Parent Handbook

2017

St Luke’s Catholic College, Marsden Park
Introduction

Welcome to St Luke’s

As the primary educators of each child, parents play an important part in our evolving Catholic learning community. Parents at St Luke’s are called in a special way to nurture the full human development of their child, grounded in the person of Jesus Christ. Bishop Vincent Long calls for us to be transformative through the Church’s mission to serve the poor, those at the margins. Furthermore, our Executive Director of Schools, Mr Greg Whitby, challenges us to transform learning with “fierce urgency”.

The vocation of teachers is to work with parents to teach and support their children, our students, who are at the centre of the St Luke’s Catholic learning community. St Luke’s at Marsden Park is a next generation Catholic learning community establishing the ‘new normal’ for preschool to post-school learning as part of an extended school day. Within an orderly and secure environment, literacy and numeracy will be viewed as strong foundations for all, and we will strive to provide a flexible curriculum which encourages students to take risks as self-directed learners.

At this time in history, the world is undergoing significant change with the onset of rapid advances with digital technology. This takes place within an educational landscape characterised by competition through mandated testing. At St Luke’s we are committed to the development of each child, each day. Our staffing, resources and structures align with the unending commitment to ensure each child fulfils their potential as a person, and as a learner. As such, we are committed to support parent as the primary educators of their child. At St Luke’s the development of social skills and enterprise skills for each child is reflected in our Vision, “to nurture faith-filled, curious children to become creative contributors and innovative problem solvers for a changing world.”

Our staff are committed to communicate effectively and work collaboratively with parents to ensure we encourage and challenge your children, our students to ‘LIVE THE GOOD NEWS’ as revealed through the Gospel of St Luke.

Greg Miller
Principal
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### SCHOOL INFORMATION

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<th>Name</th>
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<tr>
<td>School</td>
<td>St Luke’s Catholic College</td>
</tr>
<tr>
<td>Address</td>
<td>Lot 1104 Frontier Ave &amp; Northbourne Drive, Marsden Park</td>
</tr>
<tr>
<td>Telephone No</td>
<td>02-9854-3100</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Stlukesmarsdenpark@parra.catholic.edu.au">Stlukesmarsdenpark@parra.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.stlukesmarsdenpark.catholic.edu.au">http://www.stlukesmarsdenpark.catholic.edu.au</a></td>
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<tr>
<td>Principal</td>
<td>Mr Greg Miller</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mrs Frances Garzaniti</td>
</tr>
<tr>
<td>Religious Education Co-ordinator</td>
<td>No REC for 2017</td>
</tr>
<tr>
<td>Learning Coach (Early Years)</td>
<td>Mrs Belinda Geelan</td>
</tr>
<tr>
<td>Digital Technologies Coach</td>
<td>Mrs Rachael Usher</td>
</tr>
<tr>
<td>Early Stage 1 Teacher</td>
<td>Mrs Meg Stone</td>
</tr>
<tr>
<td>Early Stage 1 Teacher</td>
<td>Miss Elena Stivactas</td>
</tr>
<tr>
<td>Stage 1 Teacher</td>
<td>Miss Danielle Gomez</td>
</tr>
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<td>Stage 1 Teacher</td>
<td>Sr Teresa Duch</td>
</tr>
<tr>
<td>Stage 2 Teacher</td>
<td>Mrs Christina Soliman</td>
</tr>
<tr>
<td>Stage 2 Teacher</td>
<td>Mrs Rachael Usher</td>
</tr>
<tr>
<td>Stage 3 Teacher</td>
<td>Miss Jackie Koelmeyer</td>
</tr>
<tr>
<td>Stage 3 Teacher</td>
<td>Sr Maria Martinez</td>
</tr>
<tr>
<td>Comm &amp; Marketing Co-ordinator</td>
<td>Miss Nicky Alsemgeest</td>
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<tr>
<td>Activities Club Co-ordinator</td>
<td>Mrs Elisa Pettenon</td>
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<td>Community Services Officer</td>
<td>Mrs Vicki Bowden</td>
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### CEDP INFORMATION

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<th>Catholic Education Office</th>
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<tr>
<td>Head Office</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>12 Victoria Road, Parramatta NSW 2150</td>
</tr>
<tr>
<td>Telephone No</td>
<td>02-9840-5600</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.parra.catholic.edu.au/home">http://www.parra.catholic.edu.au/home</a></td>
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## OUR SCHOOL DAY

### School Hours

<table>
<thead>
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<th>Activity</th>
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<tbody>
<tr>
<td>6:00-8:30 am</td>
<td>Activities Club</td>
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<tr>
<td>8:00-8:30 am</td>
<td>Morning Supervision</td>
</tr>
<tr>
<td>8:30 – 10:30 am</td>
<td><strong>Morning Learning Session</strong> <em>(Includes mid-morning Fruit and Water Break – time varies by grade)</em></td>
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<tr>
<td>10:30 am – 11:00 am</td>
<td>Recess</td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>Middle Learning Session</td>
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<tr>
<td>12:30 pm – 12:40 pm</td>
<td>Supervised Eating Time  <em>(Inside classrooms)</em></td>
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<tr>
<td>12:40 - 1:10 pm</td>
<td>Lunch</td>
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<tr>
<td>1:10 – 2:40 pm</td>
<td>Afternoon Learning Session</td>
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<tr>
<td>2:40-3:10 pm</td>
<td>After School Supervision</td>
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<tr>
<td>2:40-6:00 pm</td>
<td>Activities Club</td>
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As the patron saint of artists and physicians Saint Luke valued learning as a way of enhancing lifelong opportunities for each and every individual. With a commitment to developing the whole person, St Luke’s provides each student with inquiry experiences that are relevant to their real world. By providing a flexible and diverse curriculum, learning experiences will progressively be self directed and increasingly personalised. At St Luke’s we have developed learning continuums under our ‘6 Pillars of Learning’. Those continuums align strongly with 5 of the 7 General Capabilities.

**Witness**

“God created man in His own image, in the image of God He created him; male and female He created them.” (Genesis 1:27)

We are all made in the image and likeness of God. Being a ‘witness’ to our Catholic faith in Christ calls us to develop an understanding and tolerance of people from all cultures and backgrounds.

“Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world”  (Australian Curriculum General Capability, Intercultural Understanding, Introduction V8.3 accessed 22/1/2017).

An understanding of others through a considered Catholic outlook assists students to manage context, conflict and uncertainty. Approaching such ethically challenging situations with Catholic values such as hope and compassion builds the capacity of students to act with respect and integrity, and ultimately, “Live the Good News” in a way that shows they “Love one another as I have loved you.” (John 13:34-35) (Adapted from the Australian Curriculum and with reference to scripture)

Students that show witness will:

- Mediate cultural differences (“Blessed are the peacemakers”)
- Reflect on intercultural experiences
- Empathise with others
- Recognise ethical concepts
- Explore ethical concepts in context
- Consider consequences
- Examine values
- Explore rights and responsibilities
- Reflect on ethical actions
- Challenge stereotypes and prejudices
- Develop leadership skills
Manage

Students develop personal and social skills as they learn to understand themselves and manage their lives, work and learning more effectively. Students with well-developed social and emotional skills find it easier to manage themselves, develop resilience and a sense of self-worth and feel positive about themselves. Managing one’s self encompasses a student’s personal and emotional intelligences, sensibilities and learning. It develops effective life skills for students, including understanding themselves, their learning and work. (Adapted from the Australian Curriculum)

Students that manage themselves will:
- Recognise emotions
- Recognise personal qualities and achievements
- Understand themselves as learners
- Develop reflective practice
- Express emotions appropriately
- Develop self-discipline and set goals
- Work independently and show initiative
- Become confident, resilient and adaptable

When students develop their skills in any one of these areas, it leads to greater confidence and also enhances their ability to learn about their own emotions, values, strengths and capacities. The more they are able to manage their own emotions and behaviours the greater the possibility they can establish and maintain positive relationships with others.

