Dear Families,

This Parent Handbook has been written as an online resource to assist St Emilie’s families’ access key information related to our school context. We hope you find it very helpful as an easy reference document. admin@stemiliescps.wa.edu.au

If there is any other information that you believe is missing and would find helpful to have included, please contact the School Office by email

Every family is asked to please make the time to read through this document. It exists as an electronic copy so that changes can be made as required.
Aboriginal Studies

- St Emilie’s is committed to assisting our students develop an understanding and appreciation of Aboriginal history, cultural traditions, values and the contexts in which Aboriginal people live.
- Aboriginal studies are integrated into teaching and learning programs each year.
- Guest speakers and incursions are organized where appropriate, to further enhance student understanding and cultural appreciation.

Absentees

- If your child is going to be absent for school, you are asked to contact the Office by 9.30am.
- You are required by law to send a signed absentee note – preferably the very next day.
- Verbal notification to the school office is not sufficient.
- An email is acceptable as long as the following details are included: date, reason for absence, child’s name, child’s class, parent name.
- A message through the school App can also be used. The App can be downloaded from the App store from Google and/or Apple.
- Please note, legally, your child is registered as absent unless a ‘late note’ is presented with the student. As the official start time is 8.40am, all lateness is recorded on the attendance register at this time.
- We thank you for your co-operation in making sure your child is punctual every day.

Allergies

- Anaphylaxis is a sudden, severe allergic reaction that often involves symptoms including swelling of the tongue and/or throat, difficulty breathing and/or a drop in blood pressure that can lead to collapse. In rare cases, it can cause death. Symptoms typically appear within minutes to two hours after the person has eaten the food to which he or she is allergic. Even a very small amount of the food – touched or ingested, can trigger a serious allergic reaction.
- St. Emilie’s is an ALLERGY AWARE school, therefore you are asked to be well-informed and considerate when it comes to packing your child’s lunchbox – avoiding sending any nuts or nut products eg peanut paste and Nutella.
- Because these severe allergies can be potentially life threatening, we appreciate your care and consideration when making lunchbox choices and urge all parents to please educate yourself and your children about anaphylaxis and allergies. This is critical in Kindy and Pre-Primary, as children are more tactile with their play, however, any child who has a history of anaphylaxis is at risk and relies on community effort and support.
- If at any time you are aware, or become aware of your child experiencing a more severe anaphylactic reaction, you are required to obtain an emergency action plan from your doctor, notify the school immediately and give us a copy of the plan.
- While nuts are often the main cause of anaphylaxis, we also have children highly allergic to gluten, milk products, eggs and to fish. To assist with student management, children are not permitted to ‘share’ or swap food with another child.
- Children are reminded each year of the importance of taking the needs of others into account – especially in regard to their medical needs and to support and look out for them as necessary.
- Students with an emergency action plan are to wear an identifying yellow wristband – they look good and are highly functional. This band will be provided by the school and is to be worn throughout the school day.
- If your child needs an epipen, parents must provide one at the start of the year and this epipen must stay at school.
Kindy and PP epipens are housed in the classroom. Year 1-6 epipens are stored in the school sick bay area.

- Epipens must be **replaced each year** and this is the responsibility of the parent.
- Children’s medical emergency action plans are located around the school for easy reference.
- Staff receive professional development each year in the use of the epipen and asthma management. Key staff hold current First Aid Certificates which are updated as required.

**Administration of Medication**

- In general terms, if a child is sick they should be at home. The following general principles also apply:
  1. Children with an ongoing medical condition need to be clearly identified and requirements met as far as is practicable eg asthma, diabetes, epilepsy, severe allergic reactions.
  2. Children requiring short-term medical treatment with prescription medication will also have special arrangements.
  3. The supply of non-prescription medication eg anti-histamines will only be allowed on a case-by-case basis.
  4. The supply of pain relievers, cough medicines and throat soothers will not be undertaken.
  5. Parents will be encouraged to administer medications to their own child wherever practicable and possible. The administration of medication by school personnel to children is undertaken only when there is no practical alternative or in an emergency situation eg epipen for bee stings.
  6. Children are encouraged to have a roll-on sunscreen in their school bag and to reapply the sun-screen at any play break.

- In special circumstances where a child is well enough to attend school, however still requires oral medication, as prescribed by a doctor, the following procedure will be followed:

**Procedures:**

**Children with an on-going medical condition.**

- a. Parents must inform the school of the specific medical needs of their child.
- b. The Administration of Medication Form long-term (AMFlt) must be completed by the parent/guardian.
- c. A letter from the doctor detailing what medication should be administered and under what conditions must also be completed.
- d. Both forms and the medication are to be kept at the reception desk in a locked drawer. Children requiring medication will come to the Administration building where the Administration Officer will distribute the required medication.
- e. Children who need access to their medication during the day eg asthma, diabetes etc will need to have this noted on their AMF form so the school is aware of medication that may be in school bags or in the school.

**Children with the need for short-term prescription medicines**

- a. Parents must complete an Administration Medication Form short term (AMFst) before administration of the medicine can commence.
- b. Medications will be stored at the reception in the staff refrigerator or in a locked cabinet and administered by the Administration Officer.

**Requests for the administration of non-prescription medication**

- a. Parents must complete an Administration Medication Form for non-prescription medication (AMFnp), these are administered on a case by case basis.
Medical Emergency Procedures

Identification of children with high probability of medical emergency, (Medic-Alert).

- Children who are identified as being in the medic-alert category will have (with prior parent permission) an identifying photo on the staff notice board. The parent of each identified child will have completed a Medic-alert form detailing what procedures need to be followed in the case of an attack or an emergency.
- When there has been no identification of a previous condition an ambulance will be called and the emergency contact phone number will be used. This action might be undertaken, for example, in the case of seizures occurring, laboured breathing, complaints of severe pain or non-specific bleeding. Please note that it is important to keep the school informed as to any changes to your phone numbers and address’ in case an emergency should arise.

Appointments

- If a parent wishes to meet with a teacher personally in regard to any aspect of their child’s progress, a meeting time needs to be arranged via the office. Please leave your available days/times with the office staff. The teacher or office staff will phone or email you, as soon as possible, to organise a mutually convenient time to meet.
- While there may be an opportunity to briefly speak with the class teacher at the classroom door, this is seen as the exception rather than the rule, because it is not the most appropriate or convenient place for such a discussion. Teachers are expected to be supervising children at this time and focused on preparing for the busy day ahead – parents are asked to please respect this request and send a note, email or make a call to the front office to organise a time to meet with the teacher or organise a phone conversation.
- It is important to provide your child’s teacher with a brief outline of your query, concern prior to the meeting as this will ensure the teacher has the appropriate information/data at hand.
- If a parent wishes to meet with the Principal or a leadership team member, an appointment can be arranged through the office, however in general terms it is expected that parents will always meet with class teachers first. A request will be made by the front office admin for some information regarding the purpose of the interview so that the Principal is better prepared to assist you.
- Please note that staff are not able to receive phone calls from parents during the school day; messages can be left with office staff who will relay the message.

Assemblies

- Assemblies give children an opportunity to showcase some of the learning that they have been involved in and they also provide a valuable opportunity for children to speak/perform in front of an audience.
- Assemblies are yet another way for class teachers to report some of the learning that has been going on in their classroom often using the Arts as a vehicle.
- Please check the Term Planner for Class assembly dates.

Assessment

- Assessment is viewed as an integral and ongoing part of all teaching and learning.
- Teachers at St Emilie’s implement assessment practices that are consistent with the principles of the Australian Curriculum and align with our school’s Whole School Assessment Plan.
Assessment for Learning

• enables teachers to use information about students’ knowledge, understanding and skills to inform their teaching
• teachers provide feedback to students about their learning and how to improve

Assessment as Learning

• involves students in the learning process where they monitor their own progress, ask questions and practise skills
• students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

• assists teachers to use evidence of student learning to assess student achievement against learning goals and standards
# Aspects of formative assessment

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## On-going Assessment: A Diagnostic Continuum

**Feedback and Goal Setting**

**Preassessment (Finding Out)**
- Pre-test
- Graphing for Greatness
- Inventory
- KWL
- Checklist
- Observation
- Self-evaluation
- Questioning

**Formative Assessment (Keeping Track & Checking-up)**
- Conference
- Peer evaluation
- 3-minute pause
- Observation
- Talkaround
- Questioning

**Summative Assessment (Making sure)**
- Exit Card
- Portfolio Check
- Quiz
- Journal Entry
- Self-evaluation
- Unit Test
- Performance Task
- Product/Exhibit
- Demonstration
- Portfolio Review
Assistant Principals

- St Emilie’s School has two very experienced Assistant Principals, Mr Stuart Munro and Mrs Anne Aquino.
- As part of the school leadership team their role is to support and work collaboratively with the Principal to further the educational, pastoral, theological and managerial running of the school.

Aquino.anne@cathednet.wa.edu.au (seconded until Semester 2 2016)
Munro.stuart@cathednet.wa.edu.au

Attendance

- All enrolled children are required to attend every day that the school is in session except under the following circumstances:
  - Ill health
  - Removal due to Health Requirements e.g. headlice
  - Excused absence negotiated with Principal, e.g. holidays
  - Having been expelled or suspended
- An official record of attendance is maintained daily.
- In the event that a child is unable to attend, the school office should be notified in writing with a reason, prior to the commencement of sessions on the day of absence.
- Children are not to leave the school grounds during school time without being accompanied by a parent/guardian or a person authorised by a parent/guardian following the receipt of written permission from a parent/guardian.
- When a child needs to leave the grounds during the school day, the child is to be signed out at the office and must report back through the office on his/her return if returning on the same day.
- If a child is not in attendance at the school and the school office has not been notified, the parent/s will be contacted to verify the absence to ensure the safety and well being of the child.
- Where it is planned that children are to be absent from school for an extended period, requests are to be made, in writing, to the Principal. Parents are advised that school fees need to continue to be paid, despite the length of absence.

Awards

- A variety of awards are given to students throughout the year in recognition of their effort, achievement and the positive contribution they are making to our school.
- These awards are given within the classroom and at assemblies.

Banking

- On the specified day of banking, the parents send in with the student the completed yellow banking folder.
- Students give their banking folder to the teacher.
- The bags are sent into the office in the morning where they are kept to be collected by the Parent Volunteers to process. The bag is returned to the class teacher and the yellow banking folder is taken home by the student.

Before and After School Care (OSH CLUB)

- Please refer to Osh Club entry.

Before School Starts
To assist your child to have a smooth start to the day:

- Be organised yourself
- Try to have things ready the night before
- Involve your children in the routine of making lunch – keep it simple and healthy!
- Ensure that children have a regular bed-time and that they get their 10-11 hours sleep every night
- Limit choices for breakfast
- Stay calm – state what you need from your child and expect it
- Use the clock – allow enough time for children to get up, eat breakfast, get dressed
- Ideally no TV, games or other before school (or at least until everything is ready to go) – it is preferable to encourage reading or kicking a ball and the brain benefits of a no electronica start to the day are well backed up by research.

Behaviour Management – whole school

- Here at St Emilie’s one of the most important roles of the teacher is to create a quality learning environment for all students, by consistently demonstrating effective instructional strategies that engage them in their learning.
- All staff are professionally developed to develop the complex set of skills they need to promote positive, cooperative behaviour choices while responding to any inappropriate behaviour choices and/or conflict in a calm, measured, wise, just and proactive way.
- All staff and parents are encouraged to work as partners in maintaining a positive school environment where genuine respect for self and others is kept at the centre of all we do and say.
- St Emilie’s Student Management Policy acknowledges and supports research which clearly reinforces how the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills, emotional management, cooperative skills and conflict resolution skills, help protect students from the harmful effects of bullying, as well as assisting them build positive peer relationships.
- Children are also taught how to use Kelso’s Choices in the playground to resolve conflict in a peaceful way.
Class meetings also assist children to discuss any issues that might be getting in the way of harmonious relationships in the playground.

**Whole school Code of Behaviour**

- Care
- Courtesy
- Respect
- Responsibility

**Kelso’s Choices – Conflict Resolution**

**Behaviour Management – Classroom/Playground**

Each staff member is responsible for creating a safe, respectful learning environment for all. This is achieved in a variety of ways, including:

- Setting up the **physical space** so that is well organised; well designed for student flow and movement; visually appealing
Setting up the social/emotional space so that all students are encouraged, supported, listened to, cared for, helped, and nurtured.

Setting up the learning space so that students have work that they can confidently engage with, while also being challenged by.

In regard to student behaviour here at St Emilie’s, we:

- Focus on the behaviour and not on the student.
- Intentionally minimize embarrassment, shame and any feelings of hostility when dealing with inappropriate behaviour.
- Tactically ignore some behaviours.
- Use non-verbal cues so as to keep interruptions to a minimum.
- Give simple directions and expectation reminders.
- Defuse or re-direct any potential conflict.
- Remind or restate classroom rules and code of behaviour.
- Give clear choices regarding behaviour.
- Take students aside from the group.
- Listen to students and give them a chance to tell their account of events.
- Use ‘in class’ time out for a short period of time.
- Use ‘out of class’ time out for a short period of time.
- Communicate with and seek advice and support from the school leadership team.
- Follow up and follow through.
- Take time to debrief after time out.
- Make time to restore and rebuild relationships.
- Encourage students to do and be their best.
- Develop contracts/individual management plans with students.
- Develop and maintain a climate of respect.
- Treat all students as individuals and as equals.
- Employ teaching strategies to help students engage with learning; manage emotions; deal with conflict.
- Apply a team approach to solving Behaviour Management problems.
- Refer difficult situations to the Leadership Team
- Involve and support parents
- Utilise external agencies including CEO services when and if necessary.

