

1. A CATHOLIC SCHOOL

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

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

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

2. HISTORY OF ST BRIGID'S SCHOOL

Midland's first Catholic Church school was opened and blessed on February 2, 1902, by Bishop Gibney.

Until the convent building was completed in 1906, the Foundress, Mother Mary John Stewart and her Sisters of Mercy, travelled daily from their convent in Guildford.

About 35 children attended the school in the first year. Partitions divided the church school into classrooms, and a screen was used to cut the altar from view during the week. These first students saw the new convent being built on the corner site. The building was officially opened and blessed on Sunday, March 25, 1906.

Until 1911, when a change in Church policy resulted in the Foundation reverting to the central novitiate at Victoria Square, the Midland Convent was occupied by six Sisters of Mercy and seven postulants, some of whom were former pupils. During this time the second floor of the convent housed the high school students, some of whom were boarders. The majority of children attended the low school in the Church.

The years after World War 1 saw a growth in the School and a number of changes. In 1919 the new School hall was built along the Dudley Street boundary. The building consisted of a two-roomed raised section and a lower hall with partitions to separate classes. With the partitions removed, the building was used for dances, concerts and meetings. About this time, new toilets were connected to the town's sewerage system. Later a tin hall, bought by the Parish from the Blackboy Hill Army Camp, was set up alongside the Church.

The Sisters of Mercy continued to teach in the School and live at the Convent. As early as 1903, lay staff were employed to teach the growing number of students. By 1942 enrolments had increased to 215 and in 1959 to 289.

A major change came in 1954 when La Salle College, for boys, was built. Until then, both boys and girls had attended St Brigid's. La Salle catered for boys from year four upwards, leaving St Brigid's with boys in years one to three and girls from year one to third year high school level. In February, 1962 a new brick building was completed and occupied by the second and third year high school girls.

Enrolments continued to grow, putting a strain on facilities. By 1963, 320 children were enrolled and over the next two years enrolment was restricted. Renovations were carried out on the Dudley Street building, with a verandah being added and tennis and basketball courts built.

In 1969, the new Church was opened and consecrated by His Grace Archbishop Goody. The original Church was quickly converted into three teaching areas, and the old tin shed removed.

In 1972, the Sisters of Mercy taught their final year at St Brigid's. After 70 years of administration by the Sisters of Mercy, the School was taken over by the Sisters of St Joseph, under the Principal Sr Maria Rosa.

In 1973, boys remained at St Brigid's for year four and the high school girls transferred to La Salle to form a co-institutional college, which became fully co-educational in 1974. By 1977, St Brigid's was operating as a fully co-educational primary school.

During the 1970's, many alterations and improvements took place. The raised section of the Dudley Street building was lowered and renovated, three demountable classrooms were added and the Parish Youth Centre was used as a classroom.

In 1977, the Convent building underwent internal reconstruction to provide five teaching areas, two offices, staffrooms, a resource centre, withdrawal rooms and a wet area. These, with the existing eight teaching areas and library, provided for the 355 pupils enrolled. Seventy-one years after its first dedication, the renovated building was officially opened and blessed by Bishop Healy on November 27, 1977.

The primary school population remained steady at approximately 350 students. A pre-primary class was opened in 1980, occupying what was formerly the Parish Youth Centre.

For the first time in the School's history, a lay principal was appointed in 1988. Enrolments peaked at 410. For several years there had been plans to relocate the school due to the need to upgrade facilities and the need to respond to increasing enrolments.

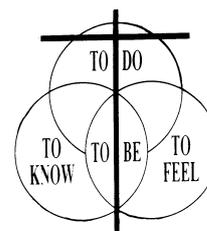
New school buildings were finally opened on the current site in October 1991. This present School is now 'home' for over 500 children.

In 1999, a kindergarten building was added and St Brigid's catered for the education of four year olds for the first time. This development was accompanied by an upgrading of the School's oval. In 2000, the library was extended and a multi purpose room was built near the oval, as was an undercover area. In 2010, year seven was incorporated into La Salle College and Kindergarten increased to three full days per week, resulting in St Brigid's now catering for students from Kindergarten to Year 6..

3. STATEMENT OF EDUCATION VISION

St Brigid's School, as part of the Catholic faith community, strives to provide a caring, compassionate and supportive environment, where each person is valued and encouraged to develop to his/her full potential.

Opportunities to develop the spiritual, intellectual, physical, emotional, social and creative dimensions of the whole person are seen as paramount to self-growth, leading each person to becoming a fully integrated human being with moral and ethical foundations in his/her search for a personal relationship with Jesus Christ.



4. PARENT INVOLVEMENT POLICY

Rationale

It is generally accepted that when parents express confidence in the school and are involved with it in some way, their children are likely to be happier and perform better in the classroom. When young children see their parents and teachers sharing common beliefs, attitudes and goals, they feel more secure and more purposeful. It has been found that when home based educational objectives clash with school based objectives, the student normally resolves the conflict by rejecting the School. This underlines the importance of the need for parents and teachers to work together.

