.

- The Sacrament of Reconciliation is celebrated in: Year 3
- The Sacrament of First Holy Communion is celebrated in: Year 4
- The Sacrament of Confirmation is received by students in: Year 6

An important feature of the Sacramental Programme is the "Sacramental Buddy" system whereby children throughout the school are buddied up with a child within the Sacramental programme. These buddies write a prayer, visit, draw pictures, make cards etc for their special buddy and pray for them during the preparation period.

The Religious Education Programme includes whole school and class Masses and prayer liturgies conducted by the Parish Priest, Assistant Priest or Deacon to which the school community, parents and friends are invited.

## 2. PASTORAL CARE

In keeping with our Catholic school aims of educating the whole child, our Pastoral Care and discipline policies work together on the basis of developing a sense of Christian self-responsibility and community in the children.

The underlying philosophy of the pastoral care programme is to acknowledge and reinforce the positive behaviours of the students, whenever possible and develop resiliency skills.

### 2.1 KidsMatter

Yidarra is a KidsMatter school which means that we use a whole-school approach to improving children's mental health and wellbeing.

Through KidsMatter our school undertakes a two-to three-year cyclical process in which we plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.



## **SCHOOL PROGRAMMES**

### **2.2 Buddy System**

An important feature of the "buddy system" is where junior grades are teamed with senior grades in order that a mutual exchange of responsibility and caring is fostered. It is important that children and adults in our community feel known.

Buddy groups have been established so that older children in our community take responsibility for the care of our younger members and develop a friendly relationship with them.

In order to foster an awareness of each person as an individual - children in the Junior Primary classes are encouraged to wear name badges.

### **2.3 Discipline Programme**

As the school has developed and grown in size we have continued to search for better ways to ensure a safe, secure and happy environment which best enables each child to live and grow and learn.

We value the dignity of each individual as a child of God and we have sought to reflect this in our behaviour management which is based on Christ-like values and responsibilities of children, parents and teachers.

We take the stance that no child's behaviour will be allowed to interfere with a teacher's right to teach or a child's right to learn or the right to feel safe.

In particular, we believe that the support of parents is important in effective behaviour management; and that teachers should provide a positive, caring and consistent environment within their classroom.

In each classroom the teacher establishes their classroom behaviour management plan early in the year and ensures that students and parents are aware of the simple rules established to promote academic and social development in the classroom.

The progressive stages in positive and negative consequences are clearly explained to each class.

## SCHOOL PROGRAMMES

### DISCIPLINE

#### YIDARRA CATHOLIC PRIMARY SCHOOL BEHAVIOUR CODE

**We recognise that all people in our school have the right to work, learn and play in a supportive, secure and safe environment.**

*We will treat others with courtesy, respect and consideration, and show care for the safety of all.*

- Rough, abusive, unfair or bullying behaviour is completely unacceptable and will be dealt with immediately.

*We will care for our own and others' belongings.*

- Stealing or damaging the property of the school or other students is completely unacceptable and will be dealt with immediately.

*We will wear correct school uniform at all times*

- Children wearing incorrect or incomplete uniform will receive a uniform reminder note which must be taken home, signed and returned to the class teacher.

#### IN CLASS DISCIPLINE

**All teachers at Yidarra use Magic 1-2-3 as a strategy to encourage desired (start) behaviours and minimise disruptive (stop) behaviours.** Classroom teachers may discuss this strategy at the Parent Information Evening at the commencement of each school year.

#### OUT OF CLASS DISCIPLINE

Students breaking school rules at recess or lunch will be asked to sit out the remainder of the break on the **Red Dot**.

A **Student Behaviour Record** is given to students for more severe offences and given in consultation with a member of the leadership team. Parents will be notified if their child receives a Student Behaviour Record.

## SCHOOL PROGRAMMES

The following matters are safety issues and children will be encouraged and reminded to adhere to these by the prominent display of signs, and by active intervention and specific feedback from staff.

### **Before and after school:**

- Before 8.20am K, PP & Years 1-3 students must sit and wait quietly in the undercover assembly area and Years 4-6 children must wait quietly outside the senior atrium.
- After 8.20am Years 1-6 children may wait in their atrium.
- Kindergarten & Pre-Primary children to be dropped off and picked up directly to and from their classrooms by their parents or authorised adult.
- After school, Years 1-6 children must wait in the designated pick up areas.
- Children must always cross roads on crosswalks.

### **In the playground:**

- Children must stay within boundaries.
- Children must walk in covered areas and on pathways and around the school buildings.
- When the bell rings, children should line up outside their classroom.
- Sports equipment may only be used on the oval or basketball courts.

### **In and around the school buildings, covered areas and pathways:**

- Only walking is permitted in these areas. Running is allowed on the oval and basketball courts.