Relate

Students with well-developed social and emotional skills find it easier to relate to others, resolve conflict, engage in teamwork and feel positive about the world around them. Students develop social skills as they learn to understand others and manage their relationships more effectively. The more they are able to relate with others by understanding their emotions and behaviours, the greater the possibility of effective and meaningful relationships at home, work and in the community. (Adapted from the Australian Curriculum)

Students that relate well to others will:
- Appreciate diverse perspectives
- Contribute to civil society
- Understand relationships
- Investigate culture and cultural identity
- Explore and compare cultural knowledge, beliefs and practices
- Develop respect for cultural diversity

When students develop their skills in any one of these areas, it leads to greater confidence and also enhances their ability to understand others and establish and maintain positive relationships.
Communicate and Collaborate

Responding to the challenges of the twenty-first century, with its complex environmental, social and economic pressures, requires young people to collaborate in teams and communicate with both local and global audiences. Using their ability to manage self and relate to others, as well as their inquisitiveness, flexibility, open- and fair-mindedness, they will communicate and collaborate with both peers and experts to generate and apply new ideas in specific contexts, see existing situations in new ways, identify alternative explanations and make new links that generate positive outcomes. (Adapted from the Australian Curriculum)

Students who communicate effectively and work collaboratively will:
- Make decisions
- Negotiate and resolve conflict
- Understand computer mediated communications
- Collaborate, share and exchange
- Select and evaluate data and information
- Reason and make ethical decisions
- Consider points of view
- Communicate across cultures

When students develop their skills in any one of these areas it enhances their ability to become creative contributors and innovative problem-solvers for a changing world.

Think Creatively and Critically

Thinking that is productive, purposeful and intentional is at the centre of effective learning. Students develop capability in thinking creatively and critically as they generate new knowledge, clarify concepts, seek new possibilities and solve problems. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas, a feature of a rapidly changing world. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students’ motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and critical thinkers through interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising. (Adapted from the Australian Curriculum)

Students that think creatively and critically will:
- Pose Questions
- Identify and clarify information and ideas
- Organise and process information
- Imagine possibilities and connect ideas
- Consider alternatives
- Seek solutions and put ideas into action
- Thinking about thinking (metacognition)
- Reflect on processes
- Transfer knowledge into new contexts
• Apply logic and reasoning
• Draw conclusions and course of action
• Evaluate procedures and outcomes
• Consider and develop multiple perspectives

When students develop their skills in any one of these areas it facilitates the development inquisitiveness and the ability to consider alternatives. This supports their capability to refine ideas, discover possibilities, construct theories and objects and act on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality.

**Be Digitally Literate**

To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need to be digitally literate at school, at home, at work and in their communities. This requires effective use of digital technology to access, create and communicate information and ideas and solve problems while working collaboratively in all learning areas at school and in their lives beyond school. For students, being digitally literate will transform the way they think and learn and give them greater control over how, where and when they learn, as they develop confidence, care and consideration, understanding the possibilities of technology, its limitations and impact on individuals, groups and communities. (Adapted from the Australian Curriculum)

Students who are digitally literate will:

• Recognise intellectual property
• Apply digital information
• Apply personal protocols
• Identify the impacts on society
• Define and plan information searches
• Locate, generate and access data and information
• Select and use hardware and software
• Understand ICT systems
• Manage digital data
• Select and use hardware and software
• Generate ideas, plans and processes
• Generate solutions to challenges and learning area tasks

When students develop their skills in any one of these areas they are learning to use digital technologies effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. They learn to use digital technologies with confidence, care and consideration as well as understand its potential for networked learning in a globally connected world.
**Guided Inquiry Process**

Guided inquiry prepares students for living and working in the information age by facilitating the development of a range of skills and strategies that will promote autonomous learning. Following the gradual release of responsibility model, teachers explicitly guide students to engage in deep learning, with increasingly greater responsibility being given to students for the learning over iterative cycles of inquiry. Students learn how to engage with a topic of choice by locating, scanning, questioning, analysing, synthesising, creating, sharing, reflecting and evaluating.

**Guided Inquiry – Stage 1 - Open**

- Invitation to inquiry at the beginning of the inquiry process
- Introduces the general topic to engage all of the students.
- Main goal is to open students’ minds and stimulate curiosity
- Designed to spark conversations and stimulate students to think about the overall content of the inquiry and to connect with what they already know from their experience and personal knowledge.

**Guided Inquiry – Stage 2 - Immerse**

- Build background knowledge through an immersion experience.
- Engaging immersion experiences – eg, reading a book, story, or article together, viewing a video or visiting a museum, a field site, or an expert.
- Guides students to connect with the overall content and to discover interesting ideas that matter to him or her and are worth further reading and investigation.

**Guided Inquiry – Stage 3 - Explore**

- Students browse through various sources of information exploring interesting ideas to prepare to develop their inquiry question (team guides students to apply the reading strategies of browsing and scanning).
- Students dip into a few texts to read lightly in order to make sense of the information they find and to raise lots of questions.
- Students begin to find questions that seem particularly important to them.

**Guided Inquiry – Stage 4 – Identify**

- Pause the exploration in order to ponder
- Students construct an inquiry question from the interesting ideas, pressing problems and emerging themes they have explored in various sources of information (team introduces strategies to help each student to think through information and ideas to clearly articulate a focused question).
**Guided Inquiry – Stage 5 – Gather**

- Students collect detailed information from a variety of sources (team guides students in the reading strategy of determining importance).
- Students “go broad” to find a range of useful sources.
- Students choose what is personally meaningful and compelling about their inquiry question in the information sources they find and reflect upon.
- Students “go deep,” by choosing a core of the most useful sources to read closely and reflect with sustained attention as they find connections and gain personal understanding (team guides students in a structured approach for managing their search and documenting what they are learning).

**Guided Inquiry – Stage 6 – Create**

- Students deepen understanding as they organise their learning into a creative presentation.
- Learning team guides students to go beyond simple fact finding and reporting in order to summarize, interpret and extend meaning.
- Students decide what type of presentation will best represent their ideas for a particular audience (learning team guides students in creating a meaningful, interesting, clearly articulated, well-documented presentation that communicates what they have learned).

**Guided Inquiry – Stage 7 – Share**

- Students are experts on the question for their inquiry community. They share what they have created to show what they have learned.
- Inquiry products may be shared with a wider audience (eg, parents, another group of students in their school or online).
- Students learn from each other when students share.

**Guided Inquiry – Stage 8 – Evaluate**

- Learning team evaluates students’ achievement of the learning goals.
- Learning team guides students in reflection for self-assessment of their content learning and their progress through the inquiry process (while fresh in students’ minds to reinforce content learning and establish good habits and competencies for learning and literacy).

**Work on Guided Inquiry has been taken from Kuhlthau, C.C., Maniotes, L., & Caspari, A (2012). Guided inquiry design: A framework for inquiry in your school. Santa Barbara, CA: Libraries Unlimited.**
ACTIVITIES CLUB

As a ‘next generation Catholic learning community’ St Luke’s will explore, discover and establish the ‘new normal’ for preschool to post-school learning in an environment that nurtures and grows faith-filled, curious children to become critical thinkers and problem solvers. Part of this will see St Luke’s provide an engaging, learning-focused Activities Club as part of an extended school day.