Close Links

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

- (a) greater understanding by parents of their children's schooling;
- (b) greater understanding by teachers of the children and their needs;

- (c) better communication between home and school;
- (d) fewer crisis and misunderstandings;
- (e) more goodwill and mutual esteem between parents and teachers;
- (f) a happier school.

5. FAMILY INVOLVEMENT

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

Parents are involved in the following ways at St Brigid's.

- (a) As community members, they elect and largely comprise the School Board, and are the basis of the Parents' and Friends' Association which builds our educational community and provides many resources.
- (b) Through their communication with their child's teacher, home and school can complement each other in encouraging development of the whole child.
- (c) Our discipline programme is based on parent support.
- (d) Parents can play a valuable role in the classroom and school activities in extending the children's experiences and access to adult assistance. The active developmental style of learning we attempt to provide at St Brigid's needs parent support in areas such as participation in language and literacy activities, art and craft, physical education, library, canteen and excursions.

6. GUIDELINES FOR PARENT HELPERS

The classroom teacher is responsible for the education and behaviour of the children. The parent is a helper, working under his/her direction. The classroom teacher is the professional and knows what he/she is doing and why it is being done. The teacher will give clear instruction as to what is expected of parents when they come to help.

The School stresses the importance of confidentiality and insists that parents do not discuss details of other children.

When parents are assisting with supervision of students and/or volunteering for classroom help, inside or outside the classroom, in the school grounds or on excursions, siblings or non-St Brigid's students must not accompany them. Parent help is appreciated, but the whole focus, when assisting teachers, must remain with the students of St Brigid's. The safety of our students is paramount and so efficient supervision must be ensured.

7. HOME - SCHOOL COMMUNICATIONS

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

Avenues of communication are: -

The Weekly Newsletter – 'The Link'

The weekly 'Link' newsletter is a vital communication between school and home. Please ensure your child brings one home each week as it keeps you up to date with current events. The newsletter is sent home with the eldest child in the family and is available to view on our website www.stbrigidms.wa.edu.au.

Student Diary - Year One to Six

The school diary is required for students to list homework and allows for communication between the teacher and parent/carer. It is an expectation that students have this diary at school **every day**.

Parent Information Booklet

A class information booklet will be forwarded home by week three of term one, outlining the programmes, policies, procedures and expectations relevant to each class.

Work Sample Folders and Assessment

Work sample folders are purposeful collections of work that show evidence of your child's learning experiences and developmental progress over a period of time. They are also a source of evidence for judgements of a student's achievement in a range of contexts. Work sample folders will be sent home at the end of semester one and again in week seven of term four. It is vitally important that these folders are returned to the teacher after viewing.

Progress Summary Reports

An interim report for years one to six will be sent home at the end of the first semester. A final report for pre primary to year six will be given at the end of the year.

Interviews

Parent/teacher interviews will occur in term one. As this is a vital part of the communication process between home and school, every parent/carer is expected to attend their child's interview. Years four - six conduct three-way interviews with teacher, parent and child in attendance, so that each child can have some input. Kindergarten to year three conduct parent / teacher interviews. Each child's Work Sample Folder will be used to assist in these discussions. Parents are welcome to discuss their child's progress at any stage of the year. Parents can request an appointment with the teacher, at a mutually convenient time.

Celebrations of Learning

An invitation to view your child's work in the classroom environment will be communicated through a note from the classroom teacher. This will occur once a year, for all classes.

P & F Meetings

P&F meetings provide a good forum for gathering information about school happenings and how you can support the School in its goals. It is vitally important for the confidence of the School staff that complaints and concerns about school issues are not aired at these meetings. Not only is it destructive for staff/parent relations to do so, but feedback from other parents indicates that these attempts to air complaints, in this particularly inappropriate forum, results in them not returning to future P&F meetings.

Notes

Class teachers and the School's Leadership Team will often send notes home. We request your co-operation in responding promptly, if an answer is required.

General Meetings

General meetings may be scheduled during the year to ensure co-operation and understanding of current topics such as sacramental programmes, religious education guidelines, new syllabi and learning activities. Parents are encouraged to attend these.

8. HOW PARENTS CAN MAKE A GOOD SCHOOL BETTER

- Make an effort to understand what St Brigid's is trying to do. If you can, express your support for our aims and the values we express.
- See St Brigid's as 'your' school. Encourage others to see it in the same way.
- Where possible, go to School activities - plays, concerts, picnics, sporting functions and any celebrations.

- Attend the Parents' & Friends' meetings.
- Welcome new parents into St Brigid's. Help them feel that they belong and build their confidence in the School.
- Support a broad and balanced curriculum.
- Encourage your children to co-operate fully, to join in all activities and to take pride in the buildings, the grounds and the School community as a whole.
- Let the principal and the teachers know that you support them, even if sometimes you have to be a friendly critic or a critical friend.

9. FAMILY LAW ISSUE – RESIDENCE / CONTACT

If parents are separated or divorced a 'Residence/ Contact Order' or 'Agreement' **MUST** be shown to the School. It is the **parent's** responsibility to ensure that the School receives the full copy of the registered order/agreement and if any alterations are made to the order, the School **MUST** be notified. The School cannot accept verbal agreements concerning residence/contact of children.