### **At lunchtime:**

- Children must sit down to eat, and remain until dismissed by the duty teacher at 12.50pm.
- All rubbish must be put in the bin.
- Children should line up in marked areas at the Canteen.
- Food should not be eaten on the oval or play equipment.

## **2.3 Rewards**

- Magic 1-2-3 promotes positive behaviours in class. Individual teachers use different reward and incentive programs to encourage desired behaviours.
- “Star of the Week” and house incentives system.

## SCHOOL PROGRAMMES

### 2.4 Bullying

# FEELING SAFE AT SCHOOL

FEELING SAFE AT SCHOOL IS YOUR RIGHT AND  
MAKING SCHOOL SAFE IS YOUR RESPONSIBILITY

### WHAT IS A SAFE SCHOOL?

A safe school is a school where children follow these rules:

1. Keep hands, feet and objects to yourself.
2. Always speak in a polite and friendly manner.
3. No teasing or physical bullying.
4. Follow teacher instructions the first time they are given.
5. Respect and take care of all property.
6. Walk responsibly indoors and on paved areas at all times showing respect to others.
7. Play in designated areas only.

### RIGHTS

We all have the right to be treated fairly and have our opinions considered.

#### *Be courteous and considerate*

We all have the right to learn and teach without disruptions.

#### *Let others learn*

We all have the right to feel safe and important at school.

#### *Respect other people*

We all have the right to have our property and the school's property respected by others.

#### *Respect the property of others*

### RESPONSIBILITIES

Be thoughtful, respectful and courteous to others.

Work without disturbing others.

Take care not to hurt others verbally, physically or by bullying.

Take care of personal and school property.

### WAYS TO STOP BULLYING

- Don't stand by and watch – get help.
- Show that you and your friends disapprove.
- Give sympathy and support to students who may be bullied.
- Be careful about teasing and personal remarks – imagine how you might feel.
- If you know of any bullying, tell a trusted member of staff. The victim may be too scared or lonely to tell.



## **SCHOOL PROGRAMMES**

### **3. KINDERGARTEN**

The Yidarra Kindergarten programme is available for children who turn four years of age prior to 1 July in the year they are to commence. Children attend 3 full-day sessions per week and the programme is designed around the concept of play being the principle learning strategy for the children of this age.

### **4. PRE-PRIMARY**

Yidarra Pre-Primary uses a developmental programme to facilitate the development of the whole child 5 days a week. Activities within the centre are child-centred and the children are free to choose activities based on their own needs.

The children regularly attend PE, IT, library, drama and music sessions.

A Pre-Primary/Year 1 integration programme is run to help ease the transition from Pre-Primary to Year 1.

The Pre-Primary always enthusiastically accepts 'junk' (wrapping paper, boxes, equipment for sand-pits) - to support our budding artists and their creations.

### **5. CURRICULUM**

#### **5.1 Introduction**

Yidarra is currently transitioning between the Australian Curriculum and Curriculum Frameworks as the new Australian Curriculum is developed. At present we are using the Australian Curriculum to plan in the areas of English, Mathematics, History and Science.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

#### **5.2 General Capabilities of the Australian Curriculum**

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

## **SCHOOL PROGRAMMES**

### **5.3 Cross Curricular Priorities**

The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations in mind, the curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross-curriculum priorities are embedded in all learning areas.

## **6. THE ARTS**

In the Arts learning area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of art forms. The Arts develop students' sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of the arts. Each year, Yidarra participates in the Catholic Schools Performing Arts Festival in Term 3.

### **6.1 Music/Drama**

- Music/Drama lessons are 50 minutes per week per class. There is a separate 50 minute Liturgical singing session each week for Years 1-6.
- Years 5-6 children are invited to be part of the Senior Choir and Years 3-4 children are invited to be part of the Junior Choir. All Choir members are asked to make a commitment to attend a 25 minute practice session each week, which may be before or after school.

### **6.2 Instrumental Music**

A range of instrumental music lessons are available to Years 4-6 students with Corpus Christi College. Further Information is available from the school office.

## **7. ENGLISH**

In the English learning area, students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

## **SCHOOL PROGRAMMES**

### **8. HEALTH AND PHYSICAL EDUCATION**

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

It is important that your children are properly attired for physical education lessons. On sport days children wear their sports uniform for the whole day.

Each year children participate in a school Faction Athletics Carnival and a Faction Cross Country Carnival. The Faction Swimming Carnival involves only those children in Years 4-6.

Yidarra is a member of the Catholic Primary Schools Sports Association (CPSSA) and takes part in interschool carnivals each year: Swimming (Years 4-6), Cross Country (Years 3-6), Winter Sports (Years 5-6), Athletics (Years 3-6) and Summer Sports (Years 5-6).

Opportunities are also provided to join out of school hours netball teams, depending on availability of teams.