Under the leadership of the Activities Club Co-ordinator, and with the strategic support of external providers, staff will deliver a high quality mix of learning focused, sporting, cultural and tuition activities which complement the core curriculum. These activities will take place between the hours of 6:00 am to 8:30 am and 2:40 pm to 6:00 pm.

ANAPHYLAXIS / ALLERGIES

At St Luke’s we have a number of students with allergies at any given time. We strongly encourage parents to share any information regarding their child’s allergies with the school. In doing this we accept the responsibility to be informed about the child’s condition and, where required, be informed about current Action Plans for the child (these are developed in consultation with the parent, principal and doctor). Action Plans are displayed in the staffroom, in the office and in the classroom. Staff undergoes training every two years in asthma and anaphylaxis first aid treatment. Epipens are kept in the office and in duty bags. The office must be notified immediately in the case of an anaphylactic reaction. Please refer to school Asthma and Anaphylaxis policy.

ASSEMBLIES

Morning Assembly - Monday (Cola)

There is a whole school assembly in the Cola each Monday morning. Where a public holiday or Staff Development Day falls on a Monday there is no assembly on the Tuesday.

Assemblies will begin promptly at 8:30 am and should take no longer than 15 minutes.

Assemblies for Showcasing Learning

Students are provided with a range of opportunities to showcase learning:

- Term 1 - Catholic Schools' Week (W7)
- Term 2 – A Showcase evening will be held across the school (W5)
- Term 3 – Literacy/Numeracy and Book Week.
- Term 4 – Showcase evening across the school (W5)
ATTENDANCE EXPECTATIONS (STUDENTS)

Importance of Attendance

School attendance plays a critical role in enhancing the lives of students in schools. Every day of attendance adds to a student’s achievement and success at school. Schools in partnership with parents are responsible for promoting the regular attendance of students. Every Learner, Every Day!

There is a direct link between school attendance and academic achievement. Each day, our students are building on learning from the day before, which means that every day away from school makes it harder to catch up and can impact everyone in the classroom. Poor school attendance doesn’t just impact student learning. Attending school every day helps students to build resilience, develop important connections and establish healthy habits that will follow them into work and life.

Absenteism is defined as a pattern of habitual absence from school for any reason. While absences are sometimes unavoidable, we want to ensure parents and students are aware that even occasional absences can quickly add up and that attending school every day is important to their child’s education. Just one or two days absent a month can add up to nearly four weeks of a school year. That’s a whole year of lost learning from Kindergarten to Year 10. Research indicates that attendance patterns are established as early as Year 1 and are likely to continue throughout a student’s school career. Students who regularly attend school are also more likely to complete Year 12. Early intervention strategies are key to ensuring that we can prevent absenteeism before it can put students at risk.

Attendance Requirements

New requirements for student absence and travel:

- 1-9 days absence: Parents must notify the school principal by mail or email (written).
- In the case of extended leave (10-99 days) parents are to request permission from the Principal in writing. If permission is granted an exemption from school form will be issued; if it is declined (not in the best interest of the child) a letter will be sent to parents by the Principal.

Birthday Celebrations

It is lovely for children to be able to celebrate occasions such as birthdays with their friends at school. Should you wish to provide a treat for children and their friends when your child is celebrating their birthday could you please send in cupcakes or something similar (eg, pre-sliced plain cake). We cannot light candles or use knives to cut cakes in classrooms. As we have children with allergies in our school, please ensure that any food sent in is nut-free.

Bus Travel Expectations

At this stage there is no school bus that services the St Luke’s Catholic College Community.

Car Parking Facilities

The parking area is situated off the Northbourne Drive entrance. Driving through or parking in the school grounds by unauthorised vehicles is not permitted between the hours of 7:30 am and 3:30 pm.
Volunteers

Volunteers make a significant contribution to students and our community. All volunteers are required to complete an online undertaking form that confirms expectations in relation to behaviour whilst volunteering at schools, Catholic Out of Schools Hours Care and Catholic Early Learning Centres. This undertaking form also seeks to determine the suitability of volunteers by requiring them to declare that they do not have a criminal history involving children. A link to this training is available at http://childprotection.parra.catholic.edu.au/volunteers and on our school website. Some volunteers may also require a WWCC. The 'Building Child Safe Communities - Child Protection Information for Volunteers’ will determine whether a WWCC is required. The online training module is to be completed every 2 years.

Some reminders:

- Parent helpers must complete a 'Building Child Safe Communities - Child Protection Information for Volunteers' for and undertake an “Online Training Module” that can be accessed from the school website. The school will be notified of completion. Parent helpers need to complete this course every second year.
- Visitors to the school are to report to the school office on arrival and wear identification while on the premises. Visitors not wearing identification will be asked to report to the office.
- Parents or visitors are not permitted to visit classrooms or walk around the school unless they are working in an official capacity.
- Teachers are to maintain responsibility for each child in their class by knowing their whereabouts at all times. When parent helpers are working with children they are to remain in sight of a class teacher.
- Teachers are not encouraged to take children to classrooms during breaks. If children are required to be with teachers out of class time, children should be in groups of at least 4-5.

COMMUNICATION

Clear communication is vital to the success of the school. At St Luke’s we aspire to develop and maintain effective communication through just-in-time communication and real-time reporting.

Communication with parents may take a number of forms:

- School assemblies
- School website
- Notes to parents (physical or electronic)
- School i-newsletter (electronic)
- Digital portfolios will be utilised to showcase student learning (Seesaw).
- The school website is http://www.stlukesmarsdenpark.catholic.edu.au/home
- The school email address is: stlukesmarsdenpark@parra.catholic.edu.au
- If a parent needs to make contact with the class teacher the office will take a message for the teacher to return the call.
By studying, responding to and creating a variety of texts, children will learn to:

- think in ways that are imaginative, creative, interpretive and critical;
- use language to make meaning according to their purpose, audience and context;
- communicate effectively;
- develop an awareness that God is a friend who loves us and walks with us every day of our lives;
- grow as active and supportive members of our faith community; and
- know and love God, Jesus and the Holy Spirit;
- know and share and respond to Jesus’ message of love.

**COMPLAINTS PROCEDURES**

St Luke’s provides a policy and procedures document for the handling of complaints within the school. This policy is available on our school website. The basic principles for complaint handling include respect, confidentiality and fair and impartial investigation in a timely manner.

When parents are concerned about student-related issues, it is always advisable to contact the class teacher first. The Assistant Principal or Principal can then be contacted, through the office, if the issue is not resolved.

**COUNTERING DISCRIMINATION, HARASSMENT AND BULLYING**

St Luke’s Marsden Park considers all discrimination, harassment and bullying to be unacceptable behaviour because it undermines the intrinsic dignity of the individual person. It is the responsibility of all staff and students to respect the rights of others, to never encourage discrimination, harassment or bullying and to contribute positively to the formation of harmonious work and school relationships. The school’s policies and practice incorporate procedures that promote anti-racism. These procedures need to be both proactive (acting to prevent racist behaviour) and reactive (providing avenues for response to racist behaviour if and when it occurs). St Luke’s follows all CEO policies and procedures in this area.

**CURRICULUM FRAMEWORK - KEY LEARNING AREAS**

**Religious Education**

At St Luke’s we offer each child the opportunity to come to know Jesus, our Saviour, and our Christian heritage. The essential goal of Religious Education in a Catholic school is to encourage and assist children in their growth to Christian maturity. The Catholic Education Office document, Sharing our Story, is implemented in each classroom and Religious Education is integrated into everyday life in the school. It governs all contact between community members as we strive to promote the dignity of each person and create a faith community that reflects God’s love.