It is a requirement of the School Education Act Section 16 (1999) that this information be provided to the School. This information is supported by the 1996 changes to Family Law Issues and your co-operation with this matter would be beneficial for all involved.

10. EXTERNAL AGENCY VISITS BY AGENCIES FOR STUDENTS WITH DISABILITIES

A number of students with disabilities in Catholic schools are eligible for specialised assistance provided by various government funded support agencies/organizations. Some of the services include:

- Psychologists
- Vision Impairment Services
- Institute of Deaf Education
- Speech and Hearing Centre Service
- Institute of the Blind
- Occupational, physio and speech therapists from government funded agencies eg. Therapy Focus
- Autism Association of WA and other specific agencies
- Nursing personnel

11. ROUTINES AND PROCEDURES

11.1 School Hours

Start	8.40am
Recess	10.40 – 11.00am
Lunch	12.45 - 1.00pm
Finish	3.05pm

11.2 Before and After School

Children should not arrive at school before 8.30am and must leave when school concludes at 3.05pm, unless taking part in an authorised, supervised activity. The gates open at 8.00am and students arriving early are to proceed to the **Under Cover Area** to be supervised. Teachers are in their classrooms by 8.25am. Immediately after school, there is always a teacher to supervise the car park until 3.30pm. *We ask that all parents picking up children do so by 3.25pm.* If children are attending before and/or after school care, it is expected that school hours will be adhered to.

11.3 Staff Professional Development Days

Primary school's have seven professional development days gazetted for the year.. The school year starts with two pupil free days for teachers, immediately before the first pupil instruction day. The first day of each subsequent term is also a pupil free day. The remaining two days will be taken during the school year and

these days will be attached to the beginning or end of a term or long weekend. Parents will be notified well ahead of time so arrangements can be made for childcare on these days.

11.4 Children's Attendance

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

- If a child is to be absent on a particular day, parents are asked to notify the School by 9.30am.
- When a child returns to school after being absent a written explanation must be given to the teacher.
- Notification is also needed when a child is to attend appointments during school hours. The *EXIT* and *RETURNED* register must be signed by a parent/carer upon collection and return from these appointments. This register is kept in the School office. Children must be signed out **before** collecting them **from the classroom**. An adult must collect the child *from the classroom*. It is not appropriate for a high school sibling to be sent to collect the child early from class.
- Children are not permitted to leave the School grounds during school hours without written consent of parents and permission from the principal.
- If a child is absent for three or more consecutive days a medical certificate is to be supplied upon the child's return to school. A written explanation from the parent/carer will not suffice in this instance.

11.5 Punctuality

We ask all parents to assist with a smooth start to the day, by ensuring all children are at school by the first bell. Regular latecomers make it exceedingly difficult for class teachers to enter into their programme smoothly. To have some children coming in after the designated time means the rest of the class may have to restart a lesson a number of times.

CHILDREN WHO ARRIVE LATE MUST COLLECT A LATE SLIP FROM THE SCHOOL OFFICE.

Private activities such as tutoring, music lessons etc. are not encouraged during school hours. The School does not wish to impede any private activities, but also does not expect private activities to interfere with the smooth running of school programmes.

When a child is late for school, without a written explanation from a parent/carer, a note will be sent home and this note recorded. If a child is late more than three times in a term, without a written explanation, the teacher will inform an assistant principal or the principal, who will then contact the child's parent/carer in an attempt to help rectify any problems relating to the late arrivals.

11.6 School Rules

From time to time, children break School rules with parental permission. Some parents are of the opinion that their presence means the rules can be broken. It is often wrongly assumed that once parents arrive at School, the School's rules no longer apply.

On school grounds, School's rules apply.

Your support in this regard is greatly appreciated.

The breaking of School rules is a particular problem in the School car park. Children are sometimes encouraged to break the School rules by parent/carers to save a few seconds. This can lead to lives being put in danger. The School implores ALL parents to exercise patience, courtesy and respect for the safety of ALL our children. The School car park is on private property and as a last resort the School can exercise the right of exclusion for non-compliance of car park rules.

11.7 Assertive Discipline Programme

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

We take the stance that no child's behaviour will be allowed to interfere with a teacher's right to teach or a child's right to learn. In particular, we believe that students who are well behaved should be rewarded and that students who break rules should accept consequences. We also believe that the support of parents is important in effective behaviour management and that teachers should provide a positive, caring and consistent environment within their classrooms.

The School Discipline policy involves the use of a 'card system'. When the cards are sent home they are required to be signed by a parent and returned immediately. A grey card means the behaviour was unsatisfactory and/or a child may have been previously warned. When a red card is given it means that the child has behaved in an unacceptable and inappropriate manner, which is considered very serious. When possible, parents will be contacted before the red card is sent home.

Golden Honour Awards are sent home as a reward for children who show good behaviour or good class work. All the children who receive cards, would have been seen by a member of the Leadership Team, before the card is sent home.

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

The School encourages a procedure based on four steps, for children to follow, to assist in solving conflict. They are:

1. Ask them to stop.
2. Ask them why they hurt you.
3. Make up with each other.
4. Walk away.

If the problem is not solved, the children need to see the duty teacher. These four steps would not be used for continuous bullying, and / or physical conflicts.