### **9. LANGUAGES OTHER THAN ENGLISH**

In the Languages Other Than English (LOTE) learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through LOTE, students are also able to further develop their skills and understanding in English and of literacy in general.

#### **9.1 Italian and Indonesian Classes**

Children from Years 1 – 6 have a 50 minute LOTE lesson each week. The children are taught to communicate in Italian (Yrs 1-3) or Indonesian (Yrs 4-6) as well as learn about the culture. They learn through role-playing, singing, poems, prayers and games.

### **10. MATHEMATICS**

In Mathematics, students learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum.

## **SCHOOL PROGRAMMES**

### **11. SCIENCE**

In the Science learning area, students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.

### **12. SOCIETY AND ENVIRONMENT/HISTORY**

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

### **13. TECHNOLOGY & ENTERPRISE**

In the Technology and Enterprise learning area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short and long term impact on societies and environments.

#### **13.1 Information & Communication Technology (ICT)**

It is our policy at Yidarra to integrate the use of ICT into children's learning in the classroom. In keeping with this policy, each classroom has access to technology for daily use. The school is equipped with Apple laptops, iPads and IWBs.

### **14. EARLY INTERVENTION PROGRAMME**

The aim of this programme is to provide support to classroom teachers and students throughout the school.

Support is in the form of developing specific programmes for individual students, at their own developmental level - and thus enhancing their learning. It may also involve extra personnel working with individual students - or groups of students.

#### **14.1 Reading Recovery**

At Yidarra, Reading Recovery is used with selected students in Year 2. Reading recovery is an intensive early literacy intervention designed to significantly reduce the number of children with literacy difficulties in schools. The program provides daily one-on-one teaching with a specially trained teacher for children making the slowest progress in literacy learning. It is supplementary to classroom instruction.

## **SCHOOL PROGRAMMES**

### **14.2 Mini Lit**

At Yidarra, Mini Lit is used with selected students. It is an evidence based, best practice literacy intervention program for year 1 students. The program comprises sounds and words activities, text reading and story book reading.

### **15. ACTIVE LEARNING: EXCURSIONS & INCURSIONS**

At Yidarra we seek to provide children with maximum opportunities to be active learners in the environment in which they live. To this end, opportunities for learning outside the classroom, excursions and incursions are provided to complement a topic's learning objectives.

Experiencing first-hand farms, factories, shopping centres, museums, art galleries, parks, ports and every sort of place, work or play allows the children to develop concepts about their world in a way that connects life with school learning.

Throughout the year teachers will notify parents about forthcoming excursions, and any permission notes that need to be signed. A levy, to cover the cost of excursions and incursions is included in the School Fees.

Incursions will be advertised either at assembly, through the school's weekly newsletter or term calendar.



### **16. CAMPS**

Camps are an integral part of our active learning programme at Yidarra and all Year 6 students will attend.

Camps aim to assist children to develop socially, emotionally, physically, intellectually; and as members of a spiritual community - within an environment outside the familiar routines and patterns of school and home.

Essential social and problem solving skills of self-reliance, independence, awareness of others and acceptance of differences, are encouraged, as children learn to live with and respond to people outside the sphere of home and classroom.

It is crucial in today's education that children learn effective strategies of cooperation and teamwork, and maintains a curiosity that will help to make them learners for life. Through the prayer and liturgy sessions at the camps, creative activities, recreational and outdoor activities, teamwork and environmental awareness, the children gain "hands-on" learning impossible to experience in the same way at school.

## SCHOOL PROGRAMMES

The school's camp programme is structured to include:

**Year 6:** A 3 day, 2 night camp which focuses on spiritual and personal development.

### 17. HOMEWORK POLICY

#### Philosophical Basis

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits.

Homework should be an extension of the classroom learning programme, and should provide an opportunity for children to take personal responsibility for organising their time and tasks effectively - whilst encouraging independent work habits.

Homework should provide a positive link between the school and the home, and serve as an avenue of communication through which affirmation and support can develop.

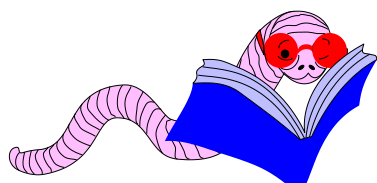
Since homework is essentially the child's responsibility, it should not be the cause of family tension or disharmony. Children should be provided with adequate time, and an appropriate work place in which to complete set requirements. Parents can assist by showing an interest, rather than an over concern, and encourage pride and a positive attitude towards homework.

Failure to complete requirements should be dealt with by the teacher.

Homework requirements vary between year levels - and the expectations of each year level will be outlined at Parent Information Evenings at the beginning of the year.

#### Footnote:

*We would like to emphasise the importance of reading to children and the positive benefits of reading and visiting the library to support all learning areas*



# NOTES