Religious Education enables children to:

- know and love God, Jesus and the Holy Spirit;
- develop an awareness that God is a friend who loves us and walks with us every day of our lives;
- experience, within a secure school environment, the confidence to cope with life;
- grow as active and supportive members of our faith community; and
- know, share and respond to Jesus’ message of love.

Daily prayer and regular liturgical celebrations are crucial dimensions of our Religious Education program. The children are involved in organising and attending class and school liturgies. Parents are most welcome to join our celebrations.

**English**

English is one of the seven Key Learning Areas in the school curriculum K-6. As well as being a key learning area in its own right, English has a wider role as a means of learning in all curriculum areas. By studying, responding to and creating a variety of texts, children will learn to:

- communicate effectively;
- use language to make meaning according to their purpose, audience and context;
- think in ways that are imaginative, creative, interpretive and critical;
• express themselves and their relationships with others in their world; and
• reflect on their learning.

Students will value and appreciate the:
• importance of English to learning;
• personal enrichment to be gained from a love of English, literature and learning;
• power of language;
• role of language in developing positive relationships;
• diversity and beauty of language; and
• independence gained from thinking imaginatively, creatively, interpretively and critically.

At St Luke’s we aim to develop the competence and confidence of all students in learning and using English, thus enabling them to effectively participate in our society. We also support this through:

**Reading Recovery**
Reading Recovery is an early literacy intervention that provides one-to-one teaching for children who need greater assistance in learning to read and write following their first year of school. It is a daily, individualised program delivered by a specialist teacher that engages children in reading books and writing their own stories. It enhances classroom programs and enables children to quickly “catch up” to the average level of their class. Reading Recovery builds on the strengths of each child and encourages them to become independent, strategic readers and writers.

**Case Management Meetings**
Case management meetings provide an opportunity for additional support for students who require further modification of classroom programs. This meeting involves the class teacher and a member of the leadership team. It could also include a learning support teacher or a former teacher of the student. The aim is to address the specific needs of a student in order to further support their learning in the classroom.

**Library**
At St Luke’s we will not have a physical library space. However, we will have books available for students to borrow, with the intention that students will be supported in order to become readers who access books at point of need, borrowing and returning books quite independently. We will also be encouraging students to utilise e-library resources for reading.

**Mathematics**
The aim of Mathematics is for children to:
• be confident users of mathematics;
• be able to investigate, represent and interpret situations;
• develop an increasingly sophisticated understanding of concepts and fluency;
• be able to pose and solve problems;
• be able to reason;
• recognise connections between areas of mathematics and other disciplines;
• appreciate mathematics as an important and relevant part of life;
• demonstrate interest, enjoyment and confidence in using mathematics; and
• demonstrate perseverance in undertaking mathematical challenges.

Students will develop knowledge, skills and understanding in:
• **Working Mathematically** – students will develop understanding and fluency through inquiry, exploring and connecting concepts, choosing and applying problem-solving skills and mathematical techniques,
In Visual Arts

The curriculum is designed for students to develop knowledge, skills and understanding in:

- **Number and Algebra** – students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation;
- **Measurement and Geometry** – students will identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems; and
- **Statistics and Probability** – students will collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

At St Luke’s we aim to develop the competence and confidence of all students in learning and using Mathematics, thus enabling them to effectively participate in our society. We also support this through:

**Extending Mathematical Understanding (EMU)**

EMU is a research-based early numeracy intervention that provides small group teaching for children who need greater assistance in understanding mathematics following their first year of school. It is a daily program delivered by a specialist teacher that engages children in mathematical tasks designed to deepen understanding. It enhances the classroom program and enables children to quickly "catch up" to the average level of their class. EMU builds on the strengths of every child and encourages them to become independent and strategic learners.

**Science & Technology**

Science and Technology aims to develop students’ wonder and curiosity about their world, as well as helping them to recognise the importance of science and technology in their lives now and for the future. Science & Technology aims to develop understanding and skills to enable students to:

- work scientifically
- work technologically
- learn about natural and made environments

**Human Society and Its Environment**

Human Society and Its Environment encompasses the areas of History and Geography.

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

The study of Geography is designed to stimulate students’ interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments in order to become informed, responsible and active citizens.

**Creative Arts**

Creative Arts aims to provide students with basic learning in the art forms through the subjects of Visual Arts, Music, Drama and Dance. Many experiences provided lend themselves to integration across other Key Learning Areas.

The curriculum is designed for students to develop knowledge, skills and understanding in:

- making and appreciating artworks;
- performing and appreciating music (singing, playing and moving);
- performing (taking on roles and creating imagined situations) and appreciating dramatic works; and
- composing and appreciating dance.

**Visual Arts**

In Visual Arts, students engage with the concepts of artists, artworks, the audience and the world. In making
they learn how they can investigate the world through selected subject matter (eg people, objects, places and spaces) and work with the forms (eg painting, drawing, digital works) in expressive ways. These investigations of subject matter and the forms are further developed in their appreciation of artists, designers, craftsmen, architects and their works.

Music
In Music, students develop knowledge and understanding, skills, values and attitudes in Performing, Organising Sound and Listening by experiencing musical concepts (duration, pitch, dynamics, tone colour, and structure) within a wide range of Repertoire through a sequential and planned process of teaching and learning.

Dance
In Dance, students will develop knowledge and understanding, skills, values and attitudes in Performing, Composing and Appreciating by engaging with the elements of dance (action dynamics, time, space, relationships and structure) through a range of contexts within a planned and sequential process of teaching and learning.

Learning to perform, compose and appreciate in dance involves a range of skills that use the dancing body and the elements of dance. Students use the elements in performing, composing and appreciating. With ideas for dance drawn from a range of contexts, they engage with the concepts of dance artists (performers and choreographers), dance works, the audience and the world to develop broader and deeper knowledge, understanding, values and attitudes about dance.

Drama
In Drama, students will develop knowledge and understanding, skills, values and attitudes in making, performing and appreciating by engaging in role, dramatic contexts, elements and forms. Learning in Drama is most effective when learning experiences in making, performing and appreciating are integrated in a planned and sequential process of teaching and learning.

Personal Development, Health and Physical Education

“Personal development, Health and Physical Education is in keeping with the Catholic ideals of education of the whole person. Thoughts, sensations, emotions and physical activities all have an influence on each other and on the individual’s growth towards personal maturity. Catholic education aims to mould these elements into a harmonious unity, in the light of human understanding and faith”

(Most Reverend P.L. Murphy DD, Chairman, Catholic Education Commission, NSW)

This program supports the development of the student as a whole person by:
- encouraging an understanding and valuing of self and others;
- promoting physical activity; and
- emphasising informed decision-making leading to effective and responsible actions.

The study of PDHPE is concerned with:
- Growth and Development - physical, social, cognitive and emotional;
- Personal Health Choices - making, communicating and acting upon health decisions;
- Interpersonal Relationships - forming and maintaining positive relationships;
- Safe Living – living and learning in a safe, secure environment;
- Active Lifestyle - knowing how to enhance personal and community health and wellbeing; and
- Games and Sports, Dance & Gymnastics – the composition, performance and appraisal of movement.

All students are involved in weekly sport and/or physical education lessons. In addition to this, students have the opportunity to be selected for competitions across the school, Zone, Diocesan, inter-Diocesan and Stage level in swimming, athletics, cross-country, soccer, netball, etc.
DISMISSAL

Parent Collection (walk-in)

Children being collected by parents will be taken to the Cola upon dismissal at 2:40 pm. Gates will be opened for parent access to the school at this time.