11.8 Student Management

Detentions and suspensions are applied after other strategies have previously been tried (eg. Assertive Discipline and Management Behaviour Programmes) or for very serious misconduct deemed to be prejudicial to the good order and reputation of the School.

The St Brigid's Student Management Policy sets out procedures that the School follows, according to Catholic Education Office guidelines, and parents would be informed of these procedures, if their child was involved in serious misconduct.

11.9 Monies:

- School fees should be paid at the office.
- All excursions and incursions are calculated into the school fees. Other monies (unless specifically directed) should be paid by the child to his/her teacher first thing in the morning.

All monies should be:

- In an envelope with correct amount, clearly labelled with student's name, class and the purpose for which it is intended.
- Permission slips, if required, should be stapled to the outside of the envelope.

11.10 Emergency Procedures

The School has an evacuation plan in case of emergencies. Sometimes parent helpers can be in charge of groups of children when an emergency or drill siren sounds. Such helpers are asked to check the following:-

- that all their group are present;
- that they rejoin the main class group as soon as possible by a safe route;
- classes assemble at the front of the school on the grassed area in front of bitumen car park.

11.11 Lost Property

The School does not accept responsibility for lost items. A *lost property basket* is kept in the School office. Parents are most welcome to check for lost items. We make every effort to return lost items but unmarked, unclaimed items left at the end of each term will be placed in the second hand uniform section of the uniform shop.

11.12 Assemblies

An assembly is conducted each Friday morning (8.40am-9.10am). Class items are presented at some assemblies. Notification of these will be through the Link and Term Planner.

Merit Certificates are presented each Friday.

12. GENERAL SCHOOL RULES

1. Classrooms can be used by children during recess, before and after school, **ONLY** when directly supervised by the classroom teacher.
2. Children are to sit and eat lunch for the first 15 minutes of the lunch break, this time is supervised by teachers.
3. No bicycles are to be ridden on the School premises before, during or after school.
4. Children wishing to leave the School premises must supply a note from their parents and seek the teacher's and/or principal's permission. Parents must sign the register at the front School office before taking their children (Pre Primary to year six) from the School premises.
5. Games that may cause injury to students, or damage to clothing and/or School property, are not permitted. All ball games must be played away from buildings. No games are permitted before school.
6. Children must **WALK** in the School building areas and be mindful of others before, during and after school. When entering the School please keep to the left.
There are many toddlers and infants being carried by parents at the beginning and end of the school day. The safety of these members of our School community must be considered.
7. All who use the School are responsible for the general neatness of the buildings and grounds.
8. At the end of recess periods, a first siren will sound signalling children to stop playing and start preparing to return to their classrooms. A second siren will follow to initiate the commencement of classes and all students should be in class.
9. It is important that children are picked up by **3.25pm**. The School is not responsible for any child after this time.

13. SCHOOL ORGANISATIONS AND SERVICES

13.1 The School Board

The School Board is the body responsible for the financial management of the School for improvements and financial planning. The Board consists of the parish priest, the principal, a representative from the parish council, a representative from the P & F Association and a minimum of four and a maximum of six other elected persons.

13.2 Parents' and Friends' Association (P & F)

The Parents' and Friends' Association fosters community interest in education, promotes closer liaison between School and community and assists with School amenities.

- Meetings are held monthly and are advertised in the School newsletter.
- New arrivals are always welcome, both to form friendships and share the workload.

13.3 Canteen

It is the aim of the School canteen to provide a balanced and nutritious lunch, when ordered, for your child. All food and drinks available will be presented in a manner to encourage good healthy eating habits.

Educationalists are aware of the necessity for good nutrition and eating habits. Our School canteen will support and promote this aim as much as possible.

The School canteen is organised on a daily basis by a manager. The successful operation of the canteen is due, in a large way, to the parents who volunteer their time in helping on a rostered basis. This assistance is important if the canteen is to offer food at a reasonable price. Calls for volunteers will be made at the commencement of the school year and again mid-year. It is an expectation that volunteers work co-operatively with both the manager and other volunteers.

Orders for lunches **MUST** be placed **BEFORE** 8.45am each day. Lunches are distributed to each class from the canteen. Children then have a fifteen-minute eating period. No sales will be made during this period.

Food brought from home will not be warmed, toasted or handled in any way at the canteen or the office.

A child will never go hungry at school. If for any reason, a child is found to not have lunch, the canteen will provide a sandwich and an account will be sent home to the parent/carer to cover the cost.

13.4 Library Resource Centre

The library resource centre serves the St Brigid's community by providing a centralised collection of books, audiovisual and other resources. These enable teachers to programme resource based learning, and the children to develop independent learning skills and literacy through enjoyment of real literature.

The children come to the library weekly to select reading material and for sessions, planned in co-operation with the class teachers, to develop their learning skills. Parents can help by sharing their children's library books with them - either reading with them or by discussion about them. A library bag is essential for borrowing books. **No books can be borrowed without a library bag.** While the responsibility for the regular return of books is the child's, gentle reminders from home on library day can help. Parents are welcome to borrow from our collection.