**Bikes to school**

- Only children in Years 4 - 6 are permitted to ride to school unaccompanied
- An adult must accompany younger children who ride a bike.
- As required by law, each bike rider must wear a helmet while riding.
- To ensure the safety of all school community members, bikes are to be walked within the school grounds.
- To ensure the safety of the bikes while on the school premises, they are to be locked to the bike racks (at the back of the rear toilet block near tennis courts).
- The bike area is out of bounds to children during school hours.
- Riding to school is seen as a healthy lifestyle choice and encouraged.
- Parents are expected to teach their children the safety precautions required on their route to school and to ensure that their child’s bicycle is in good working order.

**Birthdays**

- Birthdays will be celebrated simply and meaningfully here at school.
- Children do not need food treats or other party favours shared with the class to celebrate their birthday here at school.
• Parents are reminded to save ‘treats’ for family celebrations and not send them into school, thank you.

**Body, Balls and Brains Clinic**  
*“Learning To Move & Moving To Learn”*

*PLAY 4 LIFE’S Perceptual Motor & Fundamental Movement Skills Program for children will be undertaken by our Kindergarten and Pre-Primary classes in Term Three.*

• Balls, Body & Brains offers children the opportunity to work through a sequence of experiences to develop perception and motor outcomes along with memory training.
• Children’s confidence grows, language skills develop and the fundamental sports skills are learned which will enable the child to move competently into major games and activities.
• Children become self-assured, aware they have a place in the world and aware of the contributions they can make to the world.

**Book Club**

• Scholastic Book Club will be run from the School Office this year with the help of one parent volunteer.
• The school receives bonus points with each Scholastic book purchase, which allows us to boost the number of books we are able to provide in our classrooms and school library.
• Orders are distributed throughout the year. These orders, together with the correct amount of money are then returned to the classroom teacher in a well sealed, clearly labelled envelope.

**Buddy Classes**

• Buddy classes are one way for students to interact with a different year level and to build a positive relationship with them.
• Buddy class opportunities are seen as a valuable way of helping older students develop their communication and social skills as they ‘mentor’ their younger buddy.
• Some buddy contact time has a social goal while other times it has an academic focus.

**Bullying Prevention**

• St Emilie’s has introduced the ‘Friendly Schools and Families’ Program to assist in the ongoing promotion of a safe and supportive school environment.
• One of the features of the program is explicit classroom teaching that assists students in clearly identifying what bullying and harassment is and practical strategies and resources for dealing and preventing it both in and out of the classroom.
● The ‘Friendly Schools and Families’ program, is taught as part of the school curriculum throughout the whole school.
● Bullying prevention requires a coordinated approach between all key stakeholders. Here at St Emilie’s we work very hard to challenge and support all students to make good choices, to reflect honestly on poor choices, to learn from mistakes and to work hard to make things right again.

Business Directory
● The new website BUSINESS DIRECTORY is a space where you can advertise your service or products for just $100.00 a year - an absolute bargain!
● Our school website has a large audience so we feel sure that by advertising here with us your business reach can only improve.
● In addition, your $100.00 will go directly back into P&F funds where money is used to purchase much needed resources and programs as well as capital projects which all children benefit from throughout their years in our school.
● If you would like to get your business name and details here please contact the school office 92569696 or email admin@stemiliescps.wa.edu.au ASAP so that you get great value and provide us with:
  1. Your $100.00 - cash, EFTPOS, cheque
  2. Your business name
  3. A short blurb about what service or product your business provides
  4. Your business logo/artwork
  5. Business contact details
  6. Business hours

Bus Travel
● Local bus companies are used to transport St Emilie’s students to various locations for excursions and sporting commitments.
● Students are expected to be well behaved at all times on the bus or they may forfeit the right to travel by bus in the future.
● While every effort is given to securing buses with seatbelts this is not always possible.

Curriculum Adjustment Plan – CAP
● A Curriculum Adjustment Plan is a simple working document written in plain, everyday language, designed by teachers in collaboration with parents and other key stakeholders, and it informs the ongoing planning, delivery and evaluation of a student’s educational program.

The CAP:
● identifies individual students needs and priorities for learning
● outlines short and long term educational goals for a student and the actions, strategies, modifications and adaptations that will be used
● is a flexible living document that is reviewed and modified over time
● assigns responsibility and accountability for implementing and evaluating the plan
● provides an ongoing record to ensure continuity of learning
Who needs an CAP?

- In each class there may be a group of students who experience considerable difficulty in one or more areas of their learning making it difficult for them to access the curriculum and therefore not having the maximum opportunity of reaching their potential. An CAP is a way of setting specific targets and sometimes modifying the teaching and learning program so that student needs are being met.

Camp

- School camps conducted at St Emilie’s are undertaken as an integral part of the educational program of our school curriculum and reflect authentic Catholic principles and values.
- All students are expected to attend the school camp.
- Camps are generally conducted away from the school campus for educational and/or religious purposes.
- A camp is provided to our final Year 6 students each year.
- The camp is typically of three days and two-night duration. At least six staff members, accompany the students.
- The camp involves a number of physical challenges as well as a theme where students are challenged to complete a number of collaborative tasks that build team skills, self knowledge, interpersonal skills and a sense of belonging.
- Parents are advised as to the cost of the camp at the beginning of each year. Any families who may need some financial support are asked to make an appointment with the Principal.

Carnivals

Please refer to the school website – ‘Term Planner Information for Parents’ and look out for permission notes which will be emailed home closer to these dates - for more specific details.

TERM 1
House Swimming Trials - Monday 22nd February 2016
Interschool Swimming Carnival - Wednesday 30th March 2016

TERM 2
Winter Sport Competition - Every Friday from Friday 6th May until Friday 10th June
Interschool Lightning Carnival - Thursday 23rd June 2016

TERM 3
St Emilie's House Cross Country - Friday 22nd July 2016
Interschool Cross Country - Friday 29th July 2016
St Emilie’s House Field Events Day - Friday 9th September 2016
St Emilie’s House Athletics Carnival – Friday 16 September 2016

TERM 4
Interschool Field Events Day - Wednesday 26th October 2016
Interschool Athletics Carnival - Friday 28th October 2016

Carpark

- There are 60 car park bays available for 90 – 120 Kindy/Pre-Primary parents who are all attempting to park and pick up or drop off their child at a similar time on a given day. It is therefore very important that parents do not linger in the car park at this time as other parents will need your parking spot.
- All families are issued with a FAMILY NAME sign that needs to be attached the visor and clearly visible ready for drive-through (staff will use this sign to call out the family name). Your cooperation is essential and appreciated!
To assist with traffic flow out of the school car park, parents must only turn left into Amherst Road and use the Fraser Road round-a-bout to head in an Easterly direction down Amherst Road.

Families who do not have a K or PP child are advised to time your pick up for a little later than 3:00 pm.

All parents using the Car Park are reminded to walk along the centre pathway of the Car Park and cross over at the crosswalk near the Administration Building. This way cars driving through the Car Park are keeping an eye out for children/adults crossing.

All Years 1-6 children are supervised until 3:15pm, on the Car Park verge by the teachers on duty. We encourage parents to use the Drive-Thru to drop off and pick up children in Years 1-6 as this allows the Car Park bays to be used by our Kindy and Pre-Primary parents.

Children in Years 2 - 6 may also use the rear exit gate that leads onto Anchorage Loop. Here parents are requested to park with the passenger side door on the side of the road closest to the school. This will mean that children will be able to open the car door safely and not have to cross the road to get to their parents car.

Children will sit on the bench outside the Year 2G classroom with the duty teacher and walk to the car once their parent has safely parked.

Please note this 'back entry' to the school is only open from 8.30am – 9.00am and again from 2.50pm until 3.15pm, for security purposes.

In summary, please show respect, courtesy and consideration for one another in the carpark. Exercise patience at all times and remember that these rules are in place to establish a safe entry and exit from the school grounds for yourself and for your child.

Should a grandparent or guardian be picking up your child, please clearly inform them as to what the procedures are prior to them arriving to keep the drive through system working smoothly, thank you.

Catholic Education Western Australia (CEWA)

Catholic Education Western Australia is located at 50 Ruislip St, Leederville and is the executive arm of the Catholic Education Commission.

Some department offices have now moved to the Newman Sienna Centre in Doubleview.

CEWA provides advice and services to Catholic schools and implements the policy decisions of the Commission.

The CEWA also negotiates with governments and other agencies to be able to plan for and administer funding to Catholic schools.

Change of Address or Contact Details

The school must be notified promptly if there is any change to your address or phone number at home or work. This is to ensure reliable and immediate contact especially in the case of a medical emergency.

Change of School

Parents must give the school one term’s notice if they intend withdrawing their child from St Emilie’s.

Class Representatives (P&F)

Each year we call for one, or two parents, if preferred, to represent their class by:

- helping to organise a whole class get together each term – e.g. at a park
- reminding your class families about P&F and school events coming up
- being a friendly, wise and positive voice in our community
- supporting the P&F by encouraging parents to volunteer for various initiatives
- keeping a pastoral eye out and letting the leadership team know of any concerns or problems that we may be able to help with
• compiling a class contact list - email + phone (with parent permission)

• This role does not need to be onerous at all – it is what you make it! However, what a wonderful opportunity for building genuine community here at St Emilie’s by being a great Rep in our school!

**Class Requirements**

• Children will need their own school bag and a school library bag, which can be purchased through the Uniform Shop. From Year 1-6, St Emilie’s logoed products of a school bag and school hat are compulsory. Children in Kindy to Year 6 require the St Emilie’s Library Bag.

• Kindy to 6 children have a separate booklist, which itemises specific requirements for each class and year level. Details for ordering are sent home in Term 3.

**Clinics**

• A number of sport clinics are integrated into the school Physical Education Program throughout the year.

• These clinics use the expertise of metropolitan sporting clubs eg Touch Football Club

• Typically these clinics include opportunities such as cricket, touch football, basketball, soft Crosse and are primarily directed at students from Yrs 4-7 however some are also suitable for junior year levels.

• Out of school hours clinics (soccer/dance/basketball/Balls, Body, Brains) are provided by Play 4 Life. Registration flyers are sent home with children each term.

**Code of Ethical Conduct**

• The Code of Ethical Conduct is a document that outlines a set of principles based on Gospel Values, that staff in Catholic schools are expected to be directed by, in their everyday professional life.

• It is hoped that parents also strive to mirror these same principles so that our community continues to be one based on mutual respect:

  • Respecting the innate dignity of each person

  • Recognising the giftedness of others

  • Building quality relationships

  • Respect for confidentiality

  • Committing to accountability

**Collaborative learning**

• Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product.

• Collaborative learning is based on the idea that learning is a naturally social act and learning occurs through talking and working together.

**Communication**

• Every effort is made here at St Emilie’s to maintain effective communication between home and school.

• Good communication is an important and two-way process that is a shared responsibility.

• Parents are expected to inform the school when a student:

  • is, or has been ill

  • is going on a holiday within the school term

  • is experiencing emotional challenge or trauma at home eg difficulty getting a child to school; medical issues; death in the family; separation or divorce etc

  • is to be collected from school by someone other than a parent

  • is anxious or worried about any aspect of school life

**The main forms of communication include:**
● Weekly website posts
● School sign
● Flyers, posters, letters and notes
● Term planner
● Notice boards (entrance; outside classrooms)
● School website
● Assemblies
● Class letters and emails from the teacher
● Emails from Admin / leadership Team
● Parent workshops

**Communication Books**

● Some teachers establish a two-way communication book/diary system for parents near the entrance door – particularly in the junior years.

**Community Building** – How to make a great school even better!

● Catholic schools are ‘communities’. Communities thrive and grow when all members make a conscious effort to get involved, contribute, look out for the other and communicate well.
● The many classroom activities, meetings and community building activities that go on throughout the year are designed to provide a quality environment for you and your family to grow, flourish and learn in.
● Please make an effort to understand what the school is trying to do.
● Get involved where you can and be a positive influence on others.
● See the school as YOUR school. Encourage your children to see it in the same way. Protect our school name and reputation.
● By all means offer constructive criticism and suggestions however please direct your opinions to the appropriate people, at the appropriate time and in the appropriate place.
● You are encouraged to attend school activities - assemblies, open days, plays, concerts, picnics, sporting functions, celebrations. Bring a friend or friends!
● Join the official parent group, (Parents & Friends) and look after the school's interests.
● Welcome new parents. Help them feel that they belong. Build their confidence in the school.
● Support a broad and balanced curriculum. Resist attempts by any pressure groups to narrow the curriculum to things that are purely functional and measurable.
● Encourage your children to co-operate fully, to join in all school activities and to take a pride in the buildings, the grounds and the school community as a whole.
● Let the Principal and the staff know that you support and appreciate them from time to time – a little encouragement really does go a long way!

**Contact Details (St Emilie's School)**

Phone: (08) 9256 9696

Fax: (08) 9256 9699

Address: 151 Amherst Rd, Canning Vale, WA 6155

Email: admin@stemiliescps.wa.edu.au

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

**Contagious diseases**
Parents are requested to inform the school if a child has had a communicable/infectious disease and are required to observe the exclusion from school period.

Public Health Department recommendations for most common infectious diseases are listed below.