Children will be asked to sit in stage lines.

- When children sight their parent/carer they raise their hand.
- When the teachers see the parent/carer the child is sent to them.
- Parents/carers are encouraged to collect children and quickly move off the premises.

Parent Collection (car)

- Teacher on duty will take children to this area.
- Children will be asked to sit in family groups.
- Parents will be asked to display family name on vehicle windscreen.
- When children are called they will walk to the duty teacher to enter their vehicle.

Children not collected by 3:10 pm will be taken to the front office and parents called. Parents will be given the choice of having their child(ren) wait in the office area (short delay) or attend Activities Club (last minute membership of $25). If parents are consistently late teachers need to notify the Principal or Assistant Principal.

EXCURSIONS

Across the year teachers take classes on excursions or have performers or incursions on the school premises. These are planned to enhance and support a particular unit of work and form an important part of the child’s education. It is necessary that all children attend excursions so we endeavour to keep costs, which are included as part of the school fees, to a minimum. A permission note must be returned for a child to attend an excursion.

EXTRA-CURRICULAR ACTIVITIES

Sport / Fun Day

Students have the opportunity to participate in a Sports Carnival / Fun Day during Term 2. Some students from the school may also participate in Gala Days and Zone, Diocesan and State events.

Library

Students at St Luke’s Catholic College will have access to a small collection of physical texts, as well as having access to a large range of e-learning texts.

Other Activities

All children have the opportunity to participate in a range of active and quiet activities during recess and lunch breaks. A range of resources that encourage communication, creativity, collaboration and co-operation, such
as Octoplay, Lego, board games, balls and the like will be available to students. It is also our intention to establish a range of clubs and other lunchtime activities over time. This may include Code Club, Robotics Club and STEM.

**Feedback**

Growth mindset is a term used to describe underlying beliefs about learning and intelligence. When individuals believe that intelligence is not fixed and that they can get smarter with increased effort, they tend to put in extra time and effort, leading to higher achievement. At St Luke’s we believe in growth mindset and use feedback that is deliberate and specific to motivate students to engage with their learning in a way that improves learning outcomes. We value and promote the giving of feedback as a means of developing and fostering content, skills and capabilities, such as:

- personal and social capability (connected to the pillars of Witness, Manage Self & Others and Communicate & Collaborate);
- critical and creative thinking;
- digital literacy; and
- curriculum content knowledge.

Teacher words and actions can assist in increasing and developing motivation for optimal achievement in the classroom. Through the facilitation of a supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can empower students to become intrinsically motivated, finding joy and excitement in their learning.

The development of content understanding, skills and capabilities requires the creation and maintenance of a supportive and safe learning environment in which students not only feel safe to take risks and make mistakes, but one in which they are encouraged to do so.

Teachers need to take the time to provide learners with information about exactly what they did well and what they need to continue to work on developing. Giving them information about the ways they are studying, reading, searching for information or answering questions can be invaluable. It is also helpful to raise learner consciousness of what they are doing differently than before in order to help them become more reflective in terms of their own learning. When students have access to this information and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves.

When providing feedback to students teachers need to help children reflect in three ways:

- Feed up – Where am I going? (goal)
- Feedback – How am I going? (related directly to the goal)
- Feed forward – Where to next in order to reach my goal?

Feedback is most effective when:

- It is given immediately;
- It is related specifically to the goal a student is working towards; and
- It is made clear to students how feedback will help them move towards their personal goal.

As we are promoting intrinsic motivation and positive affirmation, we will refrain from using stamps, stickers, etc as a means of motivating students. However, such extrinsic motivators may be utilised when deemed necessary for students with a particular motivational need. Additionally, we will not be having an awards system at St Luke’s. However, special certificates and awards may be presented at public occasions such as
showcase events and assemblies for achievement, effort and contribution 'beyond expectation' with reference to progression along the 6 Pillar continuums and/or content areas.

**Homework Policy**

Working at home, or “homework”, is a purposeful and deliberate extension of student learning. It is work that is connected to what students are learning to do, or learning about, at school. At times it may involve researching or preparing for learning that is to take place, whilst at other times it involves practice of skills learnt at school.

Homework is helpful when:

- It provides the opportunity to consolidate what has been learnt at school;
- It is tailored to the needs of students;
- It allows for the fact that children learn and work at different rates and have different needs;
- It is set within the child’s zone of proximal development, facilitating success and thereby increasing a child’s confidence with regard to learning;
- It is engaging (involving a range of physical, creative, oral and written tasks);
- It develops productive long-term habits of learning and planning; and
- It gives students choice, encouraging, motivating and nurturing their natural curiosity.

Spending time together as a family, communicating with one another and experiencing a wide range of activities that promote curiosity, critical thinking and collaboration, is important. Such experiences may include:

- Various forms of conversation - story telling, jokes, discussions about books read, etc;
- Shared bedtime stories;
- Family games, activities, hobbies and construction activities;
- Viewing and discussion of selected television programs;
- Outings to a range of places of social, historic and natural interest; and
- Imaginative play that comes naturally to children of all ages.

Such activities also encourage and enhance the development of personal and social relationships.

**Homework - K-2**

- Children in Kinder, Year 1 and Year 2 should be reading for 15-20 minutes every night. This includes the child reading and being read to by an adult. Discussion of what has been read is important to ensure understanding.
- Children may also be asked practise mathematical concepts learnt at school.
- Any extra homework given should take no longer than 15 minutes.
- Structured and/or imaginative play should be actively encouraged.

**Homework - 3-6**

- All children (Y3-6) are also expected to read each night.
- Children will also be asked practise mathematical concepts learnt at school, especially number facts and
problem solving activities that help students see Mathematics at work in their world.

- Any extra homework given should take no longer than 20-30 minutes in Y3-4.
- Any extra homework given should take no longer than 30-40 minutes in Y5-6.
- Additional homework may include research, revision and collaborative inquiry project work.

**General**

- Homework will not necessarily be the same for every child in the class. Just as children are taught in the classroom based on their needs, their homework will also be set with this in mind.
- Homework should not be a source of worry or frustration for the pupil, teacher or parent. Students are encouraged to complete the assigned work to the best of their ability and to seek their teacher’s help if they are having any difficulties. Homework is of little value to the child if the parent completes it. Please help and encourage your child, but allow him/her to do his/her own work.

**Role of the Teacher**

- Set homework that is relevant, purposeful and appropriate to student needs;
- Ensure that students have a clear understanding of tasks set; and
- Provide feedback to students.

**Role of the Student**

- Take home all items necessary for the completion of homework;
- Complete prescribed homework to the best of his/her ability; and
- Seek help from the teacher if experiencing difficulty.

**Role of the Parent**

- Create an environment that facilitates completion of homework;
- Encourage a positive mindset (praise effort and growth);
- Listen to reading and discuss texts read (where appropriate);
- Offer help when necessary; and
- Report any difficulties to the teacher, including difficulty of work or excessive time taken.

**Holiday Homework**

Parents and carers sometimes ask for homework for their child when they take holiday breaks during the school term. As homework is so closely connected to what students are learning in class, this is a challenge. The best learning for your child at this time is usually through the travel you are undertaking. Activities that may enhance your child’s learning while you are on leave include:

- Visiting local churches and comparing and contrasting these to your local church;
- Exploring artworks and the historical background of the church;
- Having conversations about places visited;
- Taking photographs and audio recording about each photograph;
- Keeping a journal or blog about places visited;
- Collecting postcards and using these to create a traveller’s diary;
- Reading maps together;
- Collecting and sorting objects (if relevant);
- Playing games;
- Calculating change;
- Finding out about the history and culture of various places;
- Creating a brochure of presentation encouraging others to visit a particular location (with justification or evidence to support their point of view);
- Learning how to use various features on a camera;
- Visiting places of scientific significance; and
- Visiting art galleries, theatres, museums or other places of cultural significance.