13.5 Uniforms

The St Brigid's Primary School uniform is required to be worn by ALL students enrolled in Year One to Six. It is not compulsory for Kindergarten and Pre-Primary students. We encourage these students to wear the school sports uniform or comfortable play clothes. The Uniform has been carefully chosen by the School Community and it is an expectation upon enrolment that parents are familiar with and support our Uniform Policy as stated in the following text.

**THE FOLLOWING IS AN OUTLINE OF THE UNIFORM REQUIREMENTS.
ON NO ACCOUNT ARE ALTERNATIVES ACCEPTABLE.**

GIRLS UNIFORM

SUMMER

Blue prestalene dress, brown buckled sandals with no socks or black low heeled, lace up shoes with St Brigid's white socks. Socks must be visible above the ankle. Dress must be to the knee.

Sports Uniform

The Sports Uniform must be worn on sports days and faction shirt for physical education lessons.

Royal blue sport shorts, royal blue polo shirts with logo, and predominately white joggers (not street shoes) with St Brigid's sport socks. A St Brigid's faction polo shirt will be required to be worn at faction sports carnivals and phys. ed. lesson days.

WINTER

Blue skirt, Victoria blue shirt, school tie, school jumper, school wet weather jacket (able to be worn optionally at recess and lunch time), black low heeled, lace up shoes with school socks. The skirt is to be to the knee.

Tracksuit

Royal blue with white stripes on side, during winter months. *The tracksuit top should only be worn on sports days and not in place of the school jumper in winter.*

BOYS UNIFORM

SUMMER

Grey school style pants or shorts (no oversized or cargo styles), Victoria blue shirt, brown buckled sandals with no socks or black low heeled, lace up shoes with St Brigid's grey socks. Socks must be visible above the ankle. A tie is NOT required to be worn.

WINTER

Grey school style pants or shorts (no oversized or cargo styles), Victoria Blue shirt, school tie, school jumper, school wet weather jacket (can be worn during recess and lunch time), black low heeled, lace up shoes with grey St Brigid's socks.

Sports Uniform

The Sports Uniform must be worn on sports days and faction shirt for physical education lessons.

Royal blue sport shorts, royal blue polo shirt with logo, predominately white joggers (not street shoes) with St Brigid's sport socks. The coloured faction polo shirt will be required to be worn on faction Carnival days and physical education lesson days.

Tracksuit

Royal blue with white stripes on side, during winter months. *The tracksuit top should only be worn on sports days and not in place of the school jumper in winter.*

Jewellery, Accessories, Hair, Makeup, Nails

Studs or sleepers may be worn if both ears have been pierced, with one stud or sleeper is to be placed in each earlobe. Ear piercing should be done during school holidays so earrings can be removed when school resumes. The ONLY other acceptable jewellery are chains with crosses or holy medallions (to be worn under the school shirt or dress) and wristwatches. **Bracelets, bangles or rings** are not considered acceptable school wear.

Make-up or nail polish is not acceptable at school. These will be removed if worn to school.

Hair

Hair is required to be neat, tidy and clean. Shoulder length hair is to be tied back. Fringes are to be above the eyebrows or clipped back off the face. Hair colour must be natural. Extreme hairstyles are not permitted. Parents are welcome to contact the Administration Team if unsure of what is considered a suitable hairstyle. All hair accessories (ribbons, scrunchies, pins, slides, etc) must be plain, non-decorative and only in the following colours – royal blue, white, black, brown. On faction carnival days the children may wear ribbons that match the colour of their faction.

School Shoes / Sandals for Year One to Year Six

Shoes are to be black, low heeled and lace up. Sandals are to be brown, low heeled and buckled.

Hat

As we are a 'Sun Smart School' students are required to wear a St Brigid's wide brimmed hat when outdoors throughout the entire year. We enforce a '*no hat, no play*' policy.

Parkas

The School wet weather jacket may be worn to and from school but not inside the classroom.

IT IS A FAMILY RESPONSIBILITY TO ENSURE THAT EACH CHILD HAS A COMPLETE SCHOOL UNIFORM THROUGH-OUT THE YEAR.

**FAMILIES THAT SUPPORT OUR SCHOOL UNIFORM POLICY ALSO HELP DEVELOP
SELF-DISCIPLINE AND SELF-ESTEEM IN THEIR CHILD.**

All items of the school uniform are available from the Uniform Shop. Some second hand uniforms are also available.

The Uniform Shop accepts EFTPOS, cash and cheques. No credit is available, unless prior arrangements has been made, and confirmed, through the principal.

**PLEASE ENSURE NAMES ARE CLEARLY MARKED
ON ALL SCHOOL CLOTHING**

14. CHILDREN'S HEALTH

14.1 The School Nurse

A community nurse visits regularly. The nurse's main role is to conduct a screening programme, commencing in the kindergarten years. With your consent, a routine health appraisal is carried out during the course of your child's kindergarten / primary years. This will include:

- vision screening test;
- hearing screening test;
- observation of co-ordination, posture and gait;
- examination of teeth;
- measurement of height and weight (in underclothing).