**Period of exclusion:**
- Chicken Pox - until scabs healed.
- Conjunctivitis - until discharge from eyes has ceased.
- Diphtheria - until medical certificate of recovery (N.B. Contacts must be excluded also).
- German Measles - until at least 4 days after onset of rash.
- Glandular Fever - until child is well.
- Hand, Foot & Mouth Disease - until all blisters have crusted.
- Head Lice - until treatment has commenced and there are no live lice or eggs.
- Hepatitis A - until medical certificate of recovery is received.
- Hepatitis B & C - not necessary.
- Measles - at least 4 days after the onset of the rash.
- Mumps - at least 9 days after onset of symptoms.
- Ring Worm - until the day after treatment has commenced.
- Scabies - until mites and eggs are destroyed.
- Whooping Cough - for 2 weeks from onset of illness or for 5 days after starting antibiotic treatment.

**Cooperative Learning**
- Here at St Emilie’s we believe that comprehensive resources, cooperative strategies and collaborative learning opportunities ensure the progressive development of the skills that promote learning success.
- Guided Inquiry units include one new collaborative strategy each term.

**Crunch and Sip – whole school program**
- **The Crunch & Sip program** is an easy way to help kids stay healthy and happy!
- Crunch & Sip is essentially a whole school break at 10.00am to eat fruit or salad vegetables and to drink water in the classroom (as needed). Students re-fuel with fruit or vegetables, and this assists with both physical and mental performance and concentration in the classroom.
- Every day parents are to make sure that children bring ‘an extra’ piece of fruit, or a small container with cut fruit and vegetables that they can eat mid morning prior to morning tea.
- Please use a reusable, well sealed container to store crunch and sip.

**Curriculum**
- The curriculum of the Catholic School aims to promote the development of students so that they will contribute to society from a Christian Gospel perspective.
Guided by this vision, the curriculum contributes to the development of each student as a responsible, inner-directed Christian person, someone of Christian virtue, who is capable of making genuinely free choices, as well as value judgements enlightened by a Christian conscience.

**Australian Curriculum**

- The Australian Curriculum was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Catholic and independent schooling sectors agreed to a staged implementation of the Australian Curriculum.
- Implementation began with the introduction of English, Mathematics and Science in 2012, followed by History in 2013 and Geography in 2014.
- Full implementation of the F(Prep) – Year 10 Australian Curriculum is expected in schools by the end of 2016.
- This is an exciting time because an Australian curriculum gives teachers and students more consistent standards in all schools nationwide.
- It sets out the core knowledge, understanding, skills and capabilities important for all students and identifies what all school students should learn as they progress through school. This means young people across Australia will have a consistent curriculum regardless of where they live in the country.
- In January 2014, the Federal Government announced a review of the Australian Curriculum. The review is evaluating the robustness, independence and balance of the Australian Curriculum and will help to ensure improved student outcomes.

**West Australian Curriculum**

- The Western Australian Curriculum and Assessment Outline is for all students from Kindergarten to Year 10 in Western Australia.
- It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

**Daily Fitness**

- All students from Years 1-6 participate in a class daily fitness program each morning for approximately 15 minutes, with the aim of increasing aerobic fitness over time and promoting a positive attitude towards physical activity and a healthy lifestyle.

**Dental Clinic**

- Children have the opportunity of a free dental service from the **Excelsior Dental Therapy Centre**.
  - Address: 63 Shreeve Road Canning Vale 6155
  - Contact: Phone; 92564170 Email: excelsiordtc@dental.health.wa.gov.au
  - Consent forms will come home with new children during first term.
  - Appointments are made by the Centre for children to attend with a parent.
  - Please note that children are not permitted to attend dental appointments when unaccompanied by a parent or guardian.

**Digital Citizenship**
Due Dates
● We are all busy and we know that family life has many competing demands – but so do schools.
● Respecting due dates is very important and a good life skill to teach your children.
● Unfortunately if things don’t arrive in time, by the date that has been published, it is likely you may miss out.
● Please consult the website every few days for published dates.

Early Arrival
● School hours for students at St Emilie’s are from 8.40am to 3.00pm with doors opening at 8.30am.
● For safety reasons, children are not permitted to be at school unaccompanied any earlier than 8.25am.
● Parents are required to make appropriate arrangements so that their child does not arrive unaccompanied to school before this time.
● Oshclub (in the school hall) is a before and after school service to assist parents if you need a one-off or regular child-minding solution.
● An ‘early bird’ pass for a specific day may be negotiated with the Principal and family in exceptional circumstances.

Educational Psychologist
● We are fortunate enough to be able to access the services of the Catholic Schools Psychology Service when needed.
● Our CEWA Ed Psych is responsible for supporting our school by meeting and liaising with parents, staff and students, identifying those students who may not be learning as expected and assisting staff to implement strategies that might improve both outcomes and opportunities for each of these students.
● All applications by staff and parents for access to the Ed Psych services are made through the school Principal as the service is limited and needs to prioritise applications.

Edudance
● Edudance is a creative dance and exercise program designed specifically for primary school children to improve levels of health and fitness, while encouraging all students to take the personal challenge and have fun while you do it.
● The program is currently being offered to all children in Yrs 1–6 each year in Term 4 and culminates in a public performance.

Emails
● Every staff member is contactable by email. For catholic schools the email address follows a pattern - the surname followed by the first name and then @cathednet.wa.edu.au.
  eg surname.firstname@cathednet.wa.edu.au
● Communications of a general nature can be sent to admin@stemiliescps.wa.edu.au.
● Parents are reminded to use emails only when necessary; to keep them short and to the point and most importantly, to maintain a respectful tone throughout (a good test is – would you mind your email being published on the front page of the West Australian?)
● Issues of an important or sensitive nature, or matters that require more than a short response, should be discussed face to face in a parent teacher meeting.
● Unless it is an urgent matter it is reasonable to expect a 48 hour turnaround time.

Educational Philosophy
● Here at St Emilie’s, we believe that our children are precious and unique individuals, made in the image and likeness of our most wonderful God. This belief drives our philosophy that a child’s opportunity to learn must be respected and valued at all times.
● The staff at St Emilie’s use teaching and learning strategies that align with a developmental approach. In other words, we respect and value that children learn in different ways and that learning expectations and opportunities may need to be modified at different stages of development.
● We spend time getting to know our students well and identify their particular strengths and challenges, so that we can best meet their physical, spiritual, emotional, social and intellectual needs.

Enrolment Policy
● An Application for Enrolment Form needs to be completed for each child seeking a place at St Emilie’s Catholic Primary School. Accompanying the application form must be a copy of the child’s birth certificate, baptismal certificate, immunisation records (a photocopy is sufficient) and a Parish Priest Reference.
● Please note that if your child is not an Australian Citizen the school is required to record Visa details to enable the school to be eligible for possible funding.
● Following the processing of the application for enrolment form by the Administration Officer, the parents are contacted and invited to attend an interview with the school Principal before a confirmed place at the school is offered.
● Interviews for the next year’s intake take place in May/June of the preceding year. However, late applications for enrolment continue to be held so that parents can be contacted, should any places become available. Preference for enrolments will be given in the following order:

  A. Catholic students from the Parish with a Parish Priest reference.
  B. Catholic students from outside the Parish with a Parish Priest reference.
  C. Other Catholic students.
  D. Siblings of Non-Catholic students.
  E. Non-Catholic students from other Christian denominations.
  F. Other Non-Catholic students.

Excursions
● Excursions are seen as an important part of school life here at St Emilie’s as they offer our students rich experiences outside of the classroom related to the topics they are learning about in class.
● Parents are advised, in writing, of all planned excursions.
● Parents are requested to sign and return a permission slip.
● If children have not returned their permission slip prior to the day of the excursion they will not be able to attend the excursion.
● If a child has not reflected sufficient responsibility, willingness to follow staff directions and instructions, or has not completed sufficient class work prior to the excursion, they may not be permitted to attend the excursion and will be supervised back at school.

Extension
● Differentiation is synonymous with good teaching. Being an inclusive community of learners,
we feel that children benefit from learning with their peers, not isolated from their peers. We believe that all children have a right to learn at their level of academic development within their class group.

- Staff members at St Emilie’s are committed to the development of a high-quality curriculum for all students, one that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.
- Teachers use the Western Australian Curriculum to develop teaching and learning programs that build on students’ interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students. They strive to make the curriculum accessible to all students through differentiation. We strive to achieve this by getting to know our students well, through a continuous cycle of assessment, teaching and learning, and listening to and working closely with parents.
- Differentiation means that we adjust the process and the product expectation and extend the lesson content when required to do so. We encourage children to use meta-cognitive skills and become learners who think about their thinking and reason about the curiosities, problems, challenges and mysteries of our world. By doing this, we prepare them for an ever changing and uncertain world.
- Differentiating the curriculum, to include thinking skills and levels of questioning, creates a learning environment that produces successful learners, confident individuals and responsible citizens of the future.

**Extra-Curricula and Co-Curricular**

- The extra-curricular and co-curricular programs at St Emilie’s are many and varied and provide the opportunity to undertake new challenges and trial new activities ranging across sport, music, academic opportunities and the Arts. Much enjoyment is derived from involvement in these programs, as children interact in multi-aged settings, learn new skills and have fun!

**Family Holidays**

- Schools take the task of teaching and learning very seriously and each school does their best to provide a quality education for their students. Teachers care about each child’s learning and they want to do their best for them.
- The ever-growing trend of parents deciding to remove children from school in term time to go on a family holiday is an extremely challenging one for schools.
- Schools are entrusted to provide comprehensive, educational opportunities and learning experiences that build upon prior skills and knowledge and that assist students to make important connections as their learning progresses. Teachers assess, plan, remediate and track student progress over time.
- A lack of continuity in the learning cycle due to an extended absence or frequent shorter absences, can be a very real problem for many students, as their opportunity to learn a new concept or skill, and their opportunity to refine and practice that concept or skill can be significantly reduced.
- In social and emotional terms, absences from school can also impact on the quality of relationships the child is able to form within their peer group and on how confident they feel about their learning progress after their time away. While it is true that all children are different and some children do cope with the upheaval of re-establishing friendships and academically ‘picking up where they left off’ after a prolonged absence or a series of frequent absences, for a significant number of children however, this is not the case and these absences often cause undue anxiety and stress.
- It is important for parents to understand, that when the school is informed of an impending holiday in term time, teachers should not be asked to provide ‘the work that they will miss out on’ while the family are away on holiday. The reasons for this are that the teacher has already spent a significant amount of time planning the teaching and learning program for the class – a
program that incorporates explicit teaching, rich tasks, exposure to quality literature, facilitating group and whole class discussion and debate, multimedia opportunities, quizzes, tests, skill building games, hands on problem solving tasks, assessments, performances and more. Handing over a set of worksheets and a reading book to a holidaying family, in no way reflects the learning that the child will be missing while they are away. Likewise, lengthy absences may mean that assessments cannot be undertaken and therefore a semester report is unable to be written.

- Parents have the right to take their child out of school during term time, however they also have a responsibility to ensure that they have seriously weighed up the reasons for their decision, and whether the benefits to the family outweigh the disruption that the absence may cause to their child’s learning.
- Schools agree that children have much to learn by visiting a different country and culture and by visiting relatives and friends however please bear in mind that there are 12 weeks set aside in the year for families to do this.
- Finding quality family time is important, building quality relationships in the family is important, teaching your child the value of a good education is important, working closely with your school and teachers to provide a good education is important. There are no easy black and white answers to this issue, however it does require parents to think carefully, to act wisely and to seriously weigh up, not whether the holiday should be happening, but whether it should be happening in term time.
- This entry is designed to promote understanding about why schools are concerned about the trend of families taking extended holidays in school time, as well as allowing children to have a series of absences from school when they are not sick enough to be home. It is also to remind families that continuity and opportunity to learn is important and this needs to be considered in the light of your own child – by carefully considering their particular educational needs and abilities and their social/emotional profile.

Thank you for your careful consideration of this important matter.

Feedback

- Feedback here at St Emilie’s is information provided by an agent (e.g., teacher, peer, book, parent, experience, computer program) regarding aspects of one’s performance or understanding.
- It performs a variety of functions including recognising, correcting, encouraging, challenging and improving student performance.
- Feedback helps to keep students ‘on track’ and is also an aid to good classroom management.
- It occurs typically after instruction and seeks to depth knowledge and skills, or to develop a particular attitude. It can increase effort, motivation and engagement and can increase cue searching and task processes that lead to understanding.
- Feedback is one of the most critical influences on student learning.
- It can only build on something - it is of little use when there is no initial learning or surface information.
Feedback is what happens second.

Here is a model demonstrating how feedback enhances learning:

**Feeder High Schools**
Local schools designated as the main "Catholic feeder schools " for St Emilie’s are:

- Corpus Christi College
- Emmanuel College
- Lumen Christi College
- St Norbert College

**‘Fruits of the Holy Spirit’ Pastoral Care Program**
Social sustainability is a strong focus area at St. Emilie’s. Linked to Values in the Curriculum the Safe Schools Policy and the School’s Pastoral Care Policy, the Nine Fruits of the Holy Spirit (below) are used to encourage students to practice positive social interaction:

- love
- peace
- joy
- kindness
- patience
- trustworthiness
- self-control
- goodness
- gentleness

Students learn what each of these Fruits or virtues means and how they can demonstrate them within the school community and their everyday lives.