These activities, which relate closely to the holiday experience, will be far more meaningful to your child than trying to complete school-related activities provided by the teacher.

Parents need to be aware that NSW Government legislation requires parents to apply to the Principal for an exemption of attendance from school when extended leave is taken during school terms. The Principal may only approve such leave in accordance with government guidelines. Parents may obtain an leave exemption application form from our school office or website.

**IMMUNISATION REQUIREMENTS**

The following immunisation requirements apply to all students:

**A. Enrolment Requirements**

As of 1994 the Principal of the school must inform parents of the requirement of an Immunisation Certificate for all children starting primary school in the Kindergarten grade. School principals should ensure that parents of children starting in Kindergarten are issued with information regarding immunisation requirements at the pre-enrolment interview.

**B. Immunisation Certificate**

Under the Public Health (Amendment) Act 1992 school principals must request that parents provide the school with an Immunisation Certificate at the time of enrolment. Principals must be able to identify the unimmunised children in order that they can be excluded in the event of a disease outbreak. If a parent fails to provide the school with an Immunisation Certificate, the child will be classified as unimmunised and excluded in disease outbreaks. Schools must forward the Certificate when a child transfers to another school. Secondary schools must retain the Immunisation Certificate for 2 years from the date of completion of secondary education.

**C. Disease Notification Requirements**

In the event of a vaccine-preventable disease occurring in a school, the School Principal must:

- Notify the Medical Officer of Health of the local Public Health Unit;
- Ensure that the Medical Officer of Health has access to the school Immunisation Certificates; and
- Follow the Medical Officer of Health’s direction and ensure that unimmunised children are excluded for the incubation period of the disease or the duration of the outbreak. A notice that the child is to be excluded and the period of exclusion must be sent home with the child.
In the event of a major disease outbreak in a school, staff from the nearest Public Health Unit and Community Health nurses will be available to assist the clerical staff in identifying susceptible children.

**D. Other Responsibilities**

The school should liaise closely with the Public Health Unit. The school should assist in informing parents of the immunisation requirements and in the distribution of materials pertaining to this.

**NHMRC Recommended Immunisation Schedule**

The following schedule is recommended for infants/children being immunised for the first time

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 months</td>
<td>First injection of Triple Antigen (DTP). This is a three-in-one vaccine for protection against diphtheria, tetanus and whooping cough. First dose of Sabin Oral vaccine. This protects against poliomyelitis.</td>
</tr>
<tr>
<td>4 months</td>
<td>2nd injection of Triple Antigen (DTP). 2nd dose of Sabin Oral vaccine.</td>
</tr>
<tr>
<td>6 months</td>
<td>3rd injection of Triple Antigen (DTP). 3rd dose of Sabin Oral vaccine.</td>
</tr>
<tr>
<td>12 months</td>
<td>One injection of combined Measles-Mumps-Rubella vaccine.</td>
</tr>
<tr>
<td>18 months</td>
<td>Booster injection of Triple Antigen (DTP).</td>
</tr>
<tr>
<td>5 years or prior to school entry</td>
<td>Injection of Combined Diphtheria and Tetanus (CDT) vaccine.</td>
</tr>
<tr>
<td></td>
<td>Booster dose of Sabin Oral vaccine.</td>
</tr>
<tr>
<td>10-16 years (females)</td>
<td>Booster injection of Rubella Vaccine</td>
</tr>
<tr>
<td>15 years or prior to leaving school</td>
<td>Booster injection of Adult Diphtheria and Tetanus (ADT) vaccine.</td>
</tr>
<tr>
<td></td>
<td>Booster dose of Sabin Oral vaccine.</td>
</tr>
</tbody>
</table>
## School Exclusion Periods – Table 2

<table>
<thead>
<tr>
<th>Disease</th>
<th>Usual Incubation Period</th>
<th>Isolation &amp; Exclusion from School</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPHTHERIA</td>
<td>Exclude until receipt of a medical certificate of recovery.</td>
<td>Exclude from school until investigated by the Medical Officer of Health of the Public Health Unit.</td>
</tr>
<tr>
<td>TETANUS</td>
<td>Exclude until fully recovered.</td>
<td>Not excluded from school.</td>
</tr>
<tr>
<td>PERTUSSIS (WHOOPING COUGH)</td>
<td>Exclude for 14 days from onset of illness or until 5 days of a 14 day course of antibiotics have been completed.</td>
<td>Exclude unimmunised household contacts for 14 days from exposure or until they have had 5 days of a 14-day course of antibiotics if they go to a child care centre or preschool. Unimmunised contacts in Primary School (K-6) do not need to be excluded.</td>
</tr>
<tr>
<td>MEASLES</td>
<td>Exclude for at least 4 days from appearance of the rash.</td>
<td>Unimmunised contacts should be excluded for 14 days unless immunised within 72 hours from exposure to the disease. Following immunisation the contact can return to school immediately.</td>
</tr>
<tr>
<td>MUMPS</td>
<td>Exclude for 9 days after the appearance of the swelling.</td>
<td>Not excluded from school.</td>
</tr>
<tr>
<td>RUBELLA</td>
<td>Exclude for at least 4 days after the rash appears.</td>
<td>Not excluded from school.</td>
</tr>
<tr>
<td>POLIOMYELITIS</td>
<td>Exclude for at least 14 days from onset and until a medical certificate is produced.</td>
<td>Not excluded from school.</td>
</tr>
</tbody>
</table>
# Infectious Diseases

<table>
<thead>
<tr>
<th>Disease</th>
<th>Usual Incubation Period</th>
<th>Isolation &amp; Exclusion from School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Conjunctivitis</td>
<td>Variable, depending on the type of organism causing the infection.</td>
<td>Until all discharge has ceased.</td>
</tr>
<tr>
<td>A.I.D.S. (Acquired Immune Deficiency Syndrome)</td>
<td>Ranges from 6 months to 5 years. (Not everyone exposed to the virus will develop the disease).</td>
<td>Students/staff who have been exposed to the AIDS-related virus should not be excluded from school or isolated within the school.</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>About 14-21 days.</td>
<td>Until fully recovered – for at least seven days after the first spots appear.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>About 1-5 days.</td>
<td>Isolate immediately. Take to hospital if possible. It is necessary to stay away from school until a doctor gives a certificate. The doctor can do this after at least two negative nose and throat swabs. The first swab should be taken not less than 24 hours after the child has finished taking antibiotics. The second swab should be 48 hours later.</td>
</tr>
<tr>
<td>Glandular Fever (Infectious Mononucleosis)</td>
<td>Uncertain - from one week to several weeks.</td>
<td>Until recovered or until a medical certificate is produced.</td>
</tr>
<tr>
<td>Measles</td>
<td>7-14 days. The average is 10 days.</td>
<td>At least five days from appearance of rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>12-28 days. The average is 18 days.</td>
<td>Until fully recovered. For at least 10 days after the swelling occurs.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>About 14-21 days.</td>
<td>Until fully recovered. For at least 5 days after the rash appears.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>About 7-14 days.</td>
<td>Isolate immediately. Exclude from school for at least 3 weeks from the onset of the whoop, until fully recovered or a medical certificate is obtained.</td>
</tr>
</tbody>
</table>
### Infectious Diseases (cont’d)