You will be contacted by the school nurse, if concerns are identified during the appraisal. This may mean arranging a visit to a doctor, or other appropriate agency.

A further routine vision screening test will be conducted in year six and your permission will be sought at that time.

You are welcome to contact the community nurse through the school to discuss any concerns regarding your child's health. Parents are reassured that this service works in conjunction with your family doctor to help you if needed.

14.2 Health and Emergency Information

A Medical Emergency form is sent home to all families at the commencement of each school year. It is vital that all details on the Medical Emergency sheets are kept up to date. If at any time your address, phone number or emergency contact number is changed, *please notify the school immediately*. We ask that a contact number **other than the parent/carer** be included, if possible.

Sick children do not enjoy school, and often spread their sickness to others. Children who are too ill to remain at school will be sent home. We ask for parental co-operation by ensuring children are collected **within the hour** of being contacted by the School and have completely recovered before sending them back to school.

14.3 Dental Clinic

Children in all year levels are eligible for free dental treatment at Middle Swan Dental Therapy Centre, located at Middle Swan Primary School, Lewis Jones Cross, Stratton. No work is attempted until parents sign an authority to do so.

14.4 Infectious Diseases

ALL schools suffer from periodic outbreaks of *head lice*. Parents are asked to routinely check their children's hair. Children should not attend school while either lice or eggs are attached to their hair. If you child has lice, please notify the classroom teacher.

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

CHICKEN POX

Exclude until at least five days after the eruption first appears. Some remaining scabs do not justify exclusion.

MUMPS

Exclude for at least 9 days after onset of symptoms.

MEASLES, RUBELLA (German Measles)

Exclude for at least 4 days after onset of the rash.

WHOOPING COUGH

Exclude for 2 weeks from onset of illness.

IMPETIGO (school Sores)

Exclude until a medical certificate is produced stating that treatment has commenced. Sores on exposed surfaces must be covered with a dressing.

RINGWORM

Exclude until a medical certificate is produced stating that treatment has commenced.

SCABIES

Exclude until a medical certificate is produced stating that treatment has commenced.

CONJUNCTIVITIS

Exclude until discharge from eyes has ceased.

PARVOVIRUS

Exclude until well.

OTHERS: Please enquire regarding less usual infectious diseases.

15. SCHOOL PROGRAMMES and THE CURRICULUM FRAMEWORK

15.1 The Curriculum Framework

The document “Curriculum Framework for Kindergarten to Year 12 Education in Western Australia” makes explicit the learning outcomes which all Western Australian students should achieve. This is done via the Overarching Statements and the eight Learning Area Statements. It is these learning outcomes which comprise the mandatory element of the Curriculum Framework. There are two key features that make the Curriculum Framework different from previous syllabus documents utilised in Western Australia. The first is its focus on outcomes. The second is its Kindergarten to Year 12 approach.

15.2 Kindergarten and Pre Primary

Kindergarten children attend three full days per week being Tuesday, Wednesday and Thursday.

In Pre Primary and Kindergarten we aim to facilitate the development of the whole child by providing opportunities for children to experience learning in different domains. Children are growing and developing physically, socially, emotionally, cognitively, linguistically, creatively and spiritually. The children are encouraged to ‘take risks’ in these areas in an inviting and nurturing environment. Activities are child initiated and the children are free to choose activities based on their own needs.

Pre Primary children attend weekly library, music, physical education and Information, Communication and Technology (ICT-computer) sessions

15.3 Religious Education

Religious Education Programmes are based on the Religious Units of Work of the Archdiocese of Perth. The Religious Education programme includes class Masses and liturgies, to which school community parents and parish members are invited via the school and parish newsletter.

School Eucharists are held regularly, particularly on Special Feast Days, at St Brigid's Church, Midland. The children are bussed down to the Church on these occasions.

Sacramental programmes conducted in year three, year four and year six are based on these guidelines. Reconciliation is celebrated in year three, First Eucharist is celebrated in year four and Confirmation is celebrated in year six.

15.4 Language/English

The study of English plays a vital role in the development of students' literacy. It enhances learning in all areas of the curriculum and provides them with communication skills necessary for active participation in society. At St Brigid's we aim to develop children as language users. They are fully immersed in language in all its forms and for all its purposes.

At St Brigid's, we have implemented the RAISE initiative. At the heart of RAISE is a structured literacy dedicated block of time that allows teachers to put effective teaching strategies into place. Literacy Dedicated Time focuses on each child as an individual learner. It allows for each child's literacy development to be carefully monitored and evaluated. Data is gathered to inform the literacy program and to ensure that resources are appropriate to the student's needs.

Children are encouraged to share responsibility for their own personal progress and to think, to question and to evaluate their own performance within the process of language learning. Creative thinking, individual view points and risk taking are encouraged within a success-oriented framework of strategies and experiences integrated across all areas of the curriculum.

15.5 Mathematics

Students learn to use ideas about number, space, measurement, chance and data, and mathematical ways of representing patterns and relationships to describe, interpret and reason about their social and physical world.