**Fundraising**
- Throughout the year there will be a variety of fundraising activities organized by the P&F, staff and students.
- Families are encouraged to support these fundraisers where they can.
- Some funds benefit the students directly eg new math resources or sport equipment, while others benefit the whole community eg new sport tents. Others support charities such as Life link; our sister school, Catholic Missions and so on.
- It is understood that some families are in a better financial position to support these fundraisers than others. While there is no pressure to participate, all donations, however small, make a difference to the resources and opportunities we are able to offer your children so thank you for your support throughout the year.

**Gossip**
- Gossip has no place in a school community because it is hurtful, harmful and disrespectful.
- Parents, staff and children are encouraged however, to ask questions, seek out accurate information and clarify decisions – from the source – not second-hand.
● The good reputation that St Emilie’s enjoys is something we must all continue to maintain and this requires everyone taking personal responsibility for what they say to and about others.
● Keeping it positive and encouraging others as much as possible is helpful and motivating.
● Constructive criticism can be helpful when given in a spirit of shared concern.
● Likewise social media avenues such as Facebook are expected to be used in a positive way and not to speak unkindly or unjustly about any member of our community.

Grooming
● Student hair should be neat and tidy and such that it does not cover the eyes or face.
● No extreme haircuts are acceptable (at the discretion of the Leadership Team).
● Long hair must be tied back with appropriate coloured accessories
● The correct school uniform is to be worn each day.
● Parents are expected to support staff in maintaining the correct uniform requirements.

Guided Inquiry
● The 21st century calls for new skills, knowledge and ways of learning to prepare students with abilities and competencies to address the challenges of an uncertain, changing world.
● Guided Inquiry helps to equips students with abilities and competencies needed to do this.
● Here at St Emilie’s students from Year 1-6 engage in a guided inquiry unit each term.

In 2016 the concepts to be explored include:

● Term 1 – COMMUNITY
● Term 2 – CHANGE
● Term 3 – NECESSITY
● Term 4 – CURIOSITY

Habits of the Mind
● The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.
The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

Each term we will focus on one HOM across the school. You can find out which habit is being focused on by referring to the website on the front page.

The 16 Habits are listed below:

- **Persisting**: Sticking to task at hand; Follow through to completion; Can and do remain focused.
- **Managing Impulsivity**: Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.
- **Listening with Understanding and Empathy**: Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.
- **Thinking Flexibly**: Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.
- **Thinking about Thinking (Metacognition)**: Being aware of our own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others. Making our learning explicit by talking about the process, strategies, thinking and ideas we used.
- **Striving for Accuracy**: Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.
- **Questioning andPosing Problems**: Ask myself, “How do I know?”; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.
- **Applying Past Knowledge to New Situations**: Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.
- **Thinking and Communicating with Clarity and Precision**: Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.
- **Gathering Data through All Senses**: Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.
- **Creating, Imagining, Innovating**: Think about how something might be done differently from the “norm”; Propose new ideas; Strive for originality; Consider novel suggestions others might make.
- **Responding with Wonderment and Awe**: Intrigued by the world's beauty, nature's power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.
- **Taking Responsible Risks**: Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don’t let this stop me.
- **Finding Humor**: Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.
- **Thinking Interdependently**: Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.
- **Remaining Open to Continuous Learning**: Open to new experiences to learn from; Proud and humble enough to admit when don’t know; Welcome new information on all subjects.
Hand Eye Clinic

● Soufoulis Tennis Coaching provide these whole class 45 minute sessions held on Fridays over 5 weeks in Term Four for Year 1 and 2 classes. The sessions are an ideal introduction to tennis incorporating basic tennis skills, improving gross motor skills and hand eye co-ordination in a fun environment.

Hats

![SunSmart Logo]

We have a NO HAT, NO PLAY policy here at St Emilie's.

Headlice

● Parents will be contacted if children are found to have headlice and asked to take their child home for treatment as soon as possible.

http://www.healthywa.wa.gov.au/Healthy-WA/Articles/F_I/Head-lice

What are head lice?

● Head lice are tiny insect parasites that live on your head and feed on your scalp (the skin covering your head).
● They reproduce by laying their eggs (nits) on your hair shaft (the part of your hair closest to the scalp).
● Head lice are not dangerous, do not carry diseases, and are not a sign of poor hygiene (cleanliness).

How do you get head lice?

● Head lice are spread by head-to-head contact with another person who has head lice. This kind of contact includes doing group work at school, playing, or hugging.
● Head lice can run from one head to another in seconds. Head lice cannot fly, jump or swim, but they can sometimes swing from one hair to another.
● Brushes and combs are unlikely to transfer head lice or their eggs, as these are very hard to detach from the hair shaft.
● Head lice are not spread through bed linen, clothing or head gear (hats and helmets) as they do not leave the scalp unless they are moving to another scalp, or unless they are dead or dying.

Signs and symptoms

● Your scalp may itch as your skin reacts to the saliva of the head lice. This itchiness can take weeks to develop. If you have had head lice before, your skin may become less sensitive and there may be little or no itch.
● You may also be able to see head lice crawling in your hair, although they can be difficult to spot as they move quickly.
● Adult lice are usually dark brown and about 2 to 3 mm long.
● Hatchlings (young lice) are often a lighter brown colour and about 1 to 2 mm long.
• Eggs will be attached to the hair shaft. They can be very tiny and hard to see, especially newly-laid eggs close to the scalp. They are grey-white and about the size of a grain of salt.
• Checking for head lice
• Unless you can easily see the head lice, the speed at which they can move makes checking dry hair unreliable.

To check hair for head lice:
• Carefully comb plenty of hair conditioner through dry hair. The conditioner slows the head lice down so they can be trapped in the comb.
• Comb hair again in sections using a metal fine-tooth 'nit comb' (available from most chemists).
• Wipe the waste from the comb on a white paper towel. Look for head lice and eggs using a magnifying glass in strong light, such as sunlight.
• Use a magnifying glass in strong light to examine hair close to the scalp, especially behind the ears and at the back of the neck.
• Distract children while you check for head lice by offering them a favourite video or game, a book, or a head massage.

What can be mistaken for head lice?
• Other objects in the hair can be mistaken for head lice or eggs. These include sand, dandruff, flakes of hair spray, ants, aphids, or other small insects.

If you find head lice
• Check to see if anyone else living in your house has head lice – use the hair conditioner method described above.
• Choose the treatment method that best suits you and your family and follow the instructions carefully.
• Inform your school, child care centre, playgroup, neighbours and relatives so that other children and adults who have been in close contact can be checked.
• When the treatment is completed and all head lice and eggs have been removed, continue to check hair weekly for further outbreaks.

Stay home from school
• Under the School Education Act 1999, if your child has head lice the principal may keep him or her away from school until treatment has started.
• Your child may return to school when all live head lice have been removed. There is no need to stay away from school if there are only a few remaining eggs, but you must continue treatment over the following 10 days to ensure that all eggs and hatchlings have been removed.

Prevent further outbreaks
• Check hair regularly for head lice and eggs. Early treatment of head lice can prevent it spreading further to close contacts.
• Tie long hair back.
• Hair gel or mousse may help keep stray hair strands from coming in contact with other heads.
• Avoid sharing combs or brushes.
• If you have recently had head lice, leave brushes and combs in hot water for 10 minutes after use to kill any trapped head lice or eggs. Clean them with an old toothbrush to help remove any waste.
• Remind your child to avoid head-to-head contact with other children, for example when working at the computer with others, playing or hugging.
Healthcare Card Tuition Fee Discount Scheme

Please note this discount scheme applies only to the tuition component of the fees. Specific charges such as subject and building levies and excursion costs will still apply, however these can also be discussed with the Principal.

Homework (see Purposeful Practice)

Home School Partnership

- It is generally accepted that when parents express confidence in and a positive attitude towards the school their children attend, as well as being involved in what is going on in their (no matter how small), their children are likely to be happier and perform better within the classroom.
- When children see and experience their parents and staff sharing common beliefs, attitudes and goals they feel more secure, happy and purposeful themselves.

At St Emilie’s, we work hard to develop close links with parents. Once established, these links have been found to result in:

- greater understanding by parents of what we do here at school;
- greater understanding by staff of specific children’s needs;
- improved communication between home and school;
- fewer misunderstandings;
- higher student morale and confidence;
- more goodwill between parents and staff;
- a happier school.

Houses

- The current system, comprising of four House groups was introduced in 2013 as a result of our mission to strengthen the knowledge and understanding of our school’s heritage, to enhance the connection of students across and within year groups and to encourage greater student and staff engagement in school events and activities.
- After much consideration, the following House names were chosen:

De Vialar House: Purple

Honouring St Emilie de Vialar. Through her prayer and spiritual life St Emilie developed a very close relationship with God, who favoured her with intimate graces and support. She learnt to depend totally on the wisdom of God.

“Since God does so much for me, what could I not do for him?”

Gannon House: Orange

Named after Sister Margaret Mary Gannon, a Sister of St Joseph of The Apparition who, as the original Parish Pastoral Assistant, did much to ensure the Spirituality of St Emilie was promoted in the Parish. The charism of St. Emilie and her spirituality, love and care for the poor is evident in the work undertaken by Sr Margaret Mary.

“Love God and be generous to all”
MacKillop House: Green
This House is dedicated to our first Australian Saint, Saint Mary MacKillop. This great Australian woman inspired boundless dedication to God’s work in the then new colonies. In today’s world, she stands as an example of great courage and trust in the way she lived God’s loving and compassionate care of those in need.

“We must teach more by example than by word.”

Mazenod House: Blue
St Eugene de Mazenod dedicated his ministry to God through the intercession of Mary. He sought to help those not being touched by the structures of the Church: the poor, youth, prisoners and the neglected. He assisted Saint Emilie de Vialar to re-build the Sisters of Saint Joseph of the Apparition after their move to Marseille.

“Learn you who are in the eyes of God.”

Independence
● From an early age, a child’s search for independence is fueled by the desire to make things happen and to feel competent.
● A young child’s opinion about his/her capabilities is, to a large extent, based on their parent’s response.
● As an adult, your role in fostering independence is to provide love and support, encourage exploration and curiosity, teach skills, and allow the child to make appropriate choices.
● Your enthusiasm for a child’s exploration sends a message that you value these activities.
● Sometimes the desire to make things happen takes children down paths that require limit setting, or they may become frustrated while trying to master a certain task.
● While it is appropriate to allow for small doses of frustration, parents should be prepared to step in to prevent overwhelming frustration, and also to expect mistakes.
● The key is to provide an ‘emotional safety net’ where trial and error results in more error than immediate success!
● Preschoolers are verbally capable of expressing many thoughts, feelings and needs, and they are ready to take bigger steps toward independence.
● Encourage preschool children to ‘do for themselves’ on a daily basis by allowing them to put away clothes and toys, for example. Establishing family chores--setting the table, folding towels, or helping with meal preparation--builds a sense of competence and teaches children how to do for others.
● Once children reach school age, there are many opportunities to facilitate independence. Decisions about friends, school projects, and play are all a part of their daily life choices. Financial decision-making skills can be bolstered by giving older children responsibility with money; for example providing an allowance.
● The important message is that if we encourage independence in our children they will believe in themselves more – which leads to good mental health outcomes as a child discovers they can do so much more than they thought they could and to have a parent and a teacher who believes in them is a wonderful thing!

Insurance
School Care (Student Accident) Insurance
All enrolled students
● All students enrolled at St Emilie’s pay a small fee with the school fees to provide them with 24 hour a day insurance cover by CCI insurance.
● This policy DOES NOT provide cover for:
  - any Medicare gap or
  - anything which is payable under Medicare.
● For further information please contact the school office.
**Instrumental Music Program (Extra Curricular)**

- Instrumental music tuition here at St Emilie’s provides a value-added music component to our Arts curriculum.
- The instrumental Music Program is co-ordinated by Mr Nick Dabbs who runs KEYED UP MUSIC: [http://www.keyedupmusic.com.au](http://www.keyedupmusic.com.au)

**Incursions**

From time to time children will be given the opportunity of attending whole-school or class incursions. Incursions involve people or specialty groups coming into the school. These opportunities are sought to support whole-school themes and children’s learning in the classroom.

**Inquiry Units – Unit Hero**

“The meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it.” (National Research Council, 2007)

The power of an inquiry-based approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and ‘research-based disposition’ towards teaching and learning. Inquiry honours the complex, interconnected nature of knowledge construction, striving to provide opportunities for both teachers and students to collaboratively build, test and reflect on their learning.

At St Emilie’s we aligned and scoped our inquiry based teaching and learning program – this means everyone in the school is investigating the same concept at the same time. Each Concept is explored developmentally from PP to Year 6. Ideas are built on and expanded as students move from level to level. This developmental approach ensures that content is not repeated and is built on to match the maturity and readiness of students at each level.

**2016**

- Term 1 – COMMUNITY
- Term 2 – CHANGE
- Term 3 – NECESSITY
- Term 4 – CURIOSITY

**Jewelry**

The wearing of jewelery at school is not permitted at St Emilie’s except for:

- A watch and/or necklace with a small Christian symbol
- A pair of earrings - studs or small sleepers
- No nail polish, tattoos or makeup may be worn during school hours.
- The wearing of the correct school uniform encourages a sense of pride in self and school and your support is very much appreciated.