<table>
<thead>
<tr>
<th>Disease</th>
<th>Usual Incubation Period</th>
<th>Isolation &amp; Exclusion from School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPETIGO</strong> (“SCABBY SORES”)</td>
<td>Variable. About 4-10 days.</td>
<td>The family doctor should be consulted. If the sores are being treated and are properly covered by a clean dressing, children are allowed to attend school. If they are not covered and are on exposed parts of the body such as scalp, hands or legs, exclusion is necessary until sores have healed.</td>
</tr>
<tr>
<td><strong>PEDICULOSIS</strong> (HEAD LICE)</td>
<td>Eggs of lice usually hatch in a week and reach maturity in approx. 2 weeks.</td>
<td>Until treatment with anti-lice lotion or shampoo has been undertaken. Hair should be free of nits. (It is important to follow instructions on the container. If treatment has been given properly, any nits will be dead. Any nits more than two centimetres from the scalp are also dead.)</td>
</tr>
<tr>
<td><strong>RINGWORM</strong></td>
<td>10-14 days.</td>
<td>Until appropriate treatment has begun. The school may ask for a medical certificate to say that this has happened.</td>
</tr>
<tr>
<td><strong>SCABIES</strong> (“THE ITCH”)</td>
<td>Several days, sometime seven weeks.</td>
<td>Until proper treatment has begun. The school may ask for a medical certificate to say that this has happened.</td>
</tr>
<tr>
<td><strong>VIRAL HEPATITIS (TYPES A &amp; B)</strong></td>
<td>About 28 days.</td>
<td>Until all symptoms have disappeared or until a doctor issues a certificate of recovery. For at least seven days from the first signs of jaundice.</td>
</tr>
</tbody>
</table>
**Lunch Orders**

St Luke’s will be using an online canteen system, Tuckshop2U, for lunch orders. A link is available on the parent tab of our school website at [http://www.stlukesmarsdenpark.catholic.edu.au/parents](http://www.stlukesmarsdenpark.catholic.edu.au/parents). Orders can be placed up to four weeks in advance and as late as 11:00 pm the evening before required. Payment options include PayPal and Credit Card. The orders will be delivered to the College in time for lunch. Two students from each stage will collect lunches from the front office each day.

**Medication**

All medication must be kept in the office. Parents are requested to hand their child’s medication to office staff, who will be responsible for administering medication, with the following details clearly marked:

- Child’s Name
- Name of Medication, dosage, time and frequency of administration
- Name of prescribing doctor

Medication permission forms with the above information are kept in the office. Parents are encouraged to administer medication at home as much as possible.

**Parent Helpers**

Parents are a great support for teachers in the classroom. They are also often asked to take part in class activities such as sport and class excursions. Recent legislation requires all people working with children to complete a Child Protection Course. To complete the Child Protection Course for Volunteers go to [http://www.stlukesmarsdenpark.catholic.edu.au/home](http://www.stlukesmarsdenpark.catholic.edu.au/home) and click on the For Parents tab (Child Protection training). When helping in the classroom, parents are asked to collect and wear a parent helper badge available from the office. Child Protection Training must be updated every two years. It is the individual’s responsibility to ensure their training is up to date.
Rationale

Positive Behaviour Support for Learning is about:

● Building systems that make it easier to teach, learn and lead;
● Creating environments that encourage pro-social behaviour and academic success;
● Teaching all students what is expected; and
● Providing a continuum of behaviour and learning support to students who need more support to enable them to experience success.

PBS4L requires:

● Common purpose and approach to discipline
● Clear set of positive expectations and behaviours
● Procedures for teaching expected behaviour
● Procedures for encouraging expected behaviour
● Procedures for discouraging inappropriate behaviour
● Procedures for on-going monitoring of data & evaluation
● Involvement of all key stakeholders
● Engaging classrooms that increase likelihood of positive behaviour (most common problems in classrooms are low-level disruptive and disengaged behaviours - eg, avoidance, disruption, disengagement, talking, attendance issues).

Students learn appropriate behaviour in the same way they learn to read ... through:

● instruction;
● practice;
● feedback; and
● encouragement.

Positive Behaviour Support 4 Learning incorporates:

● High expectations
● Unique school path
● All voices being heard
● Strong leadership

Overarching Values

● Respect for Self
● Respect for Others
● Respect for the Environment
Play is a context for learning that:

- Allows for the expression of personality and uniqueness
- Enhances dispositions such as curiosity and creativity
- Enables children to make connections between prior experiences and new learning
- Assists children to develop relationships and concepts
- Stimulates a sense of wellbeing

(Taken from: Belonging, Being and Becoming (Early Years Learning Framework for Australia)

Through play children develop skills, habits and attitudes that will remain with them through life. Three key ways in which play is important for young children are:

- **Skill development** - as children play they learn to co-ordinate movements between their hands and feet and what their eyes see. They learn persistence, perseverance and task commitment.

- **Social development** - as children play with others they learn how to get along with others and that a particular action may gain them a desired toy, but lose an equally desired friend, that other children have their own wants and that sharing and kindness bring more rewards than bullying. They learn to share, to cope with emotions such as frustration and rejection and to become resilient.

- **Imagination and creativity** - as children play they can use their imagination and express their creativity.

At St Luke’s we understand that play is an essential activity for children. It is one way that children can explore their world and exercise their imaginative and creative thinking in a safe and secure setting. Our playgrounds incorporate active and quiet areas that provide opportunities for creative, active and stimulating play and that will allow children to learn whilst using their imagination and interacting in a social setting. The playground is currently divided into two area, a playing field and a covered area. These two areas will provide the students with a range of options. Our aim is to design and develop a playground that caters for all individual learners.

The undercover section of the playground will provide opportunities for students to freely engage in a range of activities, such as playing board games, reading, talking, constructing and imagining. Providing a range of board games will offer structured play whilst simultaneously teaching turn taking, problem solving, analytical thinking and other spatial awareness skills and fine motor skills. Board games allows students to work in small groups, building important social skills of cooperation, negotiation and resilience. This area will also offer students the option to engage in reading or listening to a range of picture books or their own texts, developing their imagination as they engage with the world of texts.

This area will also be the place where students can choose to engage with developmental play equipment such as Lego and Octoplay. This supports the development of fine motor skills and social skills, as well as promoting creative and critical thinking and collaboration as students work together to collaboratively achieve goals.

The second part of the playground is a large playing field. This field will provide students the option to play a variety of team ball games as well as a place to run around freely. Physical activities are important in developing co-ordination, social and cognitive skills.
**PRAYER**

As a Catholic school community it is an expectation that all classes commence and conclude their day with prayer, as well as engaging in prayer at 12 noon.

**REPORTING TO PARENTS**

At St Luke’s we have a commitment to the development of social skills and enterprise skills as reflected in our Learning Statement. As such we will be reporting to parents on the following aspects of their child’s development:

- WITNESS by living the Good News as revealed through the Gospel of St Luke
- MANAGING self
- RELATING with others
- COMMUNICATING and COLLABORATING with peers and experts to solve real-world problems
- THINKING CREATIVELY and CRITICALLY through deep and rigorous reflection
- Being DIGITALLY LITERATE

Work samples will be made available to parents via e-folios and other online applications throughout a term/semester and contribute to interviews, grades and comments provided at the end of each semester. Seesaw, a student-driven digital portfolio that empowers students of any age to independently document what they are learning at school and share it with their teachers, parents, classmate and even broader audiences, will be used as a means of involving parents in their child’s learning. Other work samples may also be made available to parents at the half-yearly interview to support the grades and comments given within the report.