Mathematical knowledge and skills will be acquired by the children in the course of practical activities involving pupil interaction with concrete materials. The chief aims of teaching activity based maths are to:-

- (a) set children free to think for themselves;
- (b) provide experiences to discover the order, pattern and relationships of mathematics;
- (c) give children mathematical skills.

St Brigid's Maths Policy is based on developing positive attitudes to maths understandings, skills, knowledge and intellectual abilities. Maths lessons could involve either written or mental activities. The element of discovery learning often seen as play is of paramount importance in developing the above outline's aims. The meanings of mathematics terms are learnt by usage and not by rote.

The calculator is used as a tool to assist learning in years two through to six. Calculator activities will be based on familiarisation, games, development of self-checking skills and application to the four processes at the level of each child, after concrete understandings of the process involved have been experienced.

15.6 Society and Environment

Our aim in Society and Environment is to develop in the children the concepts, knowledge and attitudes that will enable them to live in their society and environment as responsible Christians.

We aim to assist development of students' understanding of how we live together and interact with our environment, ie. cultural heritage, social justice, the democratic process and ecological sustainability.

Our approach is resource and inquiry based and we aim to develop in the children the ability to question, research and to make the appropriate judgements.

15.7 Science

We believe that Science should provide the primary school child with a means of learning about themselves and their environment through as many practical first hand experiences as possible. Science should develop in the child attitudes of curiosity, perseverance and enjoyment.

The school emphasises a problem solving approach through inquiry and discovery. The children are guided to observe, measure, communicate and to think creatively, critically and responsibly about themselves and their environment through a variety of science related experiences.

15.8 (i) The Arts (other than Music)

Students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies, eg dance, drama, media, music and visual arts.

Art programmes allow the children opportunities to express their ideas and feelings through techniques of drawing, painting, colouring, printmaking, collage, papercraft, textiles, weaving, 3D activities and ceramics.

It is intended that students will experience enjoyment in developing their creative potential. Through structured sequential activities based on their level of understanding and stages of development students will explore line, colour, texture, shape, form and space. They will develop an understanding of art, and develop motor, visual, analytical, and perceptual skills. Their art learning will contribute to their spiritual, intellectual, emotional and social growth.

15.8 (ii) Music

Singing and the use of percussion instruments as well as recorder play a large role in the development of the five main elements of music: rhythm, melody, harmony, form, style and expression. The understanding of these elements is acquired by participating in and mastering sequential activities involving: singing, playing, moving, listening, responding.

In year three the children begin learning to play the recorder and in year six the children will begin learning to play the guitar.

15.9 Health and Physical Education

Students are provided with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. Students are encouraged to make responsible decisions about health and physical activity in order to promote well being.

Physical Education is an important part of the curriculum at St Brigid's. All fitness and sport sessions are co-educational. Modified rules of games are taught and modified equipment is used. All children in years four - six are taught the basics of most major sports. Although class year levels vary in the amount of time spent on sport and physical education lessons, there are generally two periods of sport/physical education per class, per week.

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

Each year children participate in a Cross Country Carnival and a Faction Athletics Carnival. Children in years three to six also participate in a Faction Swimming Carnival.

15.10 LOTE (Languages other than English) - Italian Classes

Pre Primary to year six students have Italian instruction each week. Apart from learning to communicate in Italian, the children also learn about the culture through songs, poems, rhymes, stories and food. This experience in learning cultivates a knowledge, understanding and appreciation of another culture.

15.11 Technology and Enterprise

Students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of our world. Children are encouraged to be enterprising and identify needs and opportunities in different situation. All learning involves technology processing: investigating, devising, producing and evaluating.

16. ACTIVE LEARNING

16.1 Excursions

At St Brigid's we seek to provide children with maximum opportunities to be active learners in the environment in which they live. Parent help is often required for supervision of the students on these excursions. As the Duty of Care is to the St Brigid's students, it is important that siblings and other children do not attend the excursion with the parent helpers. Parent/carer support on excursions is greatly valued and appreciated.

To this end, opportunities for learning outside the classroom are provided to complement topics' learning objectives. Experiencing first hand, farms, factories, shopping centres, museums, art galleries, parks, ports and places of work or play, allows the children to develop concepts about their world in a way that connects life with school learning.

Throughout the year, teachers will notify parents about forthcoming excursions, and any permission notes or monies needed.

16.2 Camps

Currently, the school policy is that all year six students participate in a camp. The year six camp is for five days at Dwellingup.

17. HOMEWORK POLICY

St Brigid's staff believe that regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It is highly desirable that the implementation of such practice follows these guidelines:

- I. Parents are encouraged to develop a positive attitude towards homework by making it a sharing moment with their child.
- II. Homework is a means of forming good habits for later life and to encourage self-discipline, self reliance and a greater sense of responsibility.
- III. Homework will be meaningful and directed to each age level. It will give the child a sense of pride in his/her achievements to encourage self-discipline rather than endurance.
- IV. Students in Years 1-3 should not have more than 30 minutes per night. Years 4-6 should not have more than 45 minutes per night. Homework will not be set on the weekend.
- V. As parents are the prime educators of their children and understand more fully than anyone else individual family situations, parents who do not wish for their child/children to do homework should negotiate this with their child's teacher. Where homework is missed and it is the parents desire that homework is given, parents must forward a note to the teacher to make the teacher aware that such a decision was that of the parent and not the child. The class diary can be used for this. The school diary must be signed by a parent/ carer every night.

- VI. Homework will not be set for children taking extended family holidays. Parent/carers are asked to encourage their child to keep a diary of the activities undertaken, places visited and people met. Where a child is ill, homework can be negotiated with the classroom teacher.

18. PASTORAL CARE

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

Pastoral Care means enhancing the dignity of each person within a Catholic faith community.

The dignity and respect of each person in the school's community are considered as fundamental in the entire education process. Pastoral care infuses all aspects of school life. It is concerned with maximising learning and growth and developing the beliefs, values, attitudes, knowledge, skills and practices to enable all to become inner-directed, contributing members of God's creation.

All members of the Leadership Team are available to hear concerns, ideas or thoughts by appointment. It is imperative that the child's classroom teacher is approached first, about classroom issues, before a Leadership Team member is informed.

Individual programmes and plans may be developed and implemented, in conjunction with parents, teachers and children involved, to help increase self esteem, stop bullying, deal with crisis, help those in need, etc.

19. CAR PARK RULES

The speed limit *at all times* within the school grounds is 10 km/h. Please observe and adhere to the signage throughout the car park.

The car park is on private property and abuse of the rules may lead to exclusion from this area.

There are two areas for parking before and after school:

- a) Grassed Car Park
 - If leaving vehicle, enter and park in a north/south direction morning and afternoon.
 - If in the waiting line, do not leave your vehicle unattended, as this is where traffic must continue to flow.
 - **EXIT LEFT ONLY**, between 3.00pm and 3.30pm.

- b) Bitumen Car Park
 - If you wish to leave your vehicle, park your car in the marked bays.
 - If in waiting line, enter the queue and go as close as possible to the exit lane. Please be aware that **it is illegal to queue on Toodyay Road**. The Police have informed us that they will issue infringement notices to anyone queuing and holding up traffic flow on Toodyay Road. Teachers will be on duty in the car park to assist during after-school pick-up. *Please don't beckon your child over to the car before your turn*, as this could be confusing to them as they are informed of the school rules pertaining to correct procedures and areas to wait.
 - Cars may exit left or right onto Toodyay Road but please be aware that the traffic flow stops if cars start to queue to exit right into Toodyay Road. If this happens, it may be preferable to exit left.

Pedestrians

Parents/carers are to stay close to their child at all times in the car parks. Parents or children are not to walk through the **staff** car park to enter or leave the school grounds. When crossing over to your parked car in the bitumen car park, please use the cross walk. This ensures better visibility of on-coming cars.

Day Care Parking

There is a designated 'Day Care' parking area located in the grassed area, in front of the wire fence. This area is for 'Day Care' vehicles only.

Staff Car Park (fenced area)

The staff car park is *strictly* for staff parking only.

Parents are required to inform any other person/s picking up their child/ren of the school car park rules.

PLEASE SHOW CONSIDERATION AND PATIENCE AT ALL TIMES

20. FUNDRAISING

Priority for fundraising at St Brigid's is given to the Missions or any other Catholic identity that may be decided on, through the school. Personal fundraising goods must not be sold on school property.

21. BUILDING LEVY

The St Brigid's Primary school Building Levy was established to assist the school in meeting repayments on borrowings for the construction of buildings and other capital items. *The Levy is a compulsory part of the fee structure.* It can be paid over the four terms in the school year.

22. DISPUTES OR COMPLAINTS

The Catholic Education Commission of Western Australia (CECWA), Dispute and Complaint Resolution policy was implemented in 2002 and provides a process that must be followed by all Catholic schools. The policy is consistent with the accountability requirements under the *school Education Act (1999)*.

In the case of a dispute or complaint in relation to existing CECW policy, the following procedures should be adhered to.

1. All issues of dispute or complaint must be addressed in the first instance at the school level.
2. Where the parties are having difficulty achieving a resolution at the school level they may request the assistance of the Director of Catholic Education or Congregational Leader.
3. Any party may appeal the Principal's decision to the Director of Catholic Education who will then in turn review the decision.
4. Any party may appeal the Director of Catholic Education's decision to the Minister for Education. The Minister for Education will review the process utilised to resolve the dispute or complaint but will not review the merits of the matter.

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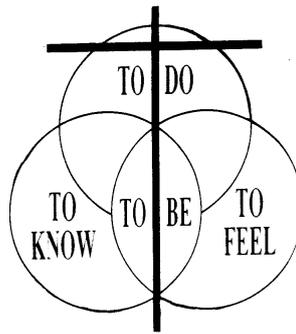
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ST BRIGID'S PRIMARY SCHOOL

MIDDLE SWAN WA



INFORMATION BOOKLET

20 Toodyay Road, Middle Swan.

Telephone: 9250 1592

Facsimile: 9250 2973

Email: admin@stbrigidsms.wa.edu.au

Website: www.stbrigidsms.wa.edu.au