**Kindergarten**

<table>
<thead>
<tr>
<th>Children born</th>
<th>Begin kindergarten at the start of school year in</th>
<th>Begin pre-primary at the start of school year in</th>
<th>Begin Year 1 at the start of school year in</th>
<th>Begin Year 2 at the start of school year in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 July 2011 to 30 June 2012</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>1 July 2012 to 30 June 2013</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
</tbody>
</table>
School Starting Age Calculator:

To enrol your child in Kindergarten parents need to provide:
- Child's birth certificate - if you do not have a copy of your child’s birth certificate call the Registry of Birth, Deaths and Marriages on 1300 305 021
- Child's immunisation records: if you do not have a copy, call the Australian Childhood Immunisation Register on 1800 653 809
- Proof of current address
- Parish Priest reference

What happens at Kindergarten?
- children learn through play and being actively involved in experiences planned by the teacher.
- they may also work on their own or as part of a small group.
- learning is ‘hands-on’ and takes place through touching, seeing, hearing, exploring and experimenting.

Some of the activities children may participate in include:
- designing and creating cubbies
- dressing up
- climbing
- dancing
- doing puzzles
- making collages
- listening to and playing music
- painting
- drawing
- reading books and storytelling
- playing with clay, play dough, blocks, sand and water.

Through these learning experiences children will develop skills, understandings and values in mathematics, science, English, the Arts, Technology and Enterprise, Health and Physical Education, and Society and the Environment and much more!

**LEAD – Learning, Engagement, Accountability and Discipleship**
Defining the Strategic Direction of our System

**Learning** - is what we do. We are committed to learning at every level.

**Engagement** - is essential. We are committed to Catholic Education’s mission through positive relationships with all.

**Accountability** - is not optional. We have personal and collective responsibility for our systems’ success
Discipleship - is our calling. We are committed to deepening our relationship with Jesus.

**Lexile (Literacy Pro Reading)**

- The Literacy Pro (Lexile) reading program assists teachers to match Years 3-6 students (particularly those students who are struggling with reading, or who do not show much of an interest in reading) to books that they will be able to read without becoming overly frustrated. The program also has a number of online quizzes to check for appropriate levels of comprehension.

**What is a Lexile?**

A Lexile is a unit that measures the amount of challenge presented by a passage of text. If we know the Lexile measure of a book and we know the Lexile measure of a child, we can tell how the book matches the child’s reading ability ie whether it’s too easy, too difficult or just right.

The Lexile Framework determines the difficulty of text by way of special software. The software looks at two factors:

1. The difficulty of the vocabulary (semantic difficulty)
2. The complexity of the sentences (syntactic complexity) throughout the entire book.

This information can be used to help match students with books at their Lexile Level and in their interest areas. Reading at this 'target' level offers sufficient challenge without frustration.

**What is involved:**

**Step 1**

- Students take the Lexile Test and receive a Lexile Level
- The Lexile test utilises a database of over 1600 multiple-choice questions ranging from lower primary to university level. The questions feature authentic fiction and nonfiction text passages, and no prior knowledge of the text is required. The program steps the questions up or down in difficulty, according to the child’s responses.

**Step 2**

- Students select and read books within their Lexile range. The database generates a list of suitable books to match each student’s Lexile Level and their interests
- The database combines information about a student’s Lexile, age and interests to generate an individualised reading list.

**Step 3**

- Students complete a series of quizzes on the computer to check for comprehension
- After reading, students test their comprehension by taking a computer Quiz. Each quiz consists of ten multiple-choice questions randomly chosen from a bank of thirty. After students complete the Quiz, they receive immediate positive feedback.
- There are around 2500 active computer Quizzes available at www.mylexile.com.au for books that are in being purchased each year as part of our school library. Many titles are also available through the local library.
- Each year we try to purchase further Lexile Libraries and quizzes with the assistance of the P&F.

**Step 4**

- Approximately 90 days later students take another Lexile test to enable the teacher to monitor reading development.

**Library**
The role of our school library is to:

- Provide and promote quality fiction and non-fiction books and resources, to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich students’
- Provide teachers with access to relevant curriculum information and professional development materials and resources.
- Provide a multi-purpose learning space for teaching and learning
- Provide access to technology and a larger space in which to use it
- Provide a space at lunchtime for students who may like a quieter space to read, write or play a board game.

**Library Bag**

- Each student requires a library bag to store his or her school library book in.
- St Emilie’s library bags are available for purchase from the School Uniform Shop.
- Parents are urged to assist children to get into the good habit of putting their book into their bag when finished with it to avoid damage and a possible fine.
- Week 1 and Week 10 – no library each term so that Admin staff can prepare and plan.

**Masses**

- The Eucharist deepens our relationship with Christ and calls us into communion with one another.
- We take part in the Eucharist to give thanks to God, and share this meal as a community. In community we gain strength from each other.
- Special feast days and days of community significance are celebrated throughout the year at St Emilie’s.
- A ‘Community Mass’ is held at 8am on the first Wednesday of each month. These masses are a recent initiative and are well attended by staff, families and parishioners.

**Mathletics**

- The Mathletics program is a computer-based program that aims to improve student’s mental math results while allowing children to compete against themselves and others, having some fun at the same time.
- Each family has 24-hour access to the program for 2016.
- Log on details will be sent home via your child’s classroom teacher.


**Medical Information**

- Parents are requested to provide information on any known medical condition, which may affect their child at school, eg: asthma, diabetes, epilepsy, heart conditions, physical disabilities etc.
- Each year, parents are asked to review and update this medical information and to inform the class teacher of any changes to such information should the need arise.

**Mobile Phones and Students**

- Students are not permitted to have a mobile phone at school unless their parents have met to discuss the extenuating need for a phone with the Principal/ member of the Leadership team and signed the School Mobile Phone Policy agreement.
- Any mobile phone brought by a student with a signed form, is to remain with the teacher during school hours.

**Multiple Intelligences**
Throughout the Guided Inquiry units, students are made consciously aware of their multiple intelligence preferences and areas of challenge and are provided with opportunities to form groups with students that complement, challenge or support their own intelligences.

**NAPLAN**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or ‘domains’) of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

For more information about the move to deliver NAPLAN in a computer-based environment, go to NAPLAN online.

NAPLAN results are one of the instruments used to provide information regarding areas of strength and challenge and inform future planning.

Here at St Emilie’s we have strong NAPLAN results which are communicated to the community via the MySchool website; School Curriculum Plan and at the AGM each year.

**Notes**

- Each class has a Note Folder that is delivered to the Office at the start of each day and collected at the end of the day.
- We encourage all communications to go through the Note Folder system.
- Most notes and letters are delivered via the eldest child in the family.

**Nutrition - Morning Tea/Lunch**

- Parents are strongly urged to take the responsibility for what children are eating each day at recess and lunchtime very seriously.
- The connection between ‘what’ we eat and drink and our long term health outcomes, not to mention how well we perform at school (and in life) has been well established.
- Developing brains need healthy, low fat, low sugar, low salt foods.
- Lunchboxes should be full of plenty of fruit and vegetables, eggs, sandwiches, cheese, yoghurt, tuna, etc as opposed to expensive and nutrient poor snack foods.
- While treats are acceptable every now and then, parents need to find creative ways and be good role models for developing good eating habits while children are still young – this is a gift you give for life!
- Aim to provide your child with a well-balanced, healthy recess/lunch with the minimum of packaging.
- There are loads of good ideas on the internet and on our website. Remember the healthy diet your child enjoys today, paves the way for lasting health into adulthood.
• All children’s lunch boxes require a frozen ‘brick’ to keep the lunchbox temperature cool especially during the warmer months. Insulated lunch bags are also recommended.
• Children will also bring lunchboxes inside in extreme weather.

Office Admin
The Office staff here at St Emilie’s include;

• Mrs Gillian Norris (Admin and Finance Officer) 8.30am – 4.30pm
• Mrs Kim Reed (Office Admin) 8am – 4.00pm
• Miss Ashana Wicks (Office Admin) 8am – 4.00pm
• Miss Cassie Gawley (Office Admin) 8am – 4.00pm

• Running a school Office is an extremely busy, demanding and challenging role at times. Parents are asked to be please be patient, courteous and supportive of our hard working team at all times as we will be of you, thank you.

Organisation
12 WAYS TO HELP YOUR CHILD TO GET ORGANISED!

1. Keep a family calendar. Track everyone’s activities on a prominent and accessible calendar, encouraging your child to write their own entries and reference the calendar when making plans. You also might consider checking schedules and updating the calendar as a family over Sunday breakfast!
2. Introduce checklists. Whether it’s as simple as "3 Things To Do Before Bed" or "What I need each day," creating and referring to lists together will develop your child’s ability to strategize tasks and organise their time.
3. Assign chores that involve sorting or categorizing. Grocery shopping, emptying the dishwasher, sorting photos, cleaning out a closet, and other tasks that involve pre-planning, making lists, or arranging things are great choices.
4. Get ready the night before. This one’s always tough — for both of you — but it does work if you can get in the habit.
5. Use containers and closet organisers. If there’s a place for everything, they’ll find it easier to find items, keep neat, and clean up. Build “clean-up” time into the daily routine.
6. Buy your child a planner. Ask them to help you pick it out or choose one that will appeal to them so they’ll be more excited about using it. Having their own planner will show them you consider their time valuable and encourage them to create a schedule. Be sure to routinely coordinate the information with your family calendar to avoid conflicts.
7. Organise schoolwork. Make sure your child’s keeping notes, homework, handouts, and graded assignments in separate folders in a binder. Try to check her backpack nightly and set an time aside each week to go through her binder and get things sorted.
8. Establish a homework routine. Help your child make a “study hour” schedule and set up a comfortable workspace -- whether her room or the kitchen table. Encourage her to stick to the schedule even when she doesn’t have homework (She can read, review notes, or even do a crossword puzzle.)
9. Create a homework supply box. Fill a box with office supplies and encourage your child to store pens, paper, measurement tools, and a calculator in it so they’ll have what he needs on hand.
10. Cook together. Cooking teaches measuring, following directions, sorting ingredients, and managing time — all key elements in organization. Involve your child in meal planning too, challenging them to help you put together a shopping list.
11. Cultivate an interest in collecting. If your child has a particular interest, encourage them to create and organise the collection. It can even be something free — such as rocks or cancelled stamps — that they can sort, classify, and arrange.
12. Provide support with organizational tasks. Your child may find organizing a challenge, so help them develop their routine and give the occasional treat for jobs well done!

**Osh Club (Before and After school Care)**
- OSHClub currently provides Before & After School Care here at St Emilie’s for families K-Yr 6
- Monday to Friday during term time
- Opens 7.00am
- Closes 6pm

**Parents and Friends (P&F)**

**P&F Volunteer Sign Up Form**

- As you will be aware, St Emilie’s enjoys a quality teaching and learning environment where all children from Kindy to Year 6 have access to excellent facilities and resources. Between the P&F, Board, the Staff and Leadership Team we strive to continue to make wise and discerning decisions in regard to the allocation of funds for specific purposes.
- It is important to understand that our school relies on the funds raised by the P&F each year. The annual family levy contributes to helping fund some of the larger capital items every child ultimately benefits from across their years of schooling. Other monies we raise over and above the levy amount are used in a variety of ways eg class reading books, educational games, PE/sport equipment, extra ICT resources, Literacy Pro reading books, Mathletics, library books, and more.
- Rather than raise the P&F levy, families have the opportunity to help raise money, not just from ‘within’ our community but more importantly from without it eg at Bunnings Sausage sizzles, inviting guests to a school function eg a Quiz Night or fete, making a cake to be sold at carnivals; selling tickets and hot cross buns etc at workplaces. Every little bit helps, so we are asking that you please get behind the P&F initiatives and the people who will form the P&F Executive for 2015.
- Ideally what we want to see happen is people volunteering to take responsibility for leading a fundraiser and/or be a ‘worker bee’ at one or more of these events. Rather than leaving it to just a few people, we really need each family, Kindy-Year 6 to commit and think carefully about what YOU are going to do to help out our school in 2015. You might also have some contacts, or access to grants, or a business that can provide us with ways of generating either money or prizes. You may have special talents that could also be used! If so, please let us know!
- In addition to raising money, the opportunities we have to gather together as both a whole school community and at various times in smaller settings (whether at P&F meetings, parent workshops, planning events, cooking snags, at busy bees class get togethers etc) are pivotal opportunities for building relationships.
- **Class Reps** - Kindy to Year 6. We would really like a Class Rep as a ‘GO TO’ person for each class, each year. This role is a great opportunity to help us to faithfully communicate and reinforce what is going on terms of the P&F to parents in your class, as well as helping to organise the occasional get together. A Nomination Form can be found at: [http://web.stemiliescps.wa.edu.au/?p=4787](http://web.stemiliescps.wa.edu.au/?p=4787)

Please sign up your willingness to get involved and support your school!

**2016 P&F EVENTS**

**TERM 1**
- Thursday 11th February 8.45am Fete Meeting
- Wednesday 17th February 6pm P& F Meeting
- Thursday 18th February 8.45am Fete Meeting
Thursday 25th February 8.45am Fete Meeting
Thursday 3rd March 8.45am Fete Meeting
Thursday 10th March 8.45am Fete Meeting
Wednesday 16th March 9am P & F Meeting
Thursday 17th March 8.45am Fete Meeting
Sunday 20th March SCHOOL FETE

TERM TWO--TERM FOUR
Times and Dates TBA

P&F Levy
● The P&F levy remains at $80.00 per family for another year.

Website
P&F News Link: http://web.stemiliescps.wa.edu.au
P&F Page: http://web.stemiliescps.wa.edu.au/?page_id=401
P&F Resources: http://web.stemiliescps.wa.edu.au/?cat=61

Parent Helpers - classroom
● Here at St Emilie's we like to involve parents as much as we can in the life of our school and we value their participation in many ways. Parents can provide us with a rich source of knowledge, ideas, creativity and specific skills.
● When working as a volunteer in the classroom or in our school under our supervision, parents do not need to have a Working With Children Check
● When going on excursions, parents may not be given their own child in a small group situation
● Parents are not to give or buy food or gifts for any child in their care at school
● Parents with babies/toddlers are asked to arrange for younger children to be minded if volunteering to assist in the classroom.

Classroom helpers understand that they have volunteered to help all children;
Therefore...
● They will help all children to be engaged in learning and not just focus on their own child
● All children will be treated equally

Classroom helpers understand the importance of showing respect for the teacher;
Therefore...
● They will follow the teacher’s lead
● Listen to their advice and instructions
● Communicate respectfully with the teacher
● Support each group of children to complete tasks set by the teacher
● They will adhere to guidelines as communicated by the teacher

Classroom helpers appreciate that children need to become independent learners;
Therefore...
● They will guide them in their learning
● Encourage independent thinking
● Ask open ended questions
● Encourage risk taking

Classroom helpers appreciate that confidentiality is imperative;
Therefore...
● They will not discuss children’s learning or performance with other parents or children
The privacy of the individual should be respected, preserved and protected at all times.

**Parent Information Evening**
- The Parent Information Evening is conducted in Week 1, Term 1 each year.
- Class teachers will discuss their program, share expectations and outline areas where you can assist at home.
- The Leadership Team will also present some ‘big picture’ information to the whole school.

**The format for the 2016 evening:**

5.45pm: Classroom Session 1  
6.15pm: Walk to hall  
6.30pm: Whole school session  
7.15pm: Walk to classroom  
7.30pm: Session 2  
8.00pm: Lights out!

**Parent Interviews**
- These will be conducted mid-term each term for Kindy-6 and are an excellent way for you as parents to ask questions, seek clarification, hear more about your child’s academic and social progress here at school. 

**Two Way Interview (parent and teacher)**
- Kindy–Year 6 parents are able to organise a two-way meeting with the teacher throughout the year as required, however a formal Two Way meeting between the teacher and parent is being conducted Kindy – Yr 6 in **Term 1, Week 6 and 7** in 2016.
- Kindy and PP teachers will also conduct Two Way meetings in Terms 2, 3 and 4.

**Three-Way interviews** (parent, child and teacher)
- (Yr 1-6) are lead by the children, with the support of the teacher, and give an opportunity for each child to show their progress over time to a significant family member – this includes extended family members such as grandparents, if a parent is unavailable. Dates are advertised in the term planner, on the website and the Google calendar leading up to the interviews.

**Formal Meetings in 2016**

**Term 1**
- Two Way Meeting (Weeks 6 and 7)--Kindy to Year 6

**Term 2**
- Three Way Meeting (Week 6 )--Year 1 to 6. Kindy and PP to conduct Two Way Meetings

**Term 3**
- Three Way Meeting (Week 6)--Year 1 to 6. Kindy and PP to conduct Two Way Meetings

**Term 4**
- Two Way Meeting (Weeks 5 and 6)--Kindy to Year 6

**Parental Involvement in School**
- Partnerships are important and we value them.
• Parents are strongly encouraged to involve themselves in all aspects of school life and to become familiar with and support our whole school policies and class and community functions.
• Parents will be invited to assist in classrooms and help out at excursions when required.
• In the event of too many offers of help and not enough roles, jobs, space etc (a good position to be in), staff have been advised to keep a simple record so that across the year (and years) here at St Emilie's you will have had opportunities to participate. In some particular circumstances, it may also be the case that some parents have particular skills that a teacher may need.
• By being generous with your time and gifts and talents, children will benefit enormously and in turn our whole school will continue to flourish.
• Parents will be encouraged to provide constructive feedback at various times throughout the year and to be involved in the future direction of our school. You are invited to use these opportunities to assist us in maintaining a school that continues to meet the many and varied needs of our children and the whole school community.
• Parents are also strongly encouraged to become a part of the Parents & Friends Committee or at the very least, to actively support their initiatives by volunteering practical help at various fundraisers, community gatherings, busy bees and so on.
• If you possess specific skills that may be of benefit to our School Board, please register your interest with a member of the Leadership Team or Board executive and perhaps consider joining us at Board level at some point in your time here at St Emilie’s.
• Meeting times for both the P&F and Board Meetings are published on the school website via the Calendar and Term Planner.

**Parent Support**

As part of the school/home partnership, parents show support by:

• displaying a commitment to the school’s Vision and Mission statements and to the ethos of the Catholic school
• being a good role model and committing to regular prayer and worship
• supporting the P&F’s fundraisers, activities and social functions
• being informed of what is happening in our school, especially by checking website posts, flyers and notes
• making time to regularly communicate important information concerning your child
• being punctual for school drop off in the morning and pick up in the afternoon
• ensuring the correct school and sports uniforms are worn on the designated days throughout the year
• supervising children’s access to the media at home; particularly the amount of time children are spending, the quality of programs being viewed on TV and computer and where these activities are happening (eg in the bedroom where supervision is difficult).
• welcoming new parents and families
• encouraging your children to participate fully in school life – whether they are ‘the best’ at something or not!
• communicating respectfully and justly to all members of the community – face to face, by email or on social media.

**Parent Teacher Meetings**

• Parents are encouraged to meet with the classroom teacher when needed however this needs to be done without consideration – please remember
they have 30 families in their care and a big job to do. Much of their time before and after school is spent planning and preparing for the next day, so please make sure that before you organise a face to face meeting, you have thought it through and that you understand that 10 -15 mins is ample time to discuss what it is you need to discuss.

- The goal of these meetings is to build relationship, to clarify ambiguities and to inform the parent of the child's progress.
- If you choose not to avail yourselves of this invitation to meet and the teacher has some important questions and or concerns that they wish to discuss with you, then the teacher will contact you and request a meeting - which we would expect that you would try to make the time for, if not in person then at least over the phone.
- Parents are able to organize a parent –teacher meeting throughout the term however they must give the teacher some indication of what they wish to discuss and allow them enough time to check their diary for availability of days/times.

**Parent Teacher Communication (see also Communication)**

**TIP 1:**
- Decide to be a positive, cooperative, proactive partner with the teacher in your child’s educational journey.

**TIP 2:**
- Allow yourself to become comfortable within the school environment and with the teacher. Sometimes this can be assisted by volunteering to assist with an activity or program either within the classroom or within the school eg at a busy bee or helping in the library.

**TIP 3:**
- Communicate effectively

**TIP 4:**
- Follow through with what you said you would do.

**Parish**

- We are committed to working closely with the St Emilie’s Parish, helping nurture an authentic Catholic community that serves one another and the wider Church in building the Kingdom of God.
- The Parish and School work as one community – supporting and helping each other to bring out the best in one another for the good of others and in service of others – especially the poor and the powerless.

**Contact Details:**

Parish Priest: Father Chien
Assistant Priest: Father Anibal
Parish Office Admin:

Phone: (08) 9256 9696
Fax: (08) 9256 9699
Web: www.stemiliescps.wa.edu.au
Email: admin@stemiliescps.wa.edu.au

Address: 151 Amherst Rd, Canningvale  WA  6155

**Weekend Mass Times**

Saturday: 6:30pm
Sunday: 7:15am, 9:00am & 5:00pm

**Weekday Mass Time**

Wednesday 9:00am (excluding first Wed of month - Mass 8:00am)
Tuesday - Friday 6:00pm

**Reconciliation**
Daily (excluding Mondays) 30 minutes before Mass, or by appointment

**Rosary, Adoration, & Benediction**
Tuesday 9:00 - 10:00am (Adoration, Rosary & Benediction)
Wednesday 6:30-7:15pm (Adoration & Benediction)

**Legion of Mary**
Wednesday 9:30 am

**Divine Mercy Devotion**
3pm on the first Sunday of the month

**Pastoral Care**
- Here at St Emilie's we believe that the total environment of our school has the opportunity to increase the power and capacity of our community to care for and invite others to dignity, empowerment and self-worth.
- We believe that all members of our school have a responsibility to be active and creative agents in providing pastoral care for the good of individuals and the whole school community.
- The challenge for our school is to ensure that genuine pastoral care, grounded in gospel values continues to permeate our everyday words, actions and relationships with one another.

**Implicit examples of genuine pastoral caring are to be found in the way we:**
- Acknowledge and greet each other
- Welcome newcomers
- Answer questions
- Affirm each other
- Address conflict and disagreements in a respectful way

**Explicit examples of genuine pastoral caring include, planning and programming to assist students with a variety of issues that may concern:**
- Family issues
- conflict
- body image
- belonging
- friendships
- bullying
- disability
- non-english speaking background

**Performing Arts Festival**
- This is an annual festival for Catholic School students in WA, organised by the Catholic Education Office and run by volunteers.
- Our School Choir and St Emilie’s Dance Troupe along with individual students enter each year.

**Photographs**
- Every year parents will be given the opportunity to purchase class and individual photographs. This service will be provided as a service to the school by outside photographers.
- This year school photos are to be held on Wednesday 2nd and Thursday 3rd March. Please make a note of these dates in your diary and ensure that no appointments are made on these days please.
Permission to use photographs in publications and on digital media

- As an effective way of recording information about your child’s learning journey, a digital photo may be taken in the classroom environment and kept as part of the teacher’s records, mainly for reporting purposes. However, throughout the year your child will also participate in a number of other cultural, sporting or special events and these may be published on the website or on a paper bulletin and so on. From time to time we will also have requests from the Catholic Circular or local newspapers to use children for a story about the school or simply to showcase some of the wonderful experiences they have been involved in.
- Parental permission is sought each year and we file parental permission for a digital image to be used for the purposes listed above. A form for this purpose is sent home as part of the Parent Pack and you are asked to please sign this. We will continue to endeavour to the best of our ability, to ensure that your wishes in regard to this matter are observed.
- It is part of St Emilie’s Policy that we will not release children’s names to any media organisation for individual or group shots that are taken (without parent permission). A separate form will be sent home for parents to sign and return to school seeking permission for the use of their son’s/daughter’s photo/image in school publications. Permission notes will be kept for the duration of the time that the child is at St Emilie’s Catholic Primary School. Parents can update the information on the permission form at any time.

Prayer

- Prayer is an integral part of the life of a Catholic school - class prayer, staff prayer, whole school prayer
- Students are taught formal prayers as part of the RE program and they are invited to participate in a wide variety of other prayer experiences throughout their school life here at St Emilie’s.
- It is our hope that students learn to understand prayer as a way of developing a close personal relationship with God.
- Parents are encouraged to model an active prayer life at home, by using key opportunities such as mealtimes and bedtimes to pray with their children.
- Music, symbols, poems, dance, silence, art, photographs, reflections and formal prayers will all be used to lead staff, students and parents into prayer at different times throughout the year.
- Our School Prayer:

  **St Emilie, our Mother and guide**

  You were so filled with love of God

  that you helped others in difficult times.

  Please help us to be like you and love others.

  Amen

  **St Emilie, pray for us.**

Purposeful Practice

- This year we will be using a PURPOSEFUL PRACTICE (Homework) GRID system, based on the research of Ian Lillico.
- The main focus of the grid is to develop students’ ability to manage their own time and resources, to be encouraged to meaningfully and actively engage with the family, while also practicing skills and concepts taught during class.
The Grid comprises of cells and in each cell there is an activity or task. Some cells are required to be completed daily, while others need to be completed within the fortnight.

Each grid lasts for **2 weeks** and so it would be expected that each cell of the Grid would be covered by the end of each fortnightly cycle.

**Whole School Plan for Purposeful Practice from Years 1-6 each term:**

- Week 1 – no homework
- Week 2 /3 – Grid
- Week 4/5 – Grid
- Week 6 – no homework
- Week 7/8 – Grid
- Week 8/9 – Grid
- Week 10 – no homework

There is no doubt that children need to practice concepts learnt at school, within time constraints, however many experts in education believe we need to broaden the definition of 'homework' as.

Any work that children do at home needs to be counted as homework and parents and teachers need to work together to ensure that children do work at home, but less sedentary work and more active, meaningful, family orientated work.

The Homework Grid is one solution to the age old question of getting kids to do something at home while not at the expense of family life. It enables parents to get children to do their share of work in the home including housework, shopping, physical activity such as sport training and family outings such as walking, fishing and exploring the world – activities which enhance family life. It also covers areas such as reading, being read to, playing a game with parents, researching on the computer, music practice and many others.

The Homework Grid philosophy emphasises diversity, family life and active pursuits. It gradually increases in time and complexity from Year 1 to Year 6.

An Explanation of the St Emilie’s Purposeful Practice Grid for Parents

**Reading:**

Reading is an essential part of learning and a skill that translates to every area of our lives. Reading at home includes reading for pleasure, reading fiction, newspapers, magazines, textbooks and assigned reading of texts set by teachers as class work.

Research strongly indicates that **reading improves reading**! When students read fiction, it increases their empathy and helps them to learn to deal with failure and disappointment. Children can also retreat into fantasy, which is a wonderful way of igniting the imagination and escaping from 'real life' for a little while! Reading is one of the biggest gifts you can give your children – make the library your friend and think about including a book every birthday!

A parent’s attitude to reading is absolutely key. If we set reading up as something that ‘has to be done’ every night rather than something special and wonderful to enjoy, we fail to pave the way for a lifelong love of reading. Help your child seek out interesting books and articles, talk about them, help them make connections with their real life, find out more about the authors and so on – connect, connect, connect with your child!

**Being read to:**
Being read to is an essential part of developing the desire to read and bonding with parents. It enables children to imagine and form thoughts in their heads.

When you use intonation and expression when you read, children develop a real love of books and stories. Older siblings and other family members should also get involved in reading to children, as this is bonding and a very memorable time in childhood. Please remember, children (and adults) are never too old to be read to! Taking turns reading a chapter (or page) of a book is another fun thing to do as a family as long as you set your child up for success!

Reading to your child also includes material suggested by teachers and is the place where you may need to explain written instructions on assignments and other set tasks.

**Shopping:**
Turning shopping into a learning activity is an active pastime and can be a very valuable one in gaining a number of life skills including budgeting, selecting, discerning, totaling, money handling, reading item labels and discovering what things cost and value for money. Many students leave school without these skills however these should be developed early in life. Going grocery shopping and other shopping experiences such as clothes and hardware shopping etc provide a great opportunity for valuable conversations and learning. With a little patience and planning it can be a bonding activity with one or both parents and siblings. Rather than children just ‘tagging along’ on shopping trips, they play an active part – this is the goal.

**Physical activity:**
This is a crucial part of the grid and should be a daily part of every student’s home life. Young people need to lead less sedentary lives, get fit and learn active skills that will see them grow into healthy, happy adults. This entry includes all forms of sport training as given by coaches or done individually by children to master skills or improve endurance. It also includes activities with parents and siblings such as walking, riding a bicycle, bushwalking, fishing, walking the dog and a whole range of active pursuits both indoors and outdoors. This physical activities, when done with one’s parents, enhances communication and assists with the building of strong and lasting bonds between adults and children.

**Helping out at home:**
This is absolutely compulsory and is a daily requirement of the grid. Students are often opting out of family life and not doing chores, which places a lot of stress on parents, particularly where both parents work or in the case of single parents who are very busy doing the job of two parents.

Children must not make parents their servants (and parents must not allow their children to make them so!) At the very least, they need to pick up after themselves and assist with activities for their own benefit such as helping prepare meals, tidying their rooms and other parts of the house, cleaning the house and keeping it clean and tidy both inside and outside.

Outdoor work could include weeding, gardening, raking and sweeping, painting and decorating. Many handyperson skills are necessary for them to be able to manage their own homes in later years – children are capable of learning and doing a lot more than we often give them credit for (think back to your own childhood – what tasks were you responsible for?)

When housework and household chores are done with parents and/or siblings, it becomes a bonding activity and has the potential of enriching family life.

**Arts**
This part of the grid may include artistic pursuits such as pottery, painting, drawing and sketching, sewing and general creative pursuits and hobbies under the Art and Craft banner. Children need to be creative and stay creative throughout their Primary and Secondary school years. Students who select more scientific subjects in lower and upper secondary schooling risk losing much of the creative talent
they demonstrated in early years. This should be continued so that they balance their pursuits to include work and leisure activities. This can also include class work set by schools and teachers, which fit into this grid entry.

**Teach your parents:**
One of the best ways of consolidating what one has learnt is to teach the concept to another. This can be set for class work or happen spontaneously to enable students to brief parents about work covered, but go a step further and try to explain and teach particular topics learnt that day or that week. One of the best types of assigned class work is where the teacher requires the students to teach Mum/Dad/Siblings specific topics covered on a hand out sheet which includes a time factor (limited to a maximum of 10 minutes!) When a child is preparing material to present in this section, it is reinforcing learning of the concept and by verbalizing it to another it is further consolidating the learning process.

**Play a game with an adult:**
This is different to playing with friends and brothers or sisters. This is a special time to develop communication, problem solving and skills that can be transferred from adult to child. It can also teach the child to win and lose graciously. This could include outdoor games of all sorts as well as indoor pastimes such as crosswords, Scrabble, Yahtzee and a plethora of board games which emphasise pictorial, verbal, linguistic, monetary and even social skills. It should also be the place to allow for more interaction between child and parent that has often been replaced by computers and television. Development of patience and cooperation is a highlight of this grid entry.

**Assignments / Project research:**
From time to time children will need to find out information from home. Free to Air and Pay Television, the Internet, dictionaries and encyclopedias, libraries, parents and a host of other sources can be used here. As knowledge can now be obtained 24 hours a day from wherever you are, this skill is best practised outside the classroom. As computers can provide audio, video, graphics etc, students should be developing techniques for collecting information at both home and school.

**Computers**
Computing skills are absolutely essential for young people and their future working life and leisure pursuits. Many students only use computers for recreation, however they need to also learn to use a whole range of services that computers provide, including researching information, communicating with family and friends, testing hypotheses, writing and word processing and using specific programs to develop skills. Like everything, a balanced diet is best. Time should be limited on the computer at home as this is mostly sedentary work and often reclusive. Ideally children are starting to understand the computer as a learning tool rather than a toy!

**Cultural:**
This is an essential part of a child’s life. Ideally children should be developing early appreciation of The Arts from an early age through concerts, shows and productions including live theatre (free ones are good and often available if you check the papers/websites). A number of Pay Television channels are devoted to cultural pursuits and there are often cultural programs on Free to Air Television as well, which means as parents, you can try to be more selective in choosing culturally rich TV programs in the very broadest sense.

Music lessons, band practice, choir, drama rehearsals and so on also help to provide cultural experiences for many students.

**Quality Catholic Schooling – QCS**
The QCS project was initiated by the Catholic Education Commission to empower Catholic schools to engage
in the further strengthening of their professional learning cultures and to better connect to support offered through the CEOWA with the improvement efforts of schools.

The goal of the QCS project has been to create: ‘a whole-school planning and improvement framework for all Catholic schools, learning centres and learning access channels that is globally exceptional, locally relevant and focused on student learning and whole life outcomes’.

The project group developed five propositions to guide the framework design. These propositions are central to an understanding of the project and have been drawn from research and experience to capture what we know about how organisations such as schools grow and learn.

**Proposition 1:** The quality of a school cannot exceed the quality of its teachers and staff. This proposition reminds us that the work of school improvement is the work of developing people. Schools don’t change until people do and of a good improvement framework will always be focused on staff development and support.

**Proposition 2:** The quality of an organisation is determined by the willingness and capacity of its people to learn. This proposition reminds us that organisations improve by reflecting on experience and by a shared commitment to professional learning at all levels. It also reminds us that we need to protect the capacity of people to learn by ensuring that they have the energy and motivation to engage in honest improvement.

**Proposition 3:** An organisation is made up of conversations and the quality of these conversations is an indicator of the strength of the organisation. This proposition reminds us that all action is guided by a set of assumptions and beliefs (mental models) about what has happened or needs to happen in any given circumstance. Good professional conversation and structures that promote it ensure that action is guided by intelligent, reflective and shared mental models.

**Proposition 4:** The map is not the territory. This proposition reminds us that all frameworks, policies, processes etc (‘maps’) need to be flexible and sensitive to the initial conditions of schools. Schools are complex organisations and will always need the flexibility to adapt frameworks like QCS to their local context.

**Proposition 5:** In the soil of this, trust and enlightened leadership are the key nutrients. The philosophy of QCS is unashamedly optimistic about our schools and believes that no one cares more about our schools than the people who work in them. With trust and a supportive culture of leadership at all levels within our system, real and sustainable improvements in our schools will be achieved.

March each year sees staff, student and parent representatives complete surveys designed to inform schools of areas of perceived strengths and challenge. This information guides Whole School Improvement Planning for the following year.

**Questions**
- Parents are encouraged to be proactive in seeking answers to their questions, from those that are in the best position to answer them – staff and leadership team.
- By going through the right channels accurate information is passed on and this avoids unnecessary confusion or misinformation.

**Relief Teachers**
- When a regular classroom teacher is sick, away on professional development, or fulfilling another role for a short period of time within or without the school, a relief teacher is engaged to take their class.
Relief teachers are informed about class routines and whole school procedures, given the class program and are expected to carry out their role in a positive and professional manner.

All relief teachers are required to be registered with the TRBWA – Teacher Registration Board of Western Australia.

Parents are encouraged to communicate any important information regarding their child with both the relief teacher and with the regular classroom teacher upon their return.

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**Religious Education** (also see Sacramental Program)

**Definition**

‘Religious Education is a learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today’s world.’

- The school RE program is based on the units of work as developed by the Religious Education Curriculum section of the WA Catholic Education Office.
- Religious Education is programmed for 15 minutes a day for Kindy – Year 1 and half an hour per day for Years 2-6.
- The Sacramental program is coordinated by the Parish Priest and his delegates. Please contact Fr Chien on 94565130 (or the Parish Sacramental Coordinator Mrs Lyn Harkins on 9451 7093) to sign onto preparation for the sacraments of Reconciliation, Eucharist and Confirmation.
- Parents are an integral part of this preparation. The Sacramental program is a **Parish Based - School Supported** model, where families take on the responsibility for preparing their child in partnership with the parish Catechists. School staff teach the unit of work in class time and assist the parish also.
- All children preparing to receive the Sacrament of Reconciliation (generally Year 3), First Eucharist (generally Year 4) or Confirmation (generally Year 6) in 2015 are required to attend one of the **Parish Sacramental Commitment Masses**. These masses will be celebrated over the weekends of the 14 & 15 March and the 21 & 22 March 2015. Saturday evening mass begins at 6.30pm with Sunday masses being held at 9am and 5pm.
- A **Parent – Child Workshop** will also be held throughout the year prior to the Sacrament being made. More details will be sent home via notes and the website.

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**Reporting**

- Formal school reports will be sent home to parents at the end of Term 2 & 4 for PP to Year 6.
- In 2015 all Catholic schools began using a new reporting system to create their school reports.
  - It is important to read the student report carefully, to help your child celebrate the positives and to encourage them to keep working hard on those aspects of their learning that may be challenging or require more time, persistence or effort.
  - If you have any questions or concerns related to your child’s report, please feel free to make an appointment with your child’s class teacher.
  - The Two Way and Three-Way meetings are also a wonderful opportunity to gain more insights into your child’s progress and are another form of reporting, as are Classroom Open Nights.
  - Please remember that the report is just one aspect of a much bigger picture.
- Related Website posts:
  
  [http://web.stemiliescps.wa.edu.au/?p=1730](http://web.stemiliescps.wa.edu.au/?p=1730)
  

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**Sacramental Program – Parish Based, School Supported**

**SACRAMENTAL COMMITMENT MASSES:**
• Saturday 5th March & Sunday 6th March and Saturday 12th March & Sunday 13th March. Saturdays @ 6.30pm Mass, Sundays @ 7.15am, 9am & 5pm Masses.

**1ST RECONCILIATION WORKSHOP FOR CHILDREN AND PARENTS:**
• Tuesday 7th June & Wednesday June 8th June at 5pm.

**SACRAMENT OF 1ST RECONCILIATION, WITH FR CHIEN & FR ANIBAL:**
• Tuesday 21st June, Wednesday 23rd June and Thursday 24th June, at 3.30pm

**THANKSGIVING MASSES:**
• Saturday, June 25th at 6.30pm Mass; Sunday, June 26th at 9.00am and 5.00pm Masses
• Children receive their 1st Reconciliation Certificates at these masses

**1ST EUCHARIST WORKSHOP FOR CHILDREN AND PARENTS:**
• Tuesday 26th July and Wednesday 27th July at 5pm.

**SACRAMENT OF 1ST EUCHARIST:**
Saturday, 13th August at 6.30pm Mass & Sunday, 14th August at 9am Mass
Saturday, 20th August at 6.30pm Mass & Sunday, 21st August at 9am Mass
Saturday, 27th August at 6.30pm Mass & Sunday, 28th August at 9am Mass
Also Saturday, 5th September at 6.30pm Mass (if necessary)

**CONFIRMATION WORKSHOP FOR CHILDREN AND PARENTS:**
Wednesday, 19th October, choice of session 5pm or 6.30pm – Facilitator from CEO

**CONFIRMATION REHEARSAL:**
Tuesday, 1st November at 3.30pm

**CONFIRMATION MASS DATES:**
Saturday, 5th November at 6.30pm Mass and Sunday, 6th November at 9am and 5pm Mass

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**School Board**
The School Board is primarily involved in the financial planning and management for the present and future operation of the school.

**Criteria for membership of the Board includes:**
(a) possession of special skills that will be an asset to the Board;
(b) a deep interest in the welfare of all students and staff;
(c) a desire to give service to the Catholic school community;
(d) a keenness to promote Catholic schooling;
(e) an ability to work cooperatively and constructively with all other members of the Board;
(f) a sufficiency of time to devote to Board duties

**Board Meetings**
Board meetings are held two times per term with dates advertised via the term planner, Google calendar and website.

An Annual Community Meeting is held in Term 4 of each year with the date also being advertised via the website.
Elections are held at the Annual Community Meeting each year. Nominations for membership are called for prior to this meeting via the website and email note.

**School Fees 2016**

- The School Board in conjunction with the Catholic Education Office have set the school fees for 2016.
- School fees are issued in Term 1 and all accounts need to be settled by the end of Term 3.
- Fees can be paid by cash, direct debit, FTPOS, Bpay or cheque.
- All parents who choose to send their children to Catholic Schools are expected to contribute financially to the education of their children.
- If your family is experiencing financial hardship and needs an extension or an alternative plan for payment, you are required to contact the office as soon as possible and make an appointment to meet the Principal and Financial Officer – maintaining good communication with the Finance Office Mrs Gillian Norris, is essential.
- Any family who are found to be in arrears, will be contacted by Mrs Norris so that a manageable payment plan can be arranged. If we know what is going on, we can better assist and support you and we can also manage our books and budget accordingly until you are ‘back on your feet’.
- **A Direct Debit service** is offered through the CDF (Catholic Development Fund). There is no additional charge for this service. This is very easy to organise and simply requires you to make arrangements with the School Finance Officer, Mrs Gillian Norris, to assist you in arranging a payment schedule. Please note that entering an end date on the form is optional, as some families prefer to keep deductions going through the holidays. Bpay payment option is also available; the Biller Code is printed on your fee statement.

**Kindergarten Tuition**

1st Child - $715.00. 2nd Child - $572.00 (20% Discount) 3rd child - $429.00 (40% Discount)
Parenting Book KG only - $12.00 (In Term 1)

**Pre Primary—Year 6 Tuition**

1st Child - $1329.00. 2nd Child - $1060.20 (20% Discount). 3rd Child - $797.40 (40% Discount)
No Tuition Fees for the Fourth and subsequent children
Speech and OT (compulsory) $ 75.00 per student (invoiced by KZ Speech so that it can be claimed back through private insurance.)

**Other Charges Per Student:**

- Amenities Fees Kindergarten to Yr 6 per child $390.00
- Music - Year 1 - Year 6 per child $142.00
- **Body, Balls and Brains** KG & PP Students Only $25.00
- **Hand Eye Coordination** Year 1 & 2 Students Only $28.00
- **RE Levy** Year 3, 4 & 6 Students Only $30.00
- **Graduation** Year 6 Students Only $60.00
- **Computer Levy** Year 4 Students Only $510.00
- **School Camp** (Invoiced Separately) Year 6 Students Only $250.00

**Other Charges per Family**

- Building Lev $280.00. P & F Levy $80.00
- Computer Levy per Student Kindy $110.00 - $60.00 & $20.00
- Computer Levy per Student Year 6 $185.00 - $75.00 & $40.00

**School Sign (Electronic)**

- The school sign is another way of keeping the community informed of daily events and reminders.
Sign In / Sign Out Register
- For security reasons and in the case of an emergency or school evacuation it is important for the staff to have correct information of who is on the school grounds at any given time.
- If you must take your child out of school during school hours, your signature is required in the “Sign in and Sign out Register”. When you return your child to school, you will need to sign the student back in.

Smoking
- Schools are a SMOKE FREE ZONE therefore smoking is not permitted on the school premises.

Specialist Classes
- Specialist teachers provide the following opportunities in our school:
  Health and Physical Education
  Science
  Music
  Cultural Studies

Staff List

<table>
<thead>
<tr>
<th>Title</th>
<th>Staff Member 2016</th>
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<tbody>
<tr>
<td>Kindy Gold Tue/Wed/Fri</td>
<td>Tracey Poinen</td>
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<tr>
<td>Kindy Blue Mon/Wed/Thu</td>
<td>Julie-Anne Fleming</td>
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<tr>
<td>PP Gold</td>
<td>Jane Reed</td>
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<tr>
<td>PP Blue</td>
<td>Simone Hilton (NEW)</td>
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<tr>
<td>Yr 1 Gold</td>
<td>Kristy Foong</td>
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<tr>
<td>Yr 1 Blue</td>
<td>Tanya de Gooijer</td>
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<tr>
<td>Yr 2 Gold</td>
<td>Lauren White</td>
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<tr>
<td>Yr 2 Blue</td>
<td>Michelle Vale</td>
</tr>
<tr>
<td>Yr 3 Gold</td>
<td>Daniela Walker</td>
</tr>
<tr>
<td>Yr 3 Blue</td>
<td>Tiana Massimi (NEW)</td>
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<tr>
<td>Yr 4 Gold</td>
<td>Ruby Carroll</td>
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<tr>
<td>Yr 4 Blue</td>
<td>Louise Corkhill</td>
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<tr>
<td>Yr 5 Gold</td>
<td>Alycia Thomas</td>
</tr>
<tr>
<td>Yr 5 Blue</td>
<td>Chantelle Goodall</td>
</tr>
<tr>
<td>Yr 6 Gold</td>
<td>Dan Naden</td>
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<tr>
<td>Yr 6 Blue</td>
<td>Jodie Ryan</td>
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<tr>
<td>Science</td>
<td>Kerrie Cogger</td>
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<tr>
<td>PE /Health</td>
<td>Paul Davis</td>
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<tr>
<td>Asian Cultural Studies</td>
<td>Tracy Aroozoo</td>
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<tr>
<td>Music</td>
<td>Nick Dabbs</td>
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<tr>
<td>Support Teachers</td>
<td>Maria Harvey</td>
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<td></td>
<td>Tracy Aroozoo</td>
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<tr>
<td></td>
<td>Kerrie Cogger</td>
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<td></td>
<td>Anne Aquino (Semester 2)</td>
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<td></td>
<td>Stuart Munro</td>
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<tr>
<td>Education Assistants Kindy Blue</td>
<td>Juliana Chen</td>
</tr>
<tr>
<td></td>
<td>Carmel Manera and Veronica Williams (NEW)</td>
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<tr>
<td>Education Assistants Kindy Gold</td>
<td>Janine Curulli</td>
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<td></td>
<td>Linda Dobson</td>
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<tr>
<td>Education Assistant Early Years</td>
<td>Jo Roberto</td>
</tr>
<tr>
<td>Education Assistant PP Blue</td>
<td>Suzanne Gomes &amp; Grace O’Donnell</td>
</tr>
<tr>
<td>Education Assistant PP Gold</td>
<td>Helen Airey &amp; Melissa Jackson</td>
</tr>
<tr>
<td>Library Admin</td>
<td>Janine Curulli</td>
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<tr>
<td>Admin Officer</td>
<td>Kim Reid</td>
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</tbody>
</table>
In addition we have a number of other key people who assist us with various aspects of our teaching and learning programs, pastoral care outreach and whole school improvement.

Joel Birch - a teacher from the WINTHROP Group has been walking beside our staff members once a fortnight as they focus on the demands of their teaching and learning opportunities and how they can authentically assist their students to use various devices to assist them in their learning.

Peter Crane - also from the WINTHROP Group, and offers us technical ICT support each week.

Staff Meetings
- Staff meetings, PLC (Professional Learning Community) Meetings and Curriculum Meetings are held on Wednesday afternoons from 3.20pm – 4.30pm.
- Parents are reminded that each Wednesday afternoon staff are unavailable for parent teacher meetings.

Students with Disabilities
- Some students have some very specific needs in relation to their learning.
- Staff work closely with parents and CEO consultants to help provide an environment and a program that best suits the needs of these students, given the time and resources available.
- All students are encouraged to value the uniqueness of each person, to show care and consideration and to appreciate that we each have our own unique abilities and differences.
- Parents are encouraged to demonstrate empathy and understanding to one another and to other people’s children - especially when children are learning boundaries and strategies for managing and regulating their behaviour.

Times
**Kindergarten**
- Children attend 3 sessions per week, which are delivered in a three day format for both Blue Group Mondays, Wednesday’s & Thursdays or Gold Group Tuesdays, Wednesdays & Fridays: 8.40am – 2.45pm.
- Children are to be delivered to the classroom by their parent or guardian anytime after 8.30am and collected between 2.45pm and 3.00pm. To help us to avoid car park congestion, 2.45pm is the preferred pickup time.

**Pre-Primary to Year 6**
- 8.30 am Children delivered to school
- 8.40 am School commences
- 10.30 am Morning recess
- 10.50 am Classes resume
- 12.30 pm Lunch
- 1.10 pm Classes resume
- 3.00 pm Year 1 – 6 children dismissed

- Pre Primary children are to be collected from their classrooms as close to 2.45pm as possible and no later than 3.00pm to assist with freeing up the car park.
- Please note that children must not be dropped off at school prior to 8.30am as there is no teacher supervision prior to this time.
Term Dates 2015 (including Pupil Free Days and Public Holidays)

SEMESTER 1

Term 1
Students: Monday 1 February - Friday 8 April
Teachers: Thursday 28 January - Friday 8 April
Mid semester break: Monday 11 April - Friday 22 April
Labor Day Public Holiday: Monday 7 March
Please note that the Easter period falls during Semester 1--Friday 25 March to Tuesday 29 March
No Pupil Free Days this term

Term 2
ANZAC Day Public Holiday: Monday 25th April
Students: Tuesday 26 April - Friday 1 July
WA Day Public Holiday - Monday 6 June
Pupil Free Day 1 - Friday 3 June
Pupil Free Day 2--Friday 1 July
Semester break: Monday 4 July - Friday 15 July

SEMESTER 2

Term 3
Students: Tuesday 19 July - Thursday 22 September
Teachers: Monday 20 July - Thursday 22 September
Pupil Free Day 3 - Monday 18 July
Pupil Free Day 4 - Monday 15 August
Pupil Free and Staff Free Day 5 - Friday 23 September (CEO Day of Recognition)
Mid semester break: Monday 26 September - Friday 7 October

Term 4
Students: Tuesday 11 October - Friday 9 December
Teachers: Monday 10 October - Friday 16 December
Pupil Free Day 6 - Monday 7 November

Term Planners
- A term planner is posted on the school website at the start of each new term and as much is possible we strive to maintain the integrity of these dates.
- Due to unforeseen circumstances, from time to time a date may need to have to be changed.
- Parents are advised to refer to the Google calendar on the front page of the website for the most up-to-date and accurate information: http://web.stemiliescps.wa.edu.au

Thinking Skills
Thinking Skills are the mental processes we use to do things like: solve problems, make decisions, ask questions, make plans, pass judgements, organise information and create new ideas. Often we’re not aware of our thinking - it happens automatically - but if we take time to ponder what’s going on then we can become more efficient and more creative with our minds.

Information Gathering:
- Sensing – seeing, hearing, touching
- Retrieving – memory skills

Basic Understanding:
Organising gathered information
• Forming concepts
• Linking ideas together

Productive Thinking:
• Using information and understanding
• Creating, deciding, analysing, evaluating

Uniform Policy
● Please refer to the St Emilie’s Uniform Policy on the school website:

Uniform Requirements:

Junior/Senior - Years 1 to 6 [Summer]
1. Navy Blue Logo Shirt
2. Navy Blue Button Skorts
3. Navy Blue Spandex Shorts (Boys Years 1 – 3)
4. Navy Blue Button Shorts (Boys Year 4 – 6)
5. White high anklet socks
6. Black shoes (Velcro/ Lace up)

Junior School - Years 1 to 3 [Winter]
1. Navy Blue Logo Shirt
2. Navy Blue Long Cotton Track Pants
3. Navy Blue Logo Jacket

Senior School - Years 4 to 6 [Winter]
1. Navy Blue Trousers or Track Pants
2. Navy Blue Logo Polo Shirt
3. Navy Blue Logo Jacket

Sports – Years 1 to 6
1. House Shirts (MacKillop/DeVialar/Gannon/Mazenod)
2. Sports Shirts (avail to Years 1-3 from 2015)
3. Sports Shorts (now avail to Years 1-3)
4. Sports Bag / Excursion Bag

Ordering/Purchasing Uniforms
● Uniform orders may be placed at any time.
● Uniforms may be tried for sizing on the days that the shop is open.
● Currently the shop is open Tuesday 2.30pm – 3.30pm and Thursday 8.15am – 9.15am
● All orders will be filled as soon as possible, however if stock is unavailable the waiting period may be up to ten weeks.
● Payment for all orders needs to be received before any items are sent home.
● Order forms can obtained from the Office or school website.
● In addition to being able to pay at the Uniform Shop, or at the front office directly, payment can also be made by placing monies in a clearly labeled and sealed envelope which will be sent to the office via the class note bag.

Uniform Exemption Note - A proforma can be found on the school website under Uniform Policy.

Values
● We respect each other.
● We strive for excellence in all we do.
● We build emotional wellbeing.
● We provide a safe and nurturing environment.

Vision
● St Emilie’s Catholic Primary School promotes life-long learning in a safe and nurturing environment for students, parents, and staff. We build upon the example of how Jesus lived using the Fruits of the Holy Spirit to “Grow in Grace”, both as individuals and for the common good of all.

Website
● The school web site is a ‘one stop shop’ for all school/class messages, news and events, photos, term planners, master copies of permission notes, absentee notes, enrolment forms, links to parent articles and more: www.stemiliescps.wa.edu.au
● The website is also linked to our school Twitter and Facebook accounts so that parents can be kept well informed of daily events and messages.

What would Jesus Do?

This simple slogan has been adopted in our school as both a visual and verbal cue for children, staff and families, to prompt and assist them when faced with a choice – especially a challenging one.

Wrap Free Lunches
● We are strongly encouraging children to bring their lunch and snacks in reusable packaging in an effort to reduce the amount of waste and store-bought snacks coming into the school.
● We are also embarking on a ‘take your rubbish home’ campaign this year as part of our sustainable schools initiative and to reduce the amount of waste generated here at school. This initiative also allows parents the added bonus of monitoring what their children
● We ask all parents to support their children and the environment in this initiative.

This document is a working document and as such will be added to and changed over time. Parents will be notified of any modifications.