As part of Compliance protocol we are required to report to parents in plain English using an A to E scale in relation to curriculum areas. We are required to publish the performance of individual students relative to the rest of the cohort. The report also includes a statement from CEDP regarding NAPLAN. Reports are given to parents twice in each school year. Half-yearly interviews are also held at the end of Term 2. Teachers are also asked to make themselves available for parents following the end of year report if a parent requests an interview.

**SACRAMENTAL PROGRAMS**

The children are prepared for three Sacraments (Reconciliation, Eucharist and Confirmation) through a Parish Sacramental Program. The school supports parents and children participating in the programme through programmed instruction in Religious Education.

**SCHOOL FEES**

St Luke’s Catholic College is one of the parish schools of the Diocese of Parramatta. The Diocesan Schools’ Boards each year sets school fees, which are standard across the Diocese. These yearly fees are charged in the first three terms of the school year. School fees cover approximately 20% of recurrent costs in the school. The other 80% is funded largely through Government funding.
The Catholic Education Office (Diocese of Parramatta) decided, after community consultation, to establish a Diocesan School Family Levy that commenced in 1997. The levy is collected at the school attended by the eldest student in the family. In cases of hardship, families may receive a reduction of fees if their financial difficulties can be supported by the appropriate documentation.

Each school community determines its own internal fees to meet the costs of learning resources required to effectively implement educational programs. A Resource, Technology and Excursion/Incursion Levy is determined each year and a detailed account sent to parents in the first three terms of the school year together with the Diocesan fees.

As a parish primary school we exist to serve all Catholic families in the Marsden Park area. The ability or inability to pay fees is never used as a criterion to determine if a family is to join our school community; nor is it used as a barrier against any child attending an excursion or participating in school activities.

**STAFF DEVELOPMENT DAYS**

For the purpose of staff development, the Catholic Education Office allows six days a year to all schools. These days are used for staff professional learning. Dates of these Staff Development Days will be advised through the school newsletter. You are asked to make other arrangements for the supervision of your child/children on these days.

**SUNSMART**

As we work and play in an environment where exposure to sunlight can be harmful, we insist that students wear a hat when outdoors. We follow a “No hat No Play” approach on the playground and students without hats must play in the Cola area where there is constant shade. During sport and on excursions, students must have a hat unless the activity does not require one.

**SUPERVISION**

**Morning Duty**

When the children arrive at school they walk to the Cola area and are asked to be seated (with their hat on) and to remain relatively quiet. Bags are to be lined up neatly outside learning space entry doors. Toilets will be unlocked by the teacher on duty at 8:00 am. At 8:10 am the teacher on duty will take students wishing to move to the grass area to this area.

At 8:30 am the morning music will play and students will move to their class lines outside their learning spaces. On Mondays all students will move to their designated area in the Cola for a whole school assembly, which should take no longer than 15 minutes.

Children are not to be in classrooms when a teacher is not present. This includes getting hats left in learning spaces, etc. Once the children are on the playground at recess and lunchtime they are not to re-enter classrooms.

**Supervision whilst Eating**

Class teachers supervise eating time in the learning spaces. Sitting at a table enjoying a meal together is a social action; we will support children in developing and exhibiting socially acceptable behaviours during this time. Children must remain seated during eating time. Children who have not finished their lunch during
eating time will be asked to pack their food back into their lunchbox, which will then be taken to the Cola for finishing, or taken home to show parents how much food has been consumed.

**Cola**
- Passive area – reading, toys and games, construction equipment, etc.

**Grass & Handball Court Area**
- Ball games, running games, etc

**Dismissal**
At the end of the day students will gather in stage groups in the Cola area (2:40 pm). Parents will collect children from this area.
- When children sight their parent/carer they raise their hand.
- When the teachers see the parent/carer the child is sent to them.
- Parents/carers are encouraged to collect children and quickly move off the premises.

Children who are collected by car will move from this area under the supervision of the duty teacher.
- Children will be asked to sit in family groups.
- Parents will be asked to display family name on vehicle windscreen.
- When children are called they will walk to the duty teacher to enter their vehicle.
- Children not collected from this area by 3:10 pm will be taken to the front office and parents called.

**Behaviour Expectations / Rules For All Areas**
- Sit when eating (Recess or unfinished lunch)
- Rubbish in the bin
- Wait for teacher to say "Play"
- Remain in correct area (note for being out of bounds)
- Play fairly and show respect to all
- No hat no play
- Hands-off

Teachers are required to wear a high-visibility vest when on duty.

**Technology**
Technology is an essential component of the children’s learning at St Luke’s. S3 students are required to bring their own device to school, while S2 students are encourage to do likewise. A bank of i-pads and chromebooks is also available for student use.

A copy of the school’s Acceptable User Policy is available on the school website. Access to the Internet and email via CeNet requires parent consent, which is completed at time of enrolment. Misuse of internet access may result in loss of privilege.

Any problems with technology should be recorded via the IT Log form on the St Luke’s Teacher Site. Issues will
be prioritised and dealt with in a timely manner according to need.

**UNIFORM**

**Sports Uniform**

In 2017, students will be required to wear sports uniform each day. The sports uniform is made up of the St Luke’s polo shirt, St Luke’s sports shorts, St Luke’s tracksuit, St Luke’s white socks and St Luke’s hat. These items are to be accompanied by predominantly white or blue cross trainers or running shoes.

**Jewellery**

Two items of jewellery may be worn. Students may wear a chain necklace (with religious item if desired), a signet ring and/or one set of small studs or sleepers (one in each earlobe). For safety reasons:

- No jewellery items are to be worn in any face piercing (including tongue and nose piercings)
- Sharp or protruding items are not to be worn.

**Hair – Girls**

- Hairstyles should be neat and well groomed. Hair should not be grown, cut nor groomed in an extreme or exaggerated fashion. Shaved heads, steps, undercuts and exaggerated layering are not accepted.
- Hair should not obscure the face.
- Hair should not be coloured or bleached.
- Shoulder length hair is to be tied back using ribbons, bands or ‘scrunchies’ in school colours.

**Hair – Boys**

- Hairstyles should be neat and well groomed. Hair should not be grown, cut nor groomed in an extreme or exaggerated fashion. Shaved heads, steps, undercuts and exaggerated layering are not accepted.
- Hair should not obscure the face.
- Hair should not be coloured or bleached.
- Hair should not extend beyond the top of the collar at the back, beyond eyebrows at the front or past the top of the ears.
- No rat-tails or ponytails will be accepted.
- Boys are to have clean-shaved faces.

**Make-up**

- Students are not to wear make-up as part of their daily presentation.
- Coloured nail polishes and lipsticks are not permitted.

**Tattoos**

- Tattoos are not to be visible.

Teachers are asked to ensure that children wear the correct school uniform. While consideration is given to those who may forget an item from time to time, consistent wearing of inappropriate clothing for no apparent reason needs to be investigated. A uniform reminder note can be used to inform parents of inappropriate clothing, haircuts, wearing of nail polish, jewellery etc.
**VISITORS**

For the safety and wellbeing of your children, the school policy requires all visitors to go to the school office before going anywhere else in the school. All visitors must sign in and state what time and area they will be visiting. They will be issued with a Visitor's Pass that is to be worn while in the school. Visitors must sign out before leaving.

**Wet & Extreme Weather**

On days when it is raining, wet weather will be called. Teachers on Cola area and Oval duties will supervise students. Students will have the choice of playing in the Cola area or the learning space designated by the teacher on duty.

If it is raining at dismissal time, parents will be invited to collect children from classrooms 10 minutes or so before the dismissal bell so as to avoid congestion. They do not need to fill in a ‘Collecting Children Early’